Abstract
The contribution examines three types of intelligences (emotional, social and general) in relation to school performance of secondary school students (N=169). Empirical analysis indicated its zero to weak negative correlations (0.01≤R≤0.30) with factors, dimensions and global emotional intelligence measured by the Trait Emotional Intelligence Questionnaire – Adolescence Form (TEIQue–AF, Petrides, 2001) and weak negative correlations (0.18≤R≤0.29) with dimensions of social intelligence measured by The Tromso Social Intelligence Scale (TSIS, Silver, et al., 2001). On the other hand, the general intellect assessed by the non-verbal standardized Test of Intellectual Potential (TIP, Říčan, 1971) had a moderately negative relationship with school performance expressed by an average of marks in Mathematics (R=–0.39**).

Keywords: emotional intelligence, social intelligence, general intelligence, academic achievement, correlation study.

Introduction

One of the psychological constructs of perpetual interest even for more than a hundred years has been the concept of intelligence. Intelligence and its dispositions are associated with success in the social and school life. Results of intelligence tests are predictors of school success. However, a high score in an IQ test does not guarantee a full and successful life in future.

New conceptions of intelligence (successful, practical, creative) view intelligence as a multidimensional construct conceived not only on the basis of the ability to