

Role of Emotional Intelligence in Developing Speaking Skills: A Study Conducted at Degree Level in Rawalpindi (Punjab)

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Abstract

By the present study entitled as “*Role of emotional intelligence in developing speaking skills: a study conducted at degree level in Rawalpindi (Punjab)*” researcher has to highlight the importance of emotional intelligence in speaking skill. Studies have shown that learners with high level of emotional intelligence hold better speaking skills than those who have low level of emotional intelligence. The researcher applied the study over the Pakistani learner of English, however only one aspect of communication skill that is ‘speaking’ is been under consideration. The study highlighted that there is a strong relationship between emotional intelligence and the speaking skills. The study clarify that the ESL(English as a Second Language) learners who possess high EQ are better at speaking skills and those who are comparatively with low EQ. It is also seen that females than males are more attracted and motivated towards English language accent acquisition. The study was carried out in Rawalpindi (Punjab). 80 subjects were included as a sample population from Institute B of Rawalpindi (Punjab) and from Institute A Rawalpindi (Punjab). The data was collected by the help of close-ended questionnaires. The data was analyzed with the help of SPSS (Statistical Package for Social Science). It is observed by the researcher that in Pakistan accent learning would be taken more seriously if more instrumental motivation is provided to learners. This study mainly explore that students of Pakistan does have motivation for RP accent acquisition, the only need to facilitate them. The results have found that the students who have higher level EQ have also higher speaking skills. The sample size was limited to only two institutes. Further research with large sample as well as in any other geographical area can be encouraged to know more reasons behind EQ and Speaking skills relation.

Key words: EQ, RP, ESL

1. Introduction

There are some differences which always have been the key points for success of human beings since many decades. Researchers conclude that individuals having high level of emotional intelligence possess good mental health, positive attitudes, and self esteem and leadership skills. Goleman found that there is a direct relationship between business success and emotional intelligence (Goyal & Pandey, 2009) and demonstrated that IQ in view of Gardner's model of intelligence had minimal power in foreseeing achievement contrasted with those individuals who were sufficiently shrewd to deal with the most intellectually demanding fields (Sinay & Ryan, 2016).

The term 'Emotional Intelligence' was first introduced in 1964 in a paper by Michael Beldoch which became famous in the 1995 book with same title, composed by the author, psychologist and science journalist Daniel Goleman. In this book, Goleman suggested that emotional intelligence is of same importance as IQ for success, incorporating into academic, social, professional and relational parts of one's life. Goleman says that emotional intelligence is an ability that can be developed and taught. He also says that emotional intelligence is an outline method for incorporating emotional skills training for school curricula. Emotional intelligence is now an important topic of interest for scientific circles and also for lay people (Magulod Jr, 2017). Emotional intelligence is described as having the ability to monitor one's own and others' feelings and emotions, to discriminate among them, and to use this information to guide one's thinking and action (Gaziel, 1997). Emotional intelligence is a dimension of intelligence which is responsible for our skills to manage ourselves and our relations with others (Hasnat, 2017). It is trusted that emotional intelligence is a factor that is valuable in comprehension and anticipating one's performance at school and work.

The term emotional intelligence has different definitions by different authors: Binet (1905) says that it is a one-dimensional theme. Gardner (1983) says it a multi-dimensional concept, Salovey and Mayer (1990) as an emotional thought. There are two mixed models available as an example for emotional intelligence; models of Bar-On (Alobiedat, 2011). Daniel Goleman presented the term 'emotional intelligence' in 1995. Goleman (1995), has characterized this term as; these are abilities which make a man able to motivate himself and persist himself in situation of

frustration, to overcome emotions and sudden reactions; to control himself and allows himself to think over calmly in situation of distress; to emphasize and trust. He sees emotional intelligence as a thought or topic that rises up after heavy research on the part of emotions in human life.

1.1 Background to the Study

All the social animals have to communicate with each other; however humans are those who communicate with each other with special created languages not via signals. With the presence of human beings on Earth, different languages began to be spoken. The main purpose behind speaking is to resolve issues and to express them in a reasonable way. Since the starting of humankind, there have been different languages that individuals use to speak. They did not use any language other than theirs for very long time as they did not need; however, with the passage of time, due to rising interaction between different communities, it became necessary for those people that they should learn languages in which they can communicate to other communities. In present times, one can see that languages of certain countries are superior to others, the countries which are developed and dynamic in field of education, innovation and commerce, like Chinese and English. The most well known language in the world is accepted as English. There are different reasons behind this. English played a very important role after World War II due to economic power of United States. In the mid-twentieth century, it even turned into lingua franca in different parts of the world (Griffin, Dana, & Galassi, 2017). As Ekici (2003) states, due to leading power in technology, commerce and science, English picked up the highest prominence compared with other languages.

In present age, almost one and a half billion individuals communicate in English. One can go over English in various fields, for example, science, internet, TV, education and business. In the field of education, since for long time, it has been a clear and obvious fact that it is one of most important elements in curriculum to learn a foreign language. These days, in the field of training, English has picked up very same significance as the courses like science and mathematics. Besides, it is possible to see that language used for instructions is English almost in every educational institution. With the motive of following the improvements in the world, it is very natural for all the countries to put accentuation on English in their education programs. Pakistan is included in those countries. In order to fulfill this demand, schools in Pakistan give full consideration to English while setting up the educational programs.

Research has demonstrated that when EQ is compared with IQ, EQ exceedingly attributed being successful in both education and life(Singh & Sridhar, 2002). Emotional intelligence is very important and valuable for different fields and it is also verified by different studies. To give an example, it is vital for classroom (Journal, 2012), work settings(Williamson, 2012), and has a constructive outcome in interviewing (Thomas, 2003)and tasks based on cognitive(Ololube, 2006).

1.2 Emotional intelligence and second language context

The field in which second language learning is concerned, there are a few pieces of evidence (in spite of the fact that it isn't sufficient) many factors of EI influence significantly on the performance of learners inside and outside of the classrooms. Learners who have high level of self-regulation, social skills and motivation are equipped with abilities which are much more effective as compared to others. In a few investigations, for example Shanwal, Mandal and Emerling, the field of research is confined to limited population. Very latest study for the students of middle school has demonstrated that the academic performance is enhanced significantly in a community of students who receive training in emotional literacy throughout the course of school term(Greeley, 2005). There is an issue here for a few claims about EI which is the predictive achievement in academic and wild generalization for the predictive power for EI in this area. Study found the effect of emotional intelligence and linguistic on reading capability and the consequence of study shows that EI does not affect on reading ability, although linguistic competence is an important factor(Hargreaves, 2001). According to this issue, Barchard in his particular study precisely investigated that emotional intelligence is assisting in predicting the academic achievements. He expressed that there are a lot of claims which concentrates on predictive ability for emotional intelligence in many areas of education and life.

1.3 Statement of the Problem

Individual differences have always been the matter of success for human beings for many decades. Studies have shown that individuals with high level of emotional intelligence have more mental health, positive attitudes, self-esteem, and leadership skills. Goleman found direct relationship between emotional intelligence and business success (Purkey, 1983) and showed that IQ based on Gardner's model of intelligence had the least power in predicting success compared to those people who were smart enough to handle the most cognitively demanding fields (Spicer, 2016). He also stated that 80 percent of successful people in different fields are

not distinguished by IQ tests, but its counterpart emotional intelligence (1995). These findings have been not restricted to daily life and careers. Research has also indicated that EQ (or EI) more than IQ accounts for success in education (Neill, 2014). It has been constantly seen some students' performance is better than others at school, and individual differences and personality traits are the potential factors for the educational achievement (Ololube, 2006). With this regard, in the field of second language learning, emotional intelligence is an important factor in academic achievement in special domains.

Research shows that students who get academic education which excludes emotional intelligence skills may not be set up for future difficulties of the 21st century in light of the fact that traditional intelligence contributes to just 20% of the key points that decide life success. Students with learning shortcomings have cognitive intelligence of average or above average level. However, most of them do not show social and academic behavior which is normally compatible to average intelligence. Despite the fact that their cognitive intelligence is tested, their emotional intelligence is not tested. The purpose behind this study is that we may investigate that what is the relation between EI and speaking skills.

1.4 Research Objectives

- To identify students' level of emotional intelligence at degree level.
- To assess the speaking proficiency level in emotionally intelligent ESL (English as a Second Language) learners
- To see whether role of EI in speaking skills varies in accordance with gender.

1.5 Research Questions

Following question will lead the study of present research

- What is the students' level of emotional intelligence at degree level?
- What is the speaking proficiency level of emotionally intelligent ESL learners?
- Does role of EI in speaking skills varies in accordance with gender?

1.6 Research hypothesis

For the present study researcher makes hypothesis that:

- Students are having good level of EI at degree level.
- There is a positive strong relationship between emotional intelligence and speaking skills.
- The EI regarding speaking skills varies in both the gender.

2. Review of Literature

When it comes to the classroom implication, contrary to the traditional system of education, for the MI theory it is not appropriate to make a differentiation among the intelligences. Each type of intelligence is equal to one another in terms of its significance. As for Gardner (1983), it is not always possible to look after every individual MI profiles of all the learners in each class of language but there should exist a fair way to follow in which a balance is provided by the teachers. Gardner calls this as “windows on the same concept” which are united as one body.

What the teachers can do is to guide students about using their intelligences which are more developed than the others. This helps them to use that more developed intelligence so as to understand the subject in a better way (Spicer, 2016). It is better for the teachers to find out an ideal way of presenting the material which meets the needs of nearly every student. This may encourage the learning and may help students to understand the issues in a more comprehensive way and to participate during classes.

There exist some models in emotional intelligence for which Gardner’s concepts of intrapersonal and interpersonal intelligence provided a basis, but it is true that the term emotional intelligence was not used by Gardner himself. The real thing for interpersonal intelligence is that it is a particular skill to judge one’s emotions and the basis of interpersonal intelligence is this skill to understand emotions and intentions of other people, so this is possible to infer that MI Theory of Gardner may lead to the existence of the idea of emotional intelligence.

2.1 Emotional Intelligence

The concept of emotional intelligence has been a great interest from 1990s and onwards in various fields such as business, psychology, popular media, education and so on. The term emotional quotient (EQ) was first used by Bar-On (1988). He thought this term as a companion to IQ. For Bar-On, EQ was considered as a symbol attributing to a series of social and emotional abilities which make people tackle the necessities of everyday life. He (Evans & Murphy, 2006) defines this term emotional intelligence as: an array of non-cognitive capabilities, competencies, and skills that influence one’s ability to succeed in coping with environmental demands and pressures. After some years, the term emotional intelligence was used by Salovey and Mayer (1990) but with different aspects. They thought about EI that it is related with individual’s handling information of individuals about their emotion and emotional responses. They defined emotional intelligence as “ability to monitor one’s own and other’s feelings and emotions, to discriminate among them, and to use this information to guide one’s thinking and

action”. They also supposed that it was necessary to make a distinction between social traits or talents and emotional intelligence abilities. Their model of EI highlighted the cognitive side. For them, in order to make a more extensive model, they need to measure “thinking about feeling”. It put emphasis on some certain mental abilities to identify and classify emotions.

What made the concept of emotional intelligence famous over the world was Goleman (1995). For him, emotional intelligence is a concept that is a result of the functions of emotions in people’s lives. He assumes that, in order to be a fully-developed individual, emotional intelligence has a great role. He also argues that “at best, IQ contributes about 20 percent to the factors that determine life success, which leaves 80 percent to other forces”.

2.2 Fundamental Theories made for Emotional Intelligence

Currently, there exist different models for emotional intelligence, mixed models and ability-based, which provide different theoretical frameworks in order to conceptualize the construct. Although these vary in number, there is not a contradiction with one another. What differs between them is that they have different perspectives in relation to the nature of emotional intelligence. The focus of ability models is on mental skills that make the people able to use information that are provided us by our emotions with the aim of cognitive processing. When we talk about mixed models then we reach at the point that they are the ones that make the combination of personality traits and mental skills like assertiveness, optimism, etc (Ololube, 2006). As three of these models are regarded as the leading ones in the field, they are going to be dealt with in this study.

Currently, the model provided by Mayer & Salovey (1990) is the sole example of ability model. Mixed models of emotional intelligence have two examples available which are presented here; Bar-On (1997) and Goleman’s (1995) models. The model which is proposed by Bar-On is the model whose base is on the theme of personality theory, which focuses on interrelatedness of ability sides of emotional intelligence with personality traits and their application to people’s good mood. While Goleman proposed the mixed model in with respect to performance, combining abilities of individuals with their personality and showing their impacts on the work performance (Cherniss & Goleman, 2001).

2.3 Mayer and Salovey Model

Mayer and Salovey were those who established the theoretical basis of emotional intelligence. While forming that basis, they made great use of the fields of emotion and intelligence. They

thought that it is of great importance to explore the terms intelligence and emotion separately so that we can completely understand the theme of emotional intelligence (Mayer & Salovey, 1997). After making a detailed exploration of these terms, they defined emotional intelligence in a way that connects emotions with intelligence. They thought that EI is related to the individual's handling information about emotion and emotional responses. They assumed that social traits or talents and emotional intelligence abilities should not be confused. The cognitive side is given emphasis in their model. They assume emotional intelligence as genuine intelligence which comes from adaptation usage of emotions through which people can overcome difficulties and adapt themselves to their environment successfully (Fernandez-Berrocal & Ruiz, 2008). They tried to create a more extensive model and they felt the need to measure "thinking about feeling". Their model emphasized some mental abilities with the aim of recognizing and categorizing emotions. They defined the term emotional intelligence as "ability to perceive accurately, appraise, and express emotion; the ability to access and/or generate feelings when they facilitate thought; the ability to understand emotion and emotional knowledge; and the ability to regulate emotions to promote emotional and intellectual growth" (Mayer & Salovey, 1997, p. 35).

Their model consists of four parts of capacities or abilities which describe various areas of emotional intelligence in a collective way (Mayer & Salovey, 1997). Their model depicts the emotional intelligence as to:

- I. Anticipate the emotions accurately in one self and others
- II. Facilitate the thought by understanding the emotions
- III. Understand the meanings of emotions
- IV. Overcome and manage the emotions

The model shown below is the four branch model of Mayer & Salovey

2.4 The Connection between EQ and IQ

As it is pointed out by Goleman (1995), despite being two different concepts, EQ and IQ do not oppose each other. There may be some people who have high levels in both or there may be some with low levels. The two terms complete each other. To give an example of this completion, if we are in a stressful situation and we cannot focus on our work, we make use of our intelligence in order to overcome it (Panju, 2008). As Panju (2008) asserts, an individual's having the ability to focus on, plan, make organization of the material, make use of words and analyze the things going on are all related to cognitive intelligence. He states that "IQ is a

measure of an individual's personal information bank-one's memory, vocabulary and visual-motor coordination" (p.12). However, emotional intelligence refers to the skills which trigger the intellect to take action and achieve something. If someone has a high IQ level, this does not necessarily mean that s/he will be successful in life. If that person does not have emotional intelligence skills, that high IQ may not mean anything. An example of this is given in Panju (2008). He made use of a research which was done with millionaires. The research aimed to find out the millionaires' order of the 30 given factors in terms of the rate of their importance for them. The top five factors are; "being honest with all people, being well-disciplined, getting along with people, having a supportive spouse, working harder than most people" (Panju, 2008, p. 13). By looking at these answers, it is possible to make a deduction that the factors chosen by the millionaires are all related to EQ. Therefore, it can easily be deduced that EQ is a good predictor of life.

2.5 Related studies with Emotional Intelligence

Rouhani (2008) carried out his study searching for effects of cognitive-affective course that includes literary excerpts used as reading materials, on both emotional intelligence skills and foreign language anxiety. The literary excerpts were used for various reasons such as learning materials, the basis for some classroom activities like group work, peer-led discussion and journal writings. By doing so, the students were given the chance to put themselves into the shoes of the characters, or give meaning to the events or settings in the literary excerpts, show their feelings and thoughts and use emotional acquaintance with the purpose of finding solutions of some problems. What is found out at the end of the study is that there is a considerable change in both emotional intelligence skills and speaking skill. .

The study (Ghanizadeh and Moafian, 2009) conducted with EFL teachers instead of students, searched for the relationship between the EQs of EFL teachers and their pedagogical success in language institutions. Also, they investigated the relationship between their EQ and the year of teaching experience in addition to their ages. Their study included 89 EFL teachers from various language schools in Iran. The teachers were given Bar-On's 'EQ-i' and the students taught by each teacher were asked to complete a questionnaire for them with the aim of making an evaluation of the teaching-related characteristics of their own EFL teachers. Results of the study tell us that there lies a noteworthy relationship between EQ of EFL teachers and how students' evaluation of their teaching-related characteristics. In addition to these results, there were

significant correlations between teacher's EQ and the year of teaching experience in addition with their age.

Study conducted by Pishghadam (2009), questions the role of EI skills in foreign language learning, 508 second-year college students participated with the purpose of completing Bar-On EQ-i. Pishghadam (2009) investigated the relationship between academic records of the students and their EQ-I scores in addition to their scores in four language skills: i.e. listening, reading, writing and speaking. When the relationship between the General Point Average (GPA), emotional intelligence and four language skills is taken into consideration, it can be said that the total EQ and its subscales are not good predictors of foreign language learning. However, Pishghadam (2009) put forward just the opposite by saying that all subscales were significant predictors of GPA. It was found out that skills of reading were greatly related to stress management, adaptability and general mood competencies. On the other hand, intrapersonal, interpersonal, general frame of mind competencies and stress management were important in predicting how well students' listening skills were. In addition to these, the study showed a strong relationship between the speaking skills of the students and their interpersonal, intrapersonal, general mood EQ and stress management. At the end of the study it was also found that there is a relationship between writing skills and stress management EQ.

3. Research Methodology

Quantitative research method has been used for the present research. The required data has been collected through questionnaire. Only close-ended questions were included in questionnaire. In this chapter tool, sampling and collection of data will be discussed. The study remained descriptive by its nature. For the purpose of achieving the objectives of study questionnaire proved helpful. That is structured to study the relationship between emotional intelligence skills and productive language skill i.e. speaking.

3.1 Data collection tool

Questionnaires are used for the collection of data. To achieve the required level for a reliable questionnaire the researcher adopted the questionnaires provided by OlukayodeAyooluwaAfolabi to get to know the level of emotional intelligence of the participants and second questionnaire is taken from ZohreEsmaeeli to check the level of speaking proficiency of ESL learners. For the present research two Questionnaires are designed;

1. Questionnaire for EQ (Emotional Quotient)

2. Questionnaire for SP (Speaking Proficiency)

In the first test, the questions are asked that judge the emotional intelligence level of a person. For the EI test, students will answer to a test of 40-item questionnaire, provided by Olukayode Ayooluwa Afolabi. The opinions of the respondents are measured on likert scale. For example the question is “I am good at reading peoples’ feeling”. Now there are four opinions as 1. Strongly agree 2. Agree 3. Disagree 4. Strongly disagree. Later comes the oral tests, for that the researcher is to make situations to apply four kinds of oral tasks; interview, reading aloud, description tasks, and role plays. Participants starts with an interview in which examinee first asks familiar questions about family, school, and daily life to warm up, then more complex questions to extract participant’s speaking ability. Then, in the phase 2, they are asked to read a text to check pronunciation and fluent reading. In the phase 3, they are presented two different pictures to explain continuously. At the end they are given a role to play. The test 2 that is adopted from the research work of Zohre Esmaeeli, it is provided rating scales from 1 to 6, considering candidates’ pronunciation, sentence structure, vocabulary, fluency and comprehension (Esmaeeli, 2015).

For instance:

	Point	Behavior
Fluency	6	Fluent and effortless speech like a native speaker
	5	Natural and continuous speech
	4	Fluent speech with occasional problems
	3	Frequent problems hinder fluency and demand greater effort
	2	Slow speech hesitant and sometimes silent
	1	Virtually unable to make connected sentences

For this research, the researcher set questionnaires and after seeking permission from the Head of the institutions the researcher visited in both the institutes chosen for the research purpose. The researcher found the environment very supportive and he chose the subjects randomly. The respondents were also free in choosing the response of their own choice. However there was nothing to explain in the questionnaire given to the students of degree level. The respondents filled the questionnaire nicely and they were not hesitant to give their opinion.

3.2 Sampling

A sample is a sub-set of objects/things /units taken from the population for the purpose of observation and study. For the present research, 80 students are selected from the whole population of ESL learners. The study is conducted in the following two institutes of Rawalpindi (Punjab):

1. Institute A.
2. Institute B.

40 male students and 40 female students are randomly selected from both the institutions the for research purpose in order to avoid biasness.

3.3 Data collection

Data is basically the input to any research report. The statistical importance to any study is given by the data processing, so for the present research the data is collected from the questionnaire. The researcher visited previously mentioned institutes with due permission by the authorities, first of all after a short introduction the first questionnaire ‘the close-ended’ was distributed among the participants. The purpose of this test was to check the EQ of the respondents. When the required time gone over and it was made sure that the respondents had answered fully and appropriately the questionnaire was taken back. Then for the second test the respondents were asked to sit in front of the researcher, beside whom a senior ELT teacher was also there for the observation and analysis of the speaking skills that the respondents have.

3.4 Population of the Study

The total target population is consisted of 80 participants. Both male and female participants are equally involved of the degree level. Students from Institute A and Institute B, Pakistan will be involved.

3.5 Participants

Participants chosen for the study are 80 degree level students of two institutions in Rawalpindi (Punjab), Punjab. Both male and female participants are selected from two different colleges. Equal participants from both the colleges will be counted that is 40 from one college and 40 from other.

4. Results and analysis

4.1 Introduction

The purpose of this study is to investigate Role of emotional intelligence in developing speaking skills: a study conducted at degree level in Rawalpindi (Punjab), to investigate how the learners respond towards method/scales adapted in this research. For this purposes, the present study strived to use the research tool (of which the measurement results were tested with SPSS 16 for windows) and observation. The data gained from statistical computation using SPSS 16 for windows showed that Students are having good level of EI at degree level. For elaboration, the findings obtained from the test score computation are given in the subheadings below.

4.2 Hypothesis testing

The purpose of this research is to study the speaking ability of learners when comparing with their emotional intelligence. Additionally, the findings from this study can give benefits to the learners that they can develop their social and personal skills to approach more effective way of communication when speaking in L2. This is particularly valid if a learner is feeling socially anxious and he tries to avoid social areas or he lacks self-management during conversations. With development of EI, a person will not only be able to have efficient oral activities in L2, but also he/she will be able to be engaged in enjoyable communications in L1.

Hypothesis 1: *Students are having good level of EI at degree level.*

Table No. 4.1

One-Sample Statistics				
	N	Mean	Std. Deviation	Std. Error Mean
SCALE_1	80	2.9069	.28340	.03169

From the above table we have found that the mean response of the scale 1 is above the average of 2.5 i.e. 2.90 means the EI level of the students of degree level is good.

Hence proving our first hypothesis.

Table No. 4.2

One-Sample Test						
Test Value = 0						
t	Df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference		
				Lower	Upper	
SCALE_1	91.742	79	.000	2.90688	2.8438	2.9699

The purpose of this table is to confirm the significance p value of the results. The p value is very significant at $p < 0.05$.

Hypothesis 2: *There is a positive strong relationship between emotional intelligence and speaking skills.*

Sign Test

The "paired-samples sign test", typically referred to as just the "sign test", is used to determine whether there is a median difference between paired or matched observations. The test can be considered as an alternative to the dependent t-test (also called the paired-samples t-test) or Wilcoxon signed-rank test when the distribution of differences between paired observations is neither normal nor symmetrical, respectively. Most commonly, participants are tested at two time points or under two different conditions on the same continuous dependent variable. However, two different groups of participants are possible as part of a "matched-pairs" study design.

Table No. 4.3

Frequencies		
		N
SCALE_2 -	Negative Differences ^a	2
SCALE_1	Positive Differences ^b	78
	Ties ^c	0
	Total	80
a. SCALE_2 < SCALE_1		
b. SCALE_2 > SCALE_1		
c. SCALE_2 = SCALE_1		

Sign test is done to compare two related samples in SPSS. We had tested one sample on two scales to compare their similarities and differences. The results had shown that the positive differences among the two scales are 78 while there are only 2 negative differences. This is in line with our hypothesis and shows that both the sample results are very similar and when student has more level of EQ there are significant chances that he has good speaking skills.

Table No. 4.4

Test Statistics^a	
	SCALE_2 - SCALE_1
Z	-8.385
Asymp. Sig. (2-tailed)	.000
Exact Sig. (2-tailed)	.000
Exact Sig. (1-tailed)	.000
Point Probability	.000
a. Sign Test	

Hence our second hypothesis is also proved to be correct.

Wilcoxon Signed Ranks Test

The Wilcoxon signed-rank test is the nonparametric test equivalent to dependent t-test. The Wilcoxon signed-rank test does not assume normality in the data, it can be used when this assumption has been violated and the use of the dependent t-test is inappropriate. It is used to compare two sets of scores that come from the same participants. This can occur when we wish to investigate any change in scores from one time point to another, or when individuals are subjected to more than one condition.

Table No. 4.5

		Ranks		
		N	Mean Rank	Sum of Ranks
SCALE_2 -	Negative Ranks	2 ^a	17.50	35.00
SCALE_1	Positive Ranks	78 ^b	41.09	3205.00
	Ties	0 ^c		
	Total	80		
a. SCALE_2 < SCALE_1				
b. SCALE_2 > SCALE_1				
c. SCALE_2 = SCALE_1				

Wilcoxon Signed Ranks Test are also used to compare the related samples in SPSS this test was conducted to verify our findings as found from the previous tests. The results have found that in 80 respondents only 2 negative ranks were found.

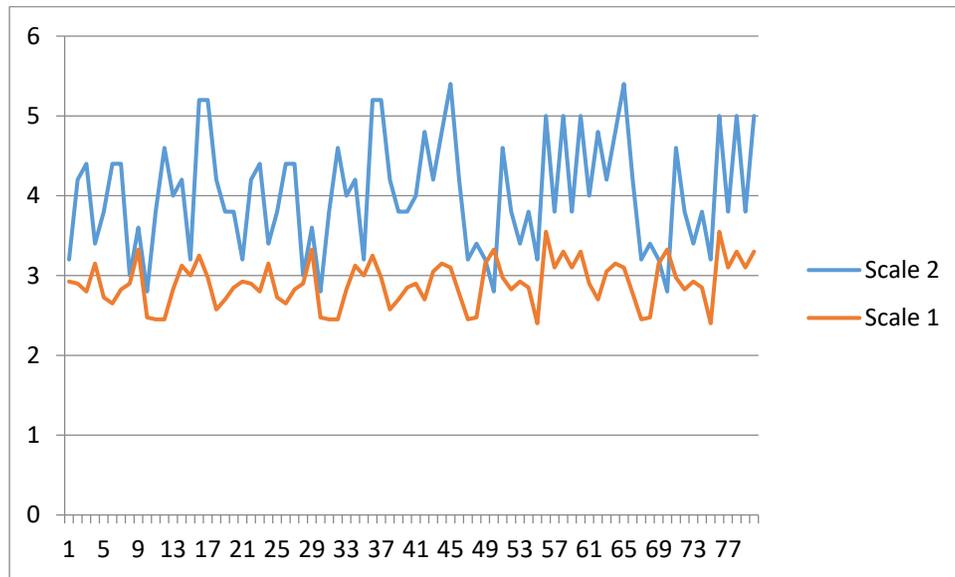
Table No. 4.6

Test Statistics^b	
SCALE_2 - SCALE_1	
Z	-7.603 ^a
Asymp. Sig. (2-tailed)	.000
Exact Sig. (2-tailed)	.000
Exact Sig. (1-tailed)	.000
Point Probability	.000
a. Based on negative ranks.	
b. Wilcoxon Signed Ranks Test	

Exact Sig. (2-tailed). Its value is 0.000 means that the probability is roughly 0 in 1,000 of finding the large sample difference we did if our variables really have similar population distributions.

Asymp. Sig. (2-tailed), which is also 0.000. This approximate p-value is based on the standard normal distribution (hence the “Z” right on top of it). It's comforting to see that both p-values are

0.00. Apparently, the normal approximation is accurate. However, if we increase the decimal places, we see that it's almost three times larger than the exact p-value.



Graphical representation of the responses collected from the respondents

The purpose to present this graph is due to the reason to elaborate the frequencies of answers of the respondents at every point. From the above discussion we can easily conclude that the respondents of the study show a significant positive relationship with their EQ and speaking skills i.e. more the EQ level of a respondent, more is the speaking skills in many cases. From the above graph the frequencies show that except 2 or 3 points the frequencies of the answers of the respondents in both the scale follow same trend, hence proving our third hypothesis as well as our purpose of the study is in line with the table.

Hypothesis 3: The EI regarding speaking skills varies in both the gender.

Table No. 4.7

One-Sample Statistics					
Male/Female		N	Mean	Std. Deviation	Std. Error Mean
Male	SCALE_1	40	2.9700	.30346	.04798
	SCALE_2	40	4.0700	.74497	.11779
Female	SCALE_1	40	2.8438	.24986	.03951
	SCALE_2	40	3.9600	.64879	.10258

From the above table it is clear that the speaking skills and EI varies in accordance with the gender. The mean score of scale 2 for male respondents was 4.07 while for female respondents

was 3.96. showing that male respondents score was greater than females. Same is the case with the scale 1 where mean of male responses was 2.97 while for female it was 2.84.

Table No. 4.8

Male/Female		One-Sample Test					
		t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
		Test Value = 0					
						Lower	Upper
Male	SCALE_1	61.899	39	.000	2.97000	2.8729	3.0671
	SCALE_2	34.553	39	.000	4.07000	3.8317	4.3083
Female	SCALE_1	71.983	39	.000	2.84375	2.7638	2.9237
	SCALE_2	38.603	39	.000	3.96000	3.7525	4.1675

The t test was conducted to find out the significance p value of the results found from the above table. The results have shown that all the results are significant at 0.000.

Hence our hypothesis is proved i.e. The EI regarding speaking skills varies in both the gender.

5. Conclusion and Implications

The present study sought to investigate, among other things, the possible relationship among emotional intelligence, and speaking ability of ESL learners. The results revealed positive relationships among the variables. To address this issue, the study, as one of its purposes, focused on the relationship between emotional intelligence and speaking ability. It was found that the learners who received a high score in the liker scale as adopted in this study had high speaking ability; those who received a low score had low speaking ability. Emotional intelligence might thus be assumed to predict learners' speaking ability.

The findings of the study revealed there were statistically significant relationships between emotional intelligence and speaking ability of ESL learners on the one hand, and between their critical thinking and emotional intelligence, on the other. The study also found all fifteen components of emotional intelligence significantly correlated with ESL learners' speaking ability, but only three components of emotional intelligence (i.e. assertiveness, social responsibility, and reality testing) significantly predicted their speaking ability. Furthermore, the results also indicated problem-solving, happiness, independence, self-actualization, reality testing, optimism, flexibility, empathy, and assertiveness significantly correlated with critical thinking. The results, in addition, revealed among different components of emotional

intelligence, only assertiveness came to have significantly more predictive power as to ESL learners' thinking abilities.

ESL teachers are recommended to raise their learners' awareness of how to manage their emotions and those of the others (i.e. emotional intelligence) which were found in the present study to have a significant contribution to ESL learners' speaking ability. ESL learners themselves should seek opportunities to enhance their emotional intelligence if they are to succeed in the long and difficult journey of ESL learning, in general, and acquiring speaking ability, in particular.

However, since the participants of the present study included both male and female students, caution should be exercised in interpreting the results. Future studies are recommended to include both males and females and to have a larger pool of subjects if they are to enhance the generalizability of their findings.

6. Recommendations

The study has the following recommendations;

1. The study recommends the degree level class should have proper L2 classes for ESL students so that they have better speaking ability.
2. The teachers of degree level should focus on the learners EQ and EI
3. The findings from this study are beneficial to the learners that they can develop their social and personal skills to approach more effective way of communication when speaking in L2.

Limitations

The study has the following limitations;

1. The time was limited for conducting the research therefore we have taken 80 sample students to complete the research.
2. The resource constraint was also the issue.

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