

## **The Influence of Emotional Intelligence Attributes on The Academic Performance of Tourism Management Students – The Case of Alexandria University**

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### **Abstract**

Researchers have shown considerable interest in understanding the factors that contribute to the improvement of academic performance among university students. In recent years, as the multiple intelligences theory has gained prominence, some scholars have argued that emotional intelligence may serve as a more effective predictor of academic success and future achievements compared to traditional metrics such as GPA, IQ, and standardized test scores. Consequently, corporations and universities have increasingly focused on emotional intelligence due to its perceived significance. Emotionally intelligent individuals typically excel in four key areas: recognizing, utilizing, understanding, and managing both their own emotions and those of others. Given the prevalent importance of emotional intelligence as a fundamental skill, there is a compelling need to investigate its relationship with academic performance, particularly among university students. This inquiry becomes even more relevant for tourism management students, who will eventually enter demanding professions where high levels of emotional intelligence are crucial for achieving customer satisfaction. This paper aims to investigate how emotional intelligence attributes can affect the academic performance of tourism management students. Data is collected through a field survey conducted among tourism management students in Alexandria University. The data from the survey is analyzed statistically using multiple regression analysis, analysis of variances tests and other statistical tests. The results of the study reveal that the respondents have moderate to high level of Emotional Intelligence. Three attributes (self-regulation, social awareness, and relationship management) of emotional intelligence investigated are found to be significantly and positively associated with the respondents' academic performance. The findings of the study hold important implications on the value of emotional intelligence and its influence on students' academic performance, especially among tourism management students.

### **Keywords**

*Emotional Intelligence, Academic Performance, Tourism Management Students, Students' Academic Performance.*

## **1. Introduction**

In today's fast-paced and highly competitive educational landscape, the success of students in higher education institutions has become a topic of increasing interest for both researchers and educational institutions (Albani et al., 2023). One crucial factor that has gained significant attention in recent years is the influence of emotional intelligence (EI) attributes on academic performance (Chang & Tsai, 2022; Volker et al., 2023). Emotional intelligence, as defined by Mayer and Salovey (1997), refers to the ability to perceive, understand, manage, and use emotions effectively. In the context of higher education, emotional intelligence attributes encompass an individual's self-awareness, self-regulation, social skills, empathy, and motivation (Goleman, 1995).

The significance of emotional intelligence in the academic context is emphasized by its potential impact on a student's overall performance, which extends beyond traditional mental abilities. Several studies have demonstrated that students with higher levels of emotional intelligence tend to exhibit better problem-solving skills, interpersonal relationships, and adaptability, all of which are essential components of successful academic and professional life (Cherniss, 2010; Brackett et al., 2004).

However, the role of emotional intelligence in the academic performance of students pursuing specific fields of study, such as tourism management, remains a relatively underexplored area of research. This paper seeks to address this gap by examining the influence of emotional intelligence attributes on the academic performance of Tourism Management students at Alexandria University. The tourism industry is known for its emphasis on interpersonal skills, service quality, and adaptability, making it an ideal context to investigate the relevance of emotional intelligence.

This research employs a quantitative approach through the assessment of emotional intelligence attributes in relationship to academic performance. The purpose of this is to examine how emotional intelligence attributes may impact the academic success of students within the field of tourism management.

In order to achieve this purpose, the research questions were formulated as follows; does emotional intelligence influence the academic performance of tourism management students; which emotional intelligence attributes have a significant impact on the academic performance of students; is there a significant difference in emotional intelligence scores between various GPA categories of students?

The findings of this study have the potential to inform educational institutions, curriculum development, and student support services in promoting emotional intelligence as a vital component of academic achievement and future success in the tourism industry.

In the subsequent sections, the study will explore the related literature review, explain the methodology of the field research, discuss results and present relevant conclusion and implications shedding light on the complex relationship between emotional intelligence and the academic performance of tourism management students with application on Alexandria University.

## **2. Literature Review**

Emotional intelligence (EI) has gained considerable attention in various academic and professional areas since it can improve one's overall work performance and academic success (Mayer & Salovey 1997). This literature review examines the role of emotional intelligence in relation to academic performance, particularly in the field of tourism management.

Salovey & Mayer (1990) introduced the term emotional intelligence as a particular branch of social intelligence that involves an understanding and control over one's own feelings in combination with awareness about others behavior to guide oneself cognitively or behaviorally. Later, they broadened the concept to include "the skill to accurately perceive, evaluate, and express emotions; the capability to access and/or generate feelings that aid in cognitive processes; an understanding of emotions and emotional knowledge; and the proficiency to regulate emotions for the promotion of emotional and intellectual development" (Mayer and Salovey, 1997, p. 10).

### **2.1. Emotional Intelligence Attributes**

Traditional concepts of intelligence concentrated on pure cognitive function, ignoring the role played by emotion in human cognition and conduct. However, Daniel Goleman's (1995) important book on emotional intelligence (EI), which assessed the impact of EI on personal and professional success, brought considerable status to this area. Ever since then, many theorists and researchers have investigated the complex nature of EI, giving rise to a wide range of models and frameworks.

Many well-known models have been used to explain emotional intelligence. Goleman's (1995) framework identifies five core components: self-awareness, self-regulation, social awareness, relationship management and motivation. On the other hand, Salovey and Mayer (1990) suggested a four-branch model focusing on perception, understanding, utilization, and regulation of emotions. Trait-based models, such as Bar-On's (1997) model, identify 15 sub-dimensions grouped into five composite factors: intrapersonal, interpersonal, adaptability, stress management, and general mood.

Nevertheless, several important elements keep emerging on these models. One attribute of EI that is widely accepted and considered the foundation of emotional intelligence is self-awareness, which is linked to identifying and understanding one's own emotions

(Lansley, 2020) including the ability to identify emotional states, triggers, and their impact on thoughts and behavior (Goleman, 1995). Self-regulation is another element that helps to effectively manage and express emotions through adaptive response (Lansley, 2020). This component includes impulse control, adaptability, and the capacity to maintain self-possession (Brackett et al., 2004). Social Awareness is understanding and being sensitive to other people's emotions which is necessary to empathize with others, and create effective communication (Ciarrochi et al., 2007). Relationship management, the skill of building and maintaining positive relationships, involves effective communication, conflict resolution, and social support (Goleman & Boyatzis, 2008).

In addition to these basic components, other attributes help form a complete understanding of EI. Emotional expression, which is the ability to mirror emotions and encourage sincere connection with others truthfully and expressively (Sutter & Douglas, 2015). Adaptability is another attribute of particular importance in today's rapidly changing world that aids in adjusting effectively to different circumstances (Brackett & Mayer, 2009). Motivation is a fundamental force and interest, a drive to overcome obstacles in order to achieve goals (Cherniss, 2010; Lansley, 2020).

There is general agreement that self-awareness, self-regulation, social awareness, and relationship management make up the core components of EI, but there is less agreement on how many extra ones there should be or what exactly they should include. On one side, there are those who support a less restrictive definition covering things like flexibility and emotional expression (Brackett & Mayer, 2009); on the other side are supporters of a more conservative model based solely on the four core EIs (Salovey et al., 2007).

For the purpose of this research, the more restrictive array of attributes has been adopted as they encompass the main areas of EI and can be accurately tested through appropriate EI tests. The four adopted EI attributes to be studied and tested in this research are self-awareness, self-regulation, social awareness, and relationship management. Figure one shows the adopted EI attributes and their main indicators.

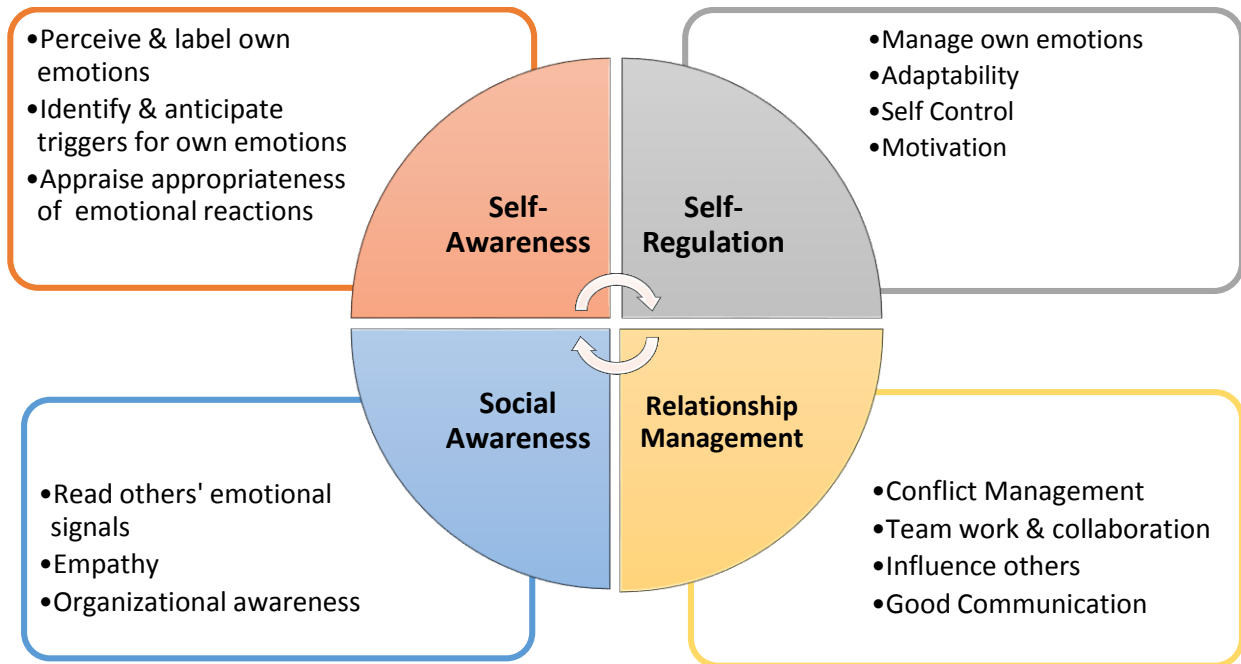


Figure 1: EI Attributes and their main indicators

Adapted from: (Salovey et al., 2007; Goleman & Boyatzis, 2008; Lansley, 2020)

These components collectively form the foundation of emotional intelligence and play a crucial role in various aspects of personal, academic, and professional life, including decision-making, problem-solving, interpersonal relationships, and overall well-being.

Understanding and developing these attributes can lead to improved emotional intelligence and better outcomes in various domains.

## 2.2. Measuring Emotional Intelligence Attributes

Since the evolution of the theory of emotional intelligence many measures and tools have been developed to measure and assess EI and its attributes. One of the most popular measures of EI is the Schutte Self-Report Emotional Intelligence Test (SSEIT). It was developed by Schutte et al. (1998), the SSEIT is a widely recognized self-report questionnaire used to assess emotional intelligence. It is comprised of 33 questions that cover these basic four attributes of EI.

Another tool is Emotional Intelligence Appraisal (EIA). It was developed by Travis Bradberry and Jean Greaves (2009), it is a widely used assessment tool designed to measure emotional intelligence skills, including self-awareness, self-regulation, social awareness, and relationship management. It provides a personalized feedback report to individuals on their emotional intelligence competencies.

Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT) was developed by Mayer, Salovey, and Caruso (2002). The MSCEIT is a performance-based assessment of

emotional intelligence. It measures the ability to recognize, understand, manage, and use emotions in problem-solving and decision-making situations. The MSCEIT is recognized for its objective measurement of emotional intelligence competencies.

As for the Bar-On Emotional Quotient Inventory (EQ-i), it is a famous test developed by Reuven Bar-On (1997), the EQ-i is one of the earliest emotional intelligence assessments. It focuses on various components of emotional intelligence, including self-regard, emotional self-awareness, assertiveness, interpersonal relationships, and stress tolerance. It provides a comprehensive evaluation of emotional and social functioning.

These assessments serve as valuable tools for evaluating emotional intelligence in various contexts, including personal development, education, and the workplace. The choice of test depends on the specific goals and context in which emotional intelligence is being assessed.

### **2.3. Relevance of Emotional Intelligence in Tourism Management**

The tourism industry is characterized by its high degree of interaction with customers, diverse cultural backgrounds, and unpredictable situations. Therefore, the importance of emotional intelligence attributes in this field becomes evident. Successful tourism professionals need to be adaptable, empathetic, and skilled in handling customer relationships (Sánchez-Oliver et al., 2019). Consequently, the relevance of emotional intelligence for tourism management students cannot be overstated.

The field of tourism management is distinctively characterized by its emphasis on customer service, interpersonal relationships, and adaptability in diverse and often unpredictable situations. Given these unique features, the relevance of emotional intelligence (EI) attributes in tourism management becomes particularly obvious.

Tourism professionals, such as hotel managers, tour guides, and travel agents, often work directly with customers and are responsible for creating positive and memorable experiences. In this regard, EI attributes like empathy, social skills, and emotional awareness are crucial for understanding and meeting the emotional needs and expectations of customers (Sánchez-Oliver et al., 2019). For example, an empathetic travel agent who can effectively connect with tourists from different cultural backgrounds is more likely to create a positive and memorable experience, thus contributing to customer satisfaction and loyalty.

Adaptability is another key aspect of emotional intelligence that is highly relevant in tourism management. The tourism industry is prone to unexpected challenges and changes, such as weather disruptions, cultural misunderstandings, or unexpected situations. Professionals in tourism must be able to adapt quickly and handle stress

effectively to ensure the continuity of positive customer experiences (Sánchez-Oliver et al., 2019).

Furthermore, emotional intelligence plays a role in the successful management of tourism teams and employees. Managers who possess strong emotional intelligence attributes can build strong and cohesive teams, resolve conflicts, and motivate staff effectively, all of which are essential in ensuring the smooth operation of tourism enterprises (Volker et al., 2023).

In summary, the application of emotional intelligence attributes in tourism management is evident. The industry's unique characteristics demand professionals who can understand and manage emotions, establish strong interpersonal relationships, adapt to unforeseen circumstances, and motivate both themselves and their teams. Thus, the relevance of emotional intelligence in the field of tourism management is undeniable.

#### **2.4. Emotional Intelligence and Academic Performance**

Emotional intelligence attributes are thought to influence academic achievement by enhancing a student's ability to navigate the challenges of higher education effectively. Self-awareness, for example, enables students to recognize their strengths and weaknesses, facilitating a more focused approach to learning (Brackett et al., 2004). Self-regulation assists in managing stress and anxiety, factors that can significantly impact academic performance (Parker et al., 2004).

Empathy and social skills are crucial in a learning environment, allowing students to build strong relationships with colleagues and professors, collaborate effectively, and resolve conflicts (Mikolajczak et al., 2009). Motivation, a central component of emotional intelligence, can provide students with the drive and dedication needed to succeed in their studies (Pekrun & Linnenbrink-Garcia, 2012).

Several studies have explored the connection between emotional intelligence and academic performance (Afridi & Ali, 2019; ALmegewly et al., 2022; Low et al., 2004; Năstasă et al., 2022; Saud, 2019). In a study by MacCann et al. (2011), emotional intelligence was found to be positively correlated with academic achievement across various domains, highlighting its potential as a predictor of success in education. Furthermore, a study conducted by Extremera and Fernández-Berrocal (2004) demonstrated that higher levels of emotional intelligence were associated with better academic performance among undergraduate students.

Additionally, a study by Parker et al. (2004) explored the impact of emotional intelligence on the transition from high school to university. The findings indicated that emotional intelligence played a role in academic success during this critical phase, emphasizing its

relevance not only within specific academic disciplines but also during key educational transitions.

More recent studies include a study by MacCann et al. (2020) which investigates the link between emotional intelligence (EI) and academic performance. It conducted a meta-analysis of studies that explored the correlation between EI and academic performance. They found a small to moderate positive correlation, indicating that students with higher EI tend to get better grades and test scores. They proposed three mechanisms that explain how EI might influence academic performance: regulating emotions, building social relationships, and content overlap between EI and academic subjects (MacCann et al., 2020).

Another recent study is a paper by Sánchez-Álvarez et al. (2020). This research explores the link between emotional intelligence (EI) and academic performance in secondary school students. A meta-analysis of existing studies was conducted to see if a consistent relationship exists. The key findings indicated that there is a significant, low to moderate positive correlation between EI and academic performance. This means students with higher EI tend to get better grades and test scores. (Sánchez-Álvarez et al., 2020).

Moreover, another study by Chang and Tsai (2022) investigated the factors influencing university students' academic achievement in online English courses, specifically focusing on the roles of (EI), learning motivation, and self-efficacy. Some of the findings of this study is that higher emotional intelligence is associated with better academic achievement in online English courses. This holds true for both overall EI and specifically for the ability-based aspect of EI, which involves understanding and managing emotions. In addition to this finding the study also revealed that emotional intelligence partially mediates the relationship between learning motivation and academic achievement. This means that higher EI can actually amplify the positive effect of motivation on grades (Chang and Tsai, 2022).

Furthermore, a study about emotional intelligence and self-regulated learning in university students during the COVID-19 pandemic has revealed important results. Firstly, the study shows that having emotional intelligence is important for protecting against challenges in higher education. Secondly, it looks closely at how emotions relate to how university students learn during the coronavirus pandemic and the impact of EI in coping with that (Albani et al., 2023)

These studies collectively highlight the positive relationship between emotional intelligence attributes and academic performance. They suggested that students with well-developed emotional intelligence are more likely to excel academically due to their ability to manage emotions, build effective relationships, and adapt to the challenges of higher education.



However, it's important to note that while these studies provide valuable insights into the general relationship between emotional intelligence and academic performance, the specific application of emotional intelligence within the context of tourism management education remains an underexplored area. Therefore, the present research aims to address this gap by investigating how emotional intelligence attributes may influence the academic success of students in the field of tourism management with application on Alexandria University students.

### **3. Methodology**

In order to answer the research questions and fulfil the research objectives, a field study was conducted to measure the impact of various EI attributes on the academic performance of Tourism Management students in Alexandria University, Egypt.

Data for the empirical study was gathered via an online survey administered to a sample of undergraduate and postgraduate tourism management students at Alexandria University. Data collection took place during September and October 2023. Despite the survey being anonymous, an ethical approval was obtained from Alexandria University prior to conducting the field research. The survey aimed to assess the emotional intelligence of participants and its potential impact on their academic performance.

To measure students' emotional intelligence, the Schutte Self-Report Emotional Intelligence Test (SSEIT), a validated instrument (Aniemeka et al., 2020; Musonda et al., 2019) was employed. The SSEIT is a widely recognized tool for evaluating emotional intelligence including its four basic attributes (Schutte et al., 1998). Participants responded to a series of items in the SSEIT comprising 33 questions. Each item was measured on a five-point Likert scale ranging from 1-strongly disagree to 5-strongly agree. The SSEIT assessed various components of emotional intelligence including self-awareness, self-regulation, social awareness, and relationship management. The grade point average (GPA) of the students was utilized as an indicator of their academic performance.

A total of 305 completed questionnaires were collected from undergraduate and postgraduate tourism management students. The sample was representative of the student population within the university's tourism management program reflecting students from different stages.

Data collected from the survey was analyzed statistically to investigate the relationship between emotional intelligence and academic performance. The statistical analysis aimed to determine the extent to which emotional intelligence attributes influenced academic performance among tourism management students. To address the research questions, various statistical techniques were employed, including Cronbach's Alpha to test the reliability of the research instrument, multiple regression analysis to assess the predictive value of emotional intelligence components,

analysis of variance (ANOVA) to explore potential differences across different student groups, and other appropriate statistical tests.

The results of the statistical analysis provided insights into the relationships between emotional intelligence and academic performance within the context of tourism management education at Alexandria University.

#### **4. Results & Discussion**

Using descriptive statistics (frequency & percentage), the profile of the survey sample was tabulated and reported in table 1, which summarizes the profile of the survey respondents with respect to gender, education stage and GPA.

Table 1: Profile of the Survey Sample

	Frequency	Percentage %
<b>Gender</b>		
Male	106	35
Female	199	65
Total	305	100
<b>Stage</b>		
Second Year	153	50
Third Year	49	16
Fourth Year	50	16
Recent Graduates	28	10
Post-grad studies students	25	8
Total	305	100
<b>GPA</b>		
Below Average (less than 2)	29	10
Average	65	21
Above Average	109	36
Excellent GPA	102	33
Total	305	100

This information provides an overview of the distribution of respondents based on gender, academic stage, and GPA categories. It is valuable for understanding the demographics and academic performance of the surveyed population.

Table 2 : Reliability of SSEIT as a research instrument to measure EI in the Context of Alexandria University Students

	N of Items	Cronbach's Alpha
Schutte Self-Report Emotional Intelligence Test (SSEIT)	33	0.915

Cronbach’s Alpha test was used to measure the reliability of the Schutte Self-Report Emotional Intelligence Test (SSEIT) used as the research instrument to measure emotional intelligence and its attributes.

The Cronbach’s alpha coefficient is a measure of internal consistency, indicating how well the items in a test measure the same construct. In this case, the Cronbach’s alpha for the SSEIT is calculated as 0.915, which is generally considered quite high. Higher values suggest greater internal consistency among the items, indicating that the items in the SSEIT are highly correlated and collectively measure the construct of Emotional Intelligence reliably.

Therefore, the SSEIT appears to be a reliable research instrument for measuring emotional intelligence, given its high Cronbach’s alpha coefficient of 0.915 and the substantial number of items (33) contributing to this reliability.

Table 3: Mean and Standard Deviation of Items of SSEIT

	Items	Item Mean	SD
1	I know when to speak about my personal problems to others.	3.807	1.216
2	When I am faced with obstacles, I remember times I faced similar obstacles and overcame them.	4.128	1.091
3	I expect that I will do well on most things I try.	4.033	1.097
4	Other people find it easy to confide in me.	4.072	1.023
5	I find it hard to understand the nonverbal messages of other people.	3.252	1.245
6	Some of the major events of my life have led me to re-evaluate what is important and not important.	4.377	0.938
7	When my mood changes, I see new possibilities.	3.734	1.072
8	Emotions are some of the things that make my life worth living.	3.610	1.249
9	I am aware of my emotions as I experience them.	3.649	1.105
10	I expect good things to happen.	4.092	1.022
11	I like to share my emotions with others.	2.810	1.329
12	When I experience a positive emotion, I know how to make it last.	3.433	1.221
13	I arrange events others enjoy.	3.675	1.053
14	I seek out activities that make me happy.	4.184	1.013
15	I am aware of the nonverbal messages I send to others.	3.666	1.138
16	I present myself in a way that makes a good impression on others.	4.102	0.914
17	When I am in a positive mood, solving problems is easy for me.	4.269	1.000
18	By looking at their facial expressions, I recognize the emotions people are experiencing.	4.246	0.940
19	I know why my emotions change.	3.534	1.256
20	When I am in a positive mood, I am able to come up with new ideas.	4.252	0.906
21	I have control over my emotions.	3.574	1.148
22	I easily recognize my emotions as I experience them.	3.702	1.170
23	I motivate myself by imagining a good outcome to tasks I take on.	4.157	1.011
24	I compliment others when they have done something well.	4.436	0.776
25	I am aware of the nonverbal messages other people send.	3.613	1.080

	Items	Item Mean	SD
26	When another person tells me about an important event in his or her life, I almost feel as though I have experienced this event myself.	3.738	1.021
27	When I feel a change in emotions, I tend to come up with new ideas.	3.548	1.085
28	When I am faced with a challenge, I give up because I believe I will fail.	4.007	1.153
29	I know what other people are feeling just by looking at them.	3.830	1.037
30	I help other people feel better when they are down.	4.266	0.931
31	I use good moods to help myself keep trying in the face of obstacles.	4.170	0.920
32	I can tell how people are feeling by listening to the tone of their voice.	4.121	1.004
33	It is difficult for me to understand why people feel the way they do.	3.387	1.252

In summary, analyzing the mean and standard deviation for each item of the SSEIT can provide insights into the distribution and variation of responses. Items with higher means are generally agreed upon by participants, while items with higher standard deviations indicate more diverse opinions or responses.

Item 6 for example (Some of the major events of my life have led me to re-evaluate what is important and not important): This item has a high mean (4.377), suggesting that, on average, participants agree or strongly agree with this statement. The low standard deviation (0.938) indicates that responses are relatively consistent.

Item 11 (I like to share my emotions with others): This item has a lower mean (2.810), indicating that, on average, participants are less likely to agree with this statement. The higher standard deviation (1.329) suggests more variability in responses.

Item 24 (I compliment others when they have done something well): This item has a high mean (4.436) and a low standard deviation (0.776), suggesting that participants generally agree with the statement, and their responses are relatively consistent.

Table 4: Descriptive Analysis of Emotional Intelligence Attributes of The Study Sample

<b>Emotional Intelligence Attributes</b>	<b>Mean</b>	<b>Standard Deviation</b>
Self-awareness	3.702	1.170
Self-regulation	3.574	1.148
Social awareness	4.266	0.931
Relationship management	4.170	0.920
<b>EI (Total Score)</b>	<b>3.863</b>	<b>0.561</b>

Descriptive statistics were used to assess the scores of the research sample regarding the four basic EI attributes tested by the SSEIT. The mean for attribute self-awareness is 3.702, indicating a moderate level. However, the higher standard deviation of 1.170 suggests that there is more variability in individual scores for this aspect compared to the overall emotional intelligence score.

Participants, on average, have a slightly lower mean score in managing their own emotions or attribute self-regulation (3.574), and there is moderate variability in individual scores as indicated by the standard deviation of 1.148.

Social awareness has a higher mean score (4.266), suggesting that, on average, participants excel in this aspect of emotional intelligence. The lower standard deviation of 0.931 indicates less variability compared to self-regulation attribute.

The mean score for the relationship management is (4.170) reflecting a relatively high level. The standard deviation of 0.920 indicates moderate variability in how participants utilize emotions.

In summary, the study sample, on average, demonstrates moderate to high levels of emotional intelligence across different attributes. However, there is notable variability in self-awareness and self-regulation, suggesting that individuals may differ more in these aspects. The lower variability in social awareness and relationship management indicates more consistent performance in these areas among the participants.

In order to answer the first two research questions concerning whether emotional intelligence influences the academic performance of tourism management students, and which emotional intelligence attributes have significant impact on their academic performance, a multiple regression analysis was performed. The multiple regression tests the relationship between the dependent variable (academic performance) and the independent variables which are the four EI attributes (self-awareness, self-regulation, social awareness, and relationship management). Results of the multiple regression analysis are indicated in table five.

Table 5: Multiple Regression Analysis of the Study Variables

	<b>Coefficients</b>	<b>Standard Error</b>	<b>t Stat</b>	<b>P-value</b>	<b>Lower 95%</b>	<b>Upper 95%</b>
<b>Intercept</b>	2.493	0.236	10.546	0.000	2.028	2.958
Self-awareness	-0.075	0.043	-1.745	0.082	-0.161	0.010
Self-regulation	0.125	0.053	2.356	<b>0.019</b>	0.021	0.230
Social awareness	0.122	0.053	2.307	<b>0.022</b>	0.018	0.225
Relationship management	0.114	0.053	2.154	<b>0.032</b>	0.010	0.218

The positive coefficients for "self-regulation," "social awareness," and "relationship management " suggest that as these variables increase, the dependent variable tends to increase, and these relationships are statistically significant ( $p = 0.019$ ,  $p = 0.022$ , and  $p = 0.032$ , respectively).

Therefore, the multiple regression analysis signifies that there is a statistically significant relationship between the dependent variable (academic performance) and three of the independent variables, self-regulation, social awareness & relationship management .

These findings are consistent with prior research that has highlighted the impact of EI attributes on academic performance (Afridi & Ali, 2019; Chang and Tsai, 2022; MacCann et al., 2020; Mikolajczak et al., 2017).

In order to answer the third research question related to whether there is a significant difference in emotional intelligence scores between various GPA categories of students, a one-way analysis of variance (ANOVA) was conducted to reveal if there is a variance in emotional intelligence scores between the different GPA groups of students (Below average GPA, Average GPA, Above Average GPA and Excellent GPA students). The results of ANOVA are indicated in table six.

Table 6: ANOVA (Single Factor)

Source of Variation	df	SS	MS	F	Significance F
Between Groups	9518.511	3.000	3172.837	10.091	0.000
Within Groups	94643.503	301.000	314.430		
Total	104162.013	304.000			

ANOVA results indicate that there is a statistically significant difference in variances of the four groups of students  $F= 10.091$ ,  $p < 0.0005$  which confirms that the emotional intelligence scores are significantly different between the four GPA student groups.

The p-value (Significance F) is very low (0.000), indicating that the observed differences are unlikely to be due to random chance.

In summary, the results of this ANOVA suggest that there are statistically significant differences between the different GPA groups being compared, based on the given data of their EI scores.

## **5. Conclusion & Implications**

Emotional intelligence is acknowledged as a crucial element influencing academic achievements in diverse fields. In the scope of tourism management, its significance is heightened due to the industry's distinct requirements.

In conclusion, this study aimed to investigate the influence of emotional intelligence (EI) attributes on the academic performance of Tourism Management students with application on Alexandria University. The findings, derived from the methodology involving a quantitative approach utilizing the Schutte Self-Report Emotional Intelligence Test (SSEIT) and students' GPA, contribute valuable insights to the complex relationship between emotional intelligence and academic success in the context of tourism management education.

The study sample demonstrated moderate to high levels of emotional intelligence across various attributes, with notable variability in self-awareness and self-regulation.

Multiple regression analysis revealed a statistically significant positive relationship between academic performance and three EI attributes: self-regulation, social awareness, and relationship management.

ANOVA results indicated a statistically significant difference in emotional intelligence scores among different GPA groups, emphasizing the relevance of emotional intelligence in academic achievement.

In light of these findings, emotional intelligence needs to be credited as a contributing factor to academic success, recognizing its importance alongside traditional cognitive abilities. Thus, the tourism industry should acknowledge the relevance of emotional intelligence in the tourism sector, emphasizing its role in interpersonal skills, service quality, and adaptability.

Furthermore, since emotional intelligence impacts academic performance, it is recommended that educational institutions incorporate emotional intelligence training programs for tourism management students in order to enhance and develop certain aspects of emotional intelligence that would impact their academic performance.

Moreover, universities need to provide targeted support and resources to students with lower emotional intelligence scores, focusing on areas such as self-awareness and self-regulation.

Additionally, such emotional intelligence development would also augment skills that can be utilized in tourism management students' future jobs where they face situations that require high levels of emotional intelligence to resolve problems and achieve tourist satisfaction.

As for the implications for future research, this research provides a foundation for future studies for further exploration of emotional intelligence in specialized academic disciplines, expanding the understanding of its impact on academic performance.

Another suggestion for future research is longitudinal studies which investigate the developmental paths of EI across different educational stages and its long-term impact on academic outcomes.

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## تأثير سمات الذكاء الوجداني على الأداء الأكاديمي لطلاب الإدارة السياحية دراسة حالة جامعة الإسكندرية

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### الملخص

لقد أصبحت العوامل التي تساهم في تحسين الأداء الأكاديمي لطلاب الجامعة موضع اهتمام الكثير من الباحثين. في السنوات الأخيرة، ومع تطور نظرية الذكاءات المتعددة، جادل بعض العلماء بأن الذكاء الوجداني يمكن أن يكون مؤشراً أفضل للأداء الأكاديمي والنجاح المستقبلي من الأساليب التقليدية مثل المعدل التراكمي، ومعدل الذكاء، ودرجات الاختبارات الموحدة. وهذا بدوره يفسر الاهتمام الكبير بالذكاء الوجداني من جانب الشركات والجامعات على حد سواء. يتمتع الأشخاص الأذكياء وجدانياً عمومًا بالمهارة في أربعة مجالات؛ تحديد واستخدام وفهم وتنظيم العواطف لأنفسهم والآخرين. وبما أن الذكاء الوجداني هو قدرة رئيسية، فإن هناك حاجة كبيرة لدراسة الذكاء الوجداني والأداء الأكاديمي لدى طلاب الجامعة. وينطبق هذا بشكل أكبر على طلاب إدارة السياحة الذين سيتخرجون للعمل في وظائف صعبة ويواجهون مواقف تتطلب مستويات عالية من الذكاء الوجداني لتحقيق رضا العملاء. تهدف هذه الورقة البحثية إلى معرفة كيفية تأثير سمات الذكاء الوجداني على الأداء الأكاديمي لطلاب إدارة السياحة. تم جمع البيانات من خلال مسح ميداني أجري على طلاب الإدارة السياحية بجامعة الإسكندرية. وتم تحليل بيانات المسح إحصائياً باستخدام تحليل الانحدار المتعدد، واختبارات تحليل التباينات وغيرها من الاختبارات الإحصائية. وأظهرت نتائج الدراسة أن أفراد العينة يتمتعون بمستوى متوسط إلى مرتفع من الذكاء الوجداني. وقد وجد أن ثلاث سمات للذكاء الوجداني التي تم بحثها ترتبط بشكل كبير وإيجابي بالأداء الأكاديمي للمستجيبين. وتحمل نتائج الدراسة دلالات مهمة على قيمة الذكاء الوجداني وتأثيره على الأداء الأكاديمي للطلاب خاصة بين طلاب الإدارة السياحية.

**الكلمات الدالة:** الذكاء الوجداني، الأداء الأكاديمي، طلاب الإدارة السياحية، الأداء الأكاديمي للطلاب.