

EMOTIONAL INTELLIGENCE AND ACADEMIC ACHIEVEMENTS AMONG UNIVERSITY STUDENTS

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ABSTRACT

Emotional Intelligence is very important phenomenon in students' academic life. So, with this concern the current study explored the connection between students' EI and academic success of universities. This study's primary goal was to assess the connection between students' academic success and emotional intelligence. The study also looked into how well university students' academic performance was predicted by their emotional intelligence. The study adopted correlational research design. The sample was comprised by convenient sampling strategy from the different universities of Punjab. 200 university students from the social sciences and natural sciences departments, with age range of 19-24 ($M=21.94$ years, $SD=1.41$), were comprised with convenient sampling strategy. The Schutte EI Scale (SEIS; Schutte et al., 1998) and grade point averages (GPAs) for academic performance served as the assessment metrics. The results showed that EI and age have a positive, substantial association, with EI having the largest positive correlation with university students' academic success. Results also demonstrated that EI of the students is the significant positive predictor of AA among university students after controlling the demographic age. The findings of this study provide guidance in educational settings to policy makers and curriculum developers.

Key words: Emotional Intelligence (EI), Academic achievements (AA), University students

INTRODUCTION

The present research aims to investigate the connection between emotional intelligence and academic success among college students. Specifically, this paper examines the impact of emotional intelligence on students' academic performance and achievements. Emotional intelligence was first introduced by psychologists and refers to the ability to perceive, comprehend, and manage one's emotions and the emotions of others. Throughout the years, numerous research studies on the role and importance of emotional intelligence in different life spheres have been conducted. Some of them underestimate the role of EI in academic success; however, other results suggest that positive emotional intelligence is more likely to be successful academically. However, although much research has been conducted in this area, there is still insufficient understanding of the mechanisms through which

emotional intelligence can impact university students' academic performance. This essay aims at closing that gap with regard to the role of EI in academia, focusing on specific dimensions like self-regulation, relationship with others, adaptive and maladaptive coping. This paper is important due to its additions to the existing body of literature on emotional intelligence and academic excellence, particularly in a higher education setting. Furthermore, this research is designed to identify the precise effects of emotional intelligence across students' academic spectrum and is therefore intended to generate information that may be used to create and implement educational policies on best practices and targeted interventions for successful student outcomes. Moreover, the paper strives to raise awareness of the necessity of developing emotional intelligence skills in university students to

ensure their academic achievements and optimal personal and professional progress. Having a clear understanding of the way emotional intelligence contributes to students' educational experiences, educators and relevant officials are better able to assist students in their pursuit of academic achievements and holistic development.

The rationale for selecting this topic is the identification of the need to address the more and more complex issues faced by the university students, from those related to academic challenges to their mental health problems. For discerning the role of emotional intelligence in handling such issues that the students struggle with, this topic is reasonable. By exploring the connection between emotional intelligence and academic accomplishments, it is possible to gain insight into the management strategies and interventions that can facilitate the success and well-being of the students at the university level. Ultimately, this paper aims to provide further acceptance and do its part to assist the students to overcome their struggles and perform well academically and emotionally at the university level.

Literature review

The concept of Emotional Intelligence has become more popular in the past decade or so, and it is a term that most academic settings and institutions believe to be related to academic performance. Various studies have tried to gauge the relationship between emotional intelligence and the success of university students. This review presents different works that analyze the implications of emotional intelligence on academic performance. Emotional Intelligence Definition; Emotional Intelligence is the ability to perceive, understand, regulate, and express one's emotions effectively. It is composed of self-awareness, self-regulation, social awareness, and relationship management – all four are integral in academic settings.

Emotional Intelligence and Academic Achievement: There are several studies indicating how emotional intelligence is related to the actual academic results of university students. Firstly, there is a correlation between emotional intelligence and high academic scores. Second, students with high emotional intelligence demonstrate high motivation levels, whereas learning outcomes often prove to be better compared to people with low emotional intelligence. Factors that mediate the relationship: Various factors

contribute to the mediation of the relationship between emotional intelligence and academic achievement: self-efficacy, stress management, coping strategies, interpersonal skills, and active engagement in learning activities. In addition, other reasons such as the "contextual" ones, help in this relation; they are school climate, teaching methods and professor's interaction, and peer relations.

Interventions and Strategies: Several interventions and strategies are employed by educators and policymakers to improve students' emotional intelligence and, consequently, their academic performance. The most common approach to emotional skills training is social-emotional learning programs and interventions. Mindfulness-based interventions are also common. Moreover, many schools and colleges provide counseling services to help students improve their emotional intelligence. It is also common to include a more profound emotional intelligence training course in the curriculum. .

Challenges and Future Directions: Although there is a sufficient body of research on emotional intelligence and academic performance, there is still a considerable number of challenges. The most significant challenge is the lack of measuring tools. As well, different cultures understand emotional intelligence differently. Moreover, the research on longitudinal studies is limited. Therefore, future research should address this as well as focus more on cultural and educational environments.

To conclude, the studies indicate a strong correlation between emotional intelligence and academic success in university students. Strengthening the students' emotional intelligence level can increase their education output and overall quality of life. Nevertheless, more research is required to learn more about the process and develop interventions customized for the students.

Objectives of the Research

The main objectives of this research are following:

- To assess the correlation between university students' academic success and emotional intelligence
- To estimate the relationship between academic success and emotional intelligence.

Hypotheses

- There is likely to be a positive relationship between EI and academic achievement of university students.
- EI is likely to predict academic achievement of university students.

Research Methodology

The study looked into the relationship between EI and academic success in college students. The association between university students' academic success and EI was investigated using a co-relational study design. Convenient sampling strategy was used to collect the data. 200 university students both males and females (*male*=100 and *female*=100) from departments of both social and natural science from universities of Punjab. Only those participants selected having with the age range of 19-24 years.

Table 1

Demographic Variables: Descriptive Statistics (N=200)

Variables	f (%)	Mean (SD)
Age		21.94(1.19)
GPA		3.25(.33)
Gender		
Male	100(50%)	
Female	100(50%)	
Department		
Natural Sciences	74(34%)	
Social Sciences	126(63%)	
Residence		
Urban	106(53)	
Rural	94(47)	

Assessment Measures

The following assessment tools are employed in the present study.

Demographic Information Sheet.

Self-constructed demographic information sheet is used by the researcher to collect the information about gender, age, department, place of residence, and GPA (for academic achievement) of the participants.

Schutte EI Scale.

Schutte EI scale (Schutte et al., 2021) having 33 items used to assess the emotional intelligence. 5-point likert scale was used by the Researcher to collect data (ranging from one to five from strongly disagrees to strongly agree). Item 5, 28, and 33 were scored reversely. The reliability coefficient of

Schutte EI scale was calculated with alpha (α) method of Cronbach as 0.70–0.85. The average scores were summed up and taken of all sub scales. In the current study the reliability of the scale is .67 respectively.

Procedure

Prior to the scales being administered, the supervisor's approval letter and authorization from the relevant university authorities were both signed. After permission, data collection was started. The purpose of current study was explained before the students; they filled up the consent form and gave their willingness of participation. Then the students filled the Demographic variable form and the research tools and also to provide their academic cumulative GPA in writing of their last semester. After filling the both questionnaire the researcher analyzed the collected data and also draw conclusion.

Results

The result was analyzed by using different statistical strategies. Pearson product Moment Correlation was used to seek out the relationship among the study variables.

Table 1

Inter-Correlation of Demographics, EI and Academic Achievement, of University Students (N=200).

Variables	1	2	3	4	5	6	M	SD
1. Gender	1	.07	-.23**	-.06	-.07	-.02	.50	.50
2. Age	-	1	.09	-.35**	.22***	.06	21.94	1.19
3. Dep.	-	-	1	-.12	.04	-.09	1.63	.48
4. Residence	-	-	-	1	-.09	-.05	1.47	.50
5. EI	-	-	-	-	1	.22***	128.12	12.22
6. GPA	-	-	-	-	-	1	3.27	.34

Note: *** $p < .001$, Gender= (male=0, female=1), Department=. (Natural sciences=1, social science=2) Residence (Urban=1, Rural=2), EI= Emotional intelligence, AA=Academic achievements

Table 1 indicated that demographics of the participants as age has a positive significant relationship with emotional intelligence. The results also showed that there is a considerable positive correlation between university students' academic success and emotional intelligence.

Multiple regression analysis was applied to investigate the EI as a predictor of academic achievement.

Table 2

Regression Coefficient of Demographic and EI on Academic Achievement among University Students (N=200).

Variables	Model 1			Model 2		
	B	β	SE	B	B	SE
Constant	2.85		.45	2.37		.46
Age	.02	.06	.46	.01	.02	.02
Emotional Intelligence				.01	.01	.22***
R ²				.004		
ΔR^2				.04		

Note, N=200, *** $p < .001$,

The findings of table 2 demonstrated that EI of the students is the significant positive predictor of AA among university students after controlling the demographic age.

Discussion:

The findings supported many of previous studies by concluding that EI is positive correlated with academic performance as well as significant positive predictor of their achievement as in previous study discovered a direct and indirect link between academic success and emotional intelligence. Students that have higher EI typically perform academically better because they are better at handling stress, interacting with others, and coming up with creative solutions to problems (Naseer, Mussarat & Malik, 2022).

The study conducted by Getahun Abera, W. (2023) found that Lower levels of anxiety and sadness have been linked to higher EI and greater psychological well-being. Self-control like this can lead to improved time management and less procrastination. Better social skills are linked to emotional intelligence, and these social skills can have a favorable impact on a student's capacity to work with classmates, ask for assistance from professors, and establish effective study groups. The development of these social skills can boost academic success. The results of the present study are consistent with prior research on the relationship between academic success and emotional intelligence. Based on the similarities between the prior study and the present study, the study's interpretations may be beneficial for developing school-based intervention and support strategies that work to enhance students'

emotional intelligence, self-concept, and self-esteem to enhance academic performance and overall functioning (Sedighi & Salami, 2023).

The term EI stands for the capacity to recognize, control, and engage with one's own emotions. As such, higher EI in students is correlated with decreasing stress and anxiety, all of which can impact academic performance positively. Additionally, students with high EI are better people who can forge healthy relationships with their teachers and peers, making the learning environment supportive Chang & Tsai, 2022. Like any other study, this one, too, demonstrates a productive connection between academic success and emotional intelligence.

The study investigates that EI is crucial for a student to manage stress, understand his emotions and develop positive relationships. Therefore, it is reasonable to expect that the higher the EI, the easier students can overcome the challenges of college life, adapt to change, and maintain healthy relationships with others. While academic achievement, the sum total of a student's accomplishments in assignments, test scores, and overall grades, manifestations due to several things, including personality traits and emotional intelligence. In conclusion, research indicates that emotional intelligence could act as an intermediate between personality traits and academic achievement. In other words, EI alone can help explain why certain personality traits affect academic achievement.

However, the previous research "clearly indicates how important EI is for determining academic performance at the beginning of young adulthood". This shows that educators, parents, and even politicians need to realize and encourage emotional development. Secondly, the results also show how important such parenting approaches as loving and supportive are for increasing the positive effects of EI on achieving academic success. This information can help schools to better contribute to students' development and achievement (Hassan & Amna, 2023).

Another study reveals, as per research, Emotional quotient has connects to academic success. Students with higher EI are more capable of managing stress, handling their working time efficiently, and engaging in more collaborative relationships with teachers and peers. These contributing factors may positively impact their academic achievement. There are strong ties between EI and academic resilience contributing factors, as per research, and this is the

role of EI in academic resilience. Students with higher EI are usually more adaptable, cheerful people and are better equipped to overcome obstacles in the classroom. Their ability to control their feelings and stress level contributes to their overall academic resilience. This helps students rebound from disappointments and remain focused on their academics. We can also comprehend that students who score higher on EI abilities seem to be better able to manage the social and emotional demands of a student than students who do not. Students will increase their range of options when responding to a new occurrence by learning to employ both the emotional and rational sides of their brains, as well as the ability to incorporate emotional memory into their decision-making. This will assist stop kids from repeatedly making the same mistakes (Ramesh, 2016).

The Results of another research indicated that there is a positive correlation between EI and age, the predictive power of age over EI is rather modest. Academic achievement, often known as AP refers to the degree to which learners gain expertise and mindsets through educational endeavors (Suleman et al., 2019).

Researchers have used academic performance metrics such as study habits, life skills, cognitive abilities, academic grades, and self-growth and skill acquisition. According to research, EI and ASNS are important indicators of academic performance among college students (Iqbal, et al., 2021). The findings of this previous research similar as the findings of present research which indicate that EI as predictor of academic achievements.

The findings of another research conducted by Malik and Shahid (2016) shows the limited correlation can be attributed, in part, to the fact that EI is not taken into consideration in educational measuring and assessment methods. These are only concerned with evaluating mental capacity, which includes memory and reproduction. As a result, academic performance does not correlate with emotional intelligence. The findings of the previous research are quite different to the findings of present research this difference can be due to demographic changes

This study is in line with research showing that EI can predict academic performance and, by extension, success in the workplace. The best indicator of EI among students was determined to be their capacity to manage their depression. These studies also shown

the need of acknowledging emotions in order to solve problems, deal with difficult circumstances, and forgive oneself when it comes to one's own feelings. The effectiveness of psychological workshops in this work was substantiated by these data. Demonstrating the relationship between EI(EI) and engagement with the degree of teachers' commitment—which is essential to being an effective teacher highlights the need of developing EI in order to lessen the stress that often accompanies the teaching profession. (García, 2021). The findings of this aforementioned research are similar to current research indicating that EI can be a predictor for academic achievements. Research findings indicated that demographics of the participants as age has a positive significant relationship with emotional intelligence. The results also showed that the university students' academic success and EI have the strongest favorable correlation. EI is likely to be a significant predictor of Academic Achievement among university students.

It is concluded that the findings of present research correlated with previous researches except few researches which are conducted by Pakistani and researchers of other different countries.

Limitations and Recommendations for future Research

It is certainly morally permissible for research participants to decline to participate, and only those who are open to participating are included, but even they should be aware of the value of the study. As it could be seen, some students were not seriously engaged in the research process, which may have affected the findings. No specific model of EI was used in the current study; the findings may have varied if trait models, ability models, or hybrid models were used instead. There were only 200 students in the sample; if there had been a larger number, the results might have been different. The study may have relied on a narrow geographic area or a specific sample of undergraduate students from a certain province. This might prevent the findings from being applied to a larger student population.

Implications

These study findings provide guidance to the educational settings, home settings, curriculum developers and policy makers to organize everything related to students' education system keeping in view their EI level. Academic advisers may be extremely

helpful in spotting emotional difficulties that might affect a student's academic progress. Advisors can offer more individualized support and guidance to help students overcome challenges and achieve in their academics by taking EI aspects into account.

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