

**Emotional Intelligence and Academics of Adolescents: A
Correlational and Gender Comparative Study***

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The aim of the present study was to examine relationship between emotional intelligence and academic achievement of the adolescents as well as to explore gender differences in emotional intelligence and the academic scores. It was hypothesized that: 1) there would be a positive relationship between emotional intelligence and academic scores of adolescents; 2) there would be gender differences in mean academic scores and emotional intelligence. Participants included 188 adolescents of secondary school students recruited from different schools of Karachi, Pakistan. Emotional Quotient Inventory Youth Version (EQ-i:YV, BarOn & Parker, 2000) was used to assess EQ and percentages of all subjects of most recent examination were used for academic performance. Significant positive correlation was found between emotional intelligence and academic scores of adolescents for combined sample as well as for separate samples of males and females. Further analysis revealed significant gender differences in academic scores, however no significant gender differences were found in Emotional Intelligence. Thus its implications are that emotional competence in children should be enhanced which in turn may enhance their academic performance.

Keywords: emotional intelligence, academic scores, adolescents