



Effect of Emotional Intelligence on Students’ Academic Performance in Pakistan

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ABSTRACT

The aim of the quantitative correlational study was to investigate the association between students’ academic performance and emotional intelligence. In this study, 700 10th graders from 20 high schools in the district of Lahore were randomly selected. By administering the Bar-On (2002) “Emotional Quotient Inventory Short form,” students’ emotional intelligence was assessed, whereas their academic achievement was determined by their results on the ninth-grade final examinations. Techniques for inferential statistical data analysis were used, including Pearson r, the independent sample t-test, and linear regression. According to the study's findings, academic achievement and emotional intelligence are favorably associated. Academic achievement and emotional intelligence mean scores varied across male and female students. The outcomes also showed that, at the secondary level, learners’ academic performance was significantly impacted by their emotional intelligence. The findings of this study showed that academic achievement in secondary schools is significantly influenced by emotional intelligence. The findings showed that emotional intelligence abilities are necessary for good students to perform well in school.



Introduction

The ability to use one’s emotions in ways that produce desired outcomes is referred to as emotional intelligence (EI) (Edward & Warelow, 2005). According to Sarwar et al. (2017), students’ capacity to manage the many academic stresses and demands is impacted by their EI, which is a collection of skills and competences. It is a personal resource made up of skills that makes it easier to receive and use emotional data effectively to direct thought and behavior (Sarrionandia et al., 2018). Emotions are mental responses cognitive, conative, and behavioral triggered by an individual's assessment of their environment in this context. It gives data about an individual and others, and contains a criticism component, which passes on data that animates conduct and activity in a given setting (Santos et al., 2021). Putwain et al. claim (2022) that, feelings can be portrayed by valence and physiological actuation.

Students who have a high level of emotional intelligence (EI) might be able to control their emotions. This means that they might be able to make good decisions and, as a result, be influenced to act appropriately because they know what the circumstances are. The capacity to appreciate people on a deeper level EI is significant to scholastic achievement since it influences one's capacity to impact, cooperate, team up, and capability in any scholarly setting. Since emotions have the potential to improve students' academic learning cognition and attention, it stands to reason that they would likely assist them in achieving their

objectives. However, the impact of emotions on attention and cognition may vary depending on an individual's motivational intensity (Putwain et al., 2022). EI is one of the most significant factors that influence students' academic and personal success. Therefore, it is recommended that students improve their emotional competencies in order to succeed in both settings (Santos et al., 2021).

Traditionally, academic achievement has been linked to a variety of factors, including cognitive intelligence; hard work and perseverance; learning methodologies; financial variables; cultural upbringing; motivation/determination; management of stress and relationships with teachers, other students, and parents. Cognitive intelligence is regarded as the most significant of these (Ahmed et al., 2019; Mohzan et al., 2013). Non-cognitive competencies and academic performance have received increased attention in recent years (Wang, 2019). EI was initially regarded as a component of overall cognitive intelligence. In any case, arising research has contended that EI is a particular idea, which can predict an educational achievement, work conduct, and progress throughout everyday life, freely of IQ (intelligence level) (Choi et al., 2019; Wolfe & Kim, 2013). Numerous studies, including those by Ogundokun and Adeyemo (2010); Sanchez et al., (2013); Zhou et al.(2020) have discovered a positive correlation between academic performance and EI.

Educational achievement is a crucial component of a person's future social growth (Kapur, 2018). Academically successful people have the abilities and knowledge to contribute to society and the nation's economic progress. The performance of students in school has remained educational psychologists' top concern throughout the years, and they have worked to identify the drivers of students' academic achievement (Helal et al., 2019; Ismail et al., 2018; Kaviyarasi&Balasubramanian, 2018).

Previous research (Nesayan et al., 2019; Peng&Kievit (2020) have emphasized that a students' cognitive abilities, including reasoning, information recall, and problem-solving, are crucial to academic success. Interestingly, researchers furthermore think about non-mental factors like confidence, the capacity to understand people on a deeper level, family and friend impact as a potential variable that predicts scholastic achievement (Tepper&Yourstone, 2018; MacCann et al., 2020). Cognitive abilities alone were insufficient to fully determine students' outcomes in terms of academic performance.

According to Thomas et al. (2017), EI appears to be a particularly significant non-cognitive component in this setting (Altwijri et al., 2021; MacCann et al., 2020). According to Drigas and Papoutsis(2018), EI is the capacity to comprehend, control, and manage one's own as well as other people's emotions. The present college understudies in Malaysia should persistently manage different challenges and stresses to oversee both their profound and scholarly snags. Scholarly commitments, test tension, peer relationship concerns, monetary pressure, and family issues are only a couple of the certain personal difficulties and tensions that college students should manage (Reddy et al., 2018). EI is a crucial talent that helps people deal with and handle their everyday challenges. The results of this study on the association between EI and academic achievement were inconsistent, based on earlier studies (MacCann et al., 2020; Suleman et al., 2019).

Research Objectives

Following were research objectives of the study to:

1. Determine the relation between students' emotional intelligence and academic performance.
2. Examine impact of students' emotional intelligence on academic performance.
3. Determine the gender wise differences in students' emotional intelligence and academic performance.

Research Questions

Following were research questions of the study:

1. What is relation between students' emotional intelligence and academic performance?
2. What is impact of students' emotional intelligence on academic performance?
3. What are gender wise differences in students' emotional intelligence and academic performance?

Literature Review

A person who possesses emotional intelligence is able to recognize their emotions and use them to make wise decisions, deal with stress, and restrain urges (Lee & Madera, 2019; Ma et al., 2019). When attaining their goals, people with high EI levels are able to maintain their motivation and optimism (Lee & Madera, 2019). Additionally, it implies that they have empathy and interpersonal skills, such as the ability to get along with others, manage their relationships, and persuade others (Koc&Boz, 2020). According to earlier studies on academic performance, kids with greater EI score higher on test outcomes. This could be because pupils with greater EI show a greater sense of optimism, disciplined behavior, and more effective time-management when studying (Behnke, 2012; Wolfe, 2017). This is crucial because previous studies have indicated that learners who engage in academically dishonest conduct typically struggle with controlling

their time and stress (Goh, 2013, 2015). Education literature has suggested that EI could enhance students' success in school (Rivers et al., 2012; Rode et al., 2007) as it fosters constructive mindsets, disciplined behavior, improved time management, and willingness to use innovative educational technologies throughout the course of their education (Goh& Jun, 2020; Goh&Sigala, 2020). When students are able to more effectively regulate the way they feel, it improves their educational experience and achievement in school (e.g., regulating team disagreements in projects) and allows them to cope with adverse and negative influences.

Intrapersonal: The ability to cope with and reflect one's own thoughts, feelings, and behaviors as well as those of others. It also includes the ability to employ the appropriate tools for managing one's own emotions and participate in every type of personal and specific social scenario (Franco et al., 2017). It has been linked to things like the quality of relationships with coworkers and teachers, academic performance, less learning difficulties, students' motivation, and their willingness to become involved in research projects and lend a hand to others (Henricsson&Rydell, 2006; Sternberg, 2015). Bar-On (1997) characterized level of intelligence correspondence to be the capacity to perceive and deal with feelings. Those with high EQ-I scores typically have better emotional self-understanding and communication skills.**Interpersonal:** In the Bar-On, 1997 review, the Relational EQ-I was tried for the relational connections factor. People who have a high interpersonal EQ are more likely to have positive social interactions, pay attention to and comprehend the emotions of others, and effectively process them. They refer to the capacity to interpret other people's feelings and recognize emotions in their speech. Compassion is the capacity to perceive sympathy and to produce sympathy for other people. A limit with regards to managing others is important to remain genuinely adjusted. It fundamentally includes the capacity to recognize feelings and sympathize with others (Shearer, 2004). **Stress management:** People with high-stress the board abilities will generally try to avoid panicking during upsetting circumstances and for the most part answer smoothly in unpleasant times. The study focuses on the way one effectively handles environmental demands and how one's capacity to assess and deal with challenging situations contributes to this. The barrier for adaptation is high (Bar-On, 1997). According to Scherer (2015), the capacity to be adaptable and to change one's sentiments is a skill. It speaks to a person's capacity to change their emotional and behavioral states. Those with high adaptation ratings are adaptable, realistic, and capable of handling change, especially in a positive way.**General mood:** There are two subcomponents to the Optimism and Happiness scores. These EI traits are concerned with a person's perspective on life as a whole and their emotional well-being. High scores on these psychological traits indicate an optimistic mindset, which helps people approach difficulties more successfully. According to this study, those who are optimistic tend to stay cheery and positive. Somatic traits that ease the handling of challenging or challenging circumstances include nervousness (Bar-On & Parker, 2000).

The predicted connection between high EI and academic achievement has received support (Van Rooy&Viswesvaran, 2004); nevertheless, other research has been unable to establish the direction of correlations (Woitaszewski&Aalsma, 2004). Van Rooy and Viswesvaran (2004) discovered considerable evidence of favorable relationships between EI and school achievement in an extensive meta-analysis. Various studies researching EI have employed a number of assessment instruments, yielding a wide range of results. Swart (1996) used the emotional quotient measure developed by Bar-On (1997) with approximately 500 students in traditional colleges. The findings revealed a favorable association between the factors for academically successful students with significantly greater emotional intelligence than failing students (Parker et al., 2004). The fact that academic success might include a variety of possible challenges is the main factor. The main cause of this is the significant amount of pressure placed on students to handle their academic work independently, necessitating high degrees of self-management. High emotional intelligence people are aware of the variables that will affect their performance. That is why those with great emotional intelligence would excel in the classroom.

Achievement has a significant impact on how a kid develops their cognitive, interpersonal, and physical skills (Preeti, 2013). Individuals who are viewed as emotionally intelligent frequently have more success in all of their endeavors. By developing students' psychological and social abilities in the classroom, the ability to function academically will be improved. Psychologically informed students will do better in the classroom and are more likely to achieve academically (Joibari&Mohammadtaheri, 2011). Without taking into account their emotional intelligence and general intelligence, students' academic accomplishments are not accurately appraised overall. Additionally, a variety of elements, including those connected to EI, managing the classroom, and the uniqueness of the environment, are all reflected in students' academic progress in the educational setting. The goal of this project is to create thorough exam materials for learning's EI components. As a result, given the paucity of research in this field and the fact that the majority of findings on this subject have come from the West, evaluating the relationships between EI and academic

success among Arabic school children is important. This study examines the relationship between emotional intelligence and how cultural variations affect the performance of students in school.

The main objectives of schools are intellectual and emotional development. Neglecting mental competency as a crucial and essential function for schools and society could have produced terrible results. When dealing with the issues and obstacles of residing at and learning at schools, learners are going to become more confident thanks to their increased psychological awareness. According to Bar-On (2003), emotional intelligence (EI) is made up of interconnected social and emotional abilities (Zahed-Babelan & Moenikia, 2010). According to Khajehpour (2011), emotional intelligence scores can be utilized in predicting performance in school.

The positive and significant relationships between EI and academic performance including its various dimensions of self-management, awareness of oneself, motivation, and interpersonal skills have been highlighted in studies on education (Jan & Anwar, 2019; MacCann, 2020; Perera & DiGiacomo, 2013; Ranasinghe, 2017). Studies in educational contexts are also being planned to examine the relationship between students' academic success and EI. According to studies, there is a significant link between EI and academic success (MacCann, 2020; Trigueros, 2019). According to earlier research (Reyes et al., 2012), pupils with greater EI perform better on examinations and produce greater outcomes.

According to research by Al-Qadri and Zhao (2021), Maraichelvi and Rajan (2013), and Kolachina (2014), there is a correlation in academic success and emotional intelligence (EI) (Chan & Pyland, 2022; Liswandi & Hutabarat, 2019). Yee Von (2022) found a substantial positive link between academic achievement, parental participation, and EI. Both the EI and parental participation seemed to be significant predictors of academic achievement. It suggested that EI plays a role in student achievement. Additionally, awareness is growing of the role EI plays in academic achievement (Kamarinos, 2002), and EI may be an important factor of success in higher education. Numerous studies have been done to determine how EI affects academic success. According to the study's aims and methodology employed, the findings were inconsistent. The majority of the studies indicated that EI had a favorable impact on pupils' academic success. Higher educational achievement is influenced indirectly as well as directly by EI (Chang & Tsai, 2022; Goh & Kim, 2020; Iqbal et al., 2021; Nasir & Masrur, 2010; Shipley et al., 2012; Maraichelvi, & Rajan, 2013; Sánchez-Álvarez et al., 2020). Kolachina (2014) discovered in his research that students' levels of academic motivation are similarly influenced by their EI scores. In light of the discussion of the study findings above, it is clear that EI may predict students' academic progress and that it is crucial in deciding how successful students are in their educational endeavors.

In Ukraine, Ononye et al. (2022) carried out research. The researchers found that academic resilience was positively correlated with emotional intelligence and academic performance ($r = 0.231$, $p = 0.000$), and emotional resilience was positively correlated with academic performance. Resilience in academia not only predicted academic achievement but also emotional intelligence, which had a favorable and significant impact on academic performance. A research was carried out in Iraq by Ali and Mohammed (2020). The results showed a substantial relationship between students' emotional intelligence and academic success.

Methodology

Research Design

The descriptive correlational research design was used to examine the relationship between secondary school students' academic performance and their emotional intelligence.

Population

The population included all pupils enrolled in grade 10 at a public sector high school in the Lahore district for the academic year 2020-2021. In district Lahore, there are 336 high schools (179 females and 157 boys), with 36847 pupils registered in 10th grade (School Education Department, 2018). The study's sample consisted of all respondents drawn at random from the population (Siddique et al., 2021; Siddique et al., 2023). A two-stage sampling procedure was utilized to choose 700 participants (350 males and 350 girls). Initially, an equal number of high schools (ten girls and ten males) were selected using disproportionate stratified random selection, and then 35 individuals were chosen at random from each school.

Research Instruments

Researchers used the "Emotional Quotient Inventory Short form" developed by Bar-On (2002) to assess students' emotional intelligence. Several writers in Pakistan have utilized this scale (Siddique & Rana, 2021; Siddique et al., 2020a; Siddique et al., 2020b). The Cronbach alpha coefficient was .92. Academic achievement was judged by the results obtained by students in previously conducted examinations.

Analysis of Data

The data were analyzed using the independent samples t-test, Pearson r , and linear regression.

Results

Table 1

Correlation between Emotional Intelligence and Academic Performance

Variables	<i>n</i>	<i>r</i> -value	<i>Sig.</i>
Emotional Intelligence and Academic Performance	700	.821**	.000

** $p < .001$ (2-tailed)

Table 1 shows the relationship between emotional intelligence and academic performance. Academic performance and emotional intelligence were shown to be substantially associated ($r = .821^{**}$, $n = 700$, $p = .001$).

Table 2

Relationship of Emotional Intelligence Factors and Academic Performance

Emotional Intelligence and Academic Performance	1	2	3	4	5	6	7
Intrapersonal	1	.739**	.317**	.737**	.684**	.648**	.701**
Interpersonal		1	.248**	.732**	.694**	.648**	.743**
Stress Management			1	.278**	.266**	.299**	.270**
Adaptability				1	.693**	.676**	.771**
Self-motivation					1	.727**	.739**
Positive Impression						1	.714**
Academic Performance							1

** $p < .001$ (2-tailed), $n = 700$

Table 2 showed a correlation between academic achievement and emotional intelligence. Academic performance was positively correlated with Intrapersonal ($r = .701^{**}$), Interpersonal ($r = .743^{**}$), Stress Management ($r = .270^{**}$), Adaptability ($r = .771^{**}$), Self-motivation ($r = .739^{**}$) and Positive Impression ($r = .714^{**}$) were having positive significant relationship with academic performance. It was deduced that students' academic performance was positively and significantly correlated with all sub-variables of emotional intelligence.

Table 3

Gender Wise Comparison in Emotional Intelligence and Academic Performance

Variables	Gender	<i>N</i>	Mean	<i>SD</i>	<i>t</i>	<i>df</i>	<i>P</i>
Emotional Intelligence	Male	350	140.03	15.89	1.065	6753	.000
	Female	350	138.62	19.09			
Academic Performance	Male	350	72.25	8.91	.723	686.28	.004
	Female	350	71.73	10.16			

An "independent sample t-test" was used to compare gender-specific mean scores for academic performance and emotional intelligence, as shown in Table 3. At $p = .05$, it was demonstrated that academic performance and emotional intelligence are significantly different.

Table 4

Gender Wise Differences in Emotional Intelligence Factors and Academic Performance

Emotional Intelligence Factors and Academic Performance	Gender	<i>N</i>	Mean	<i>SD</i>	<i>t</i>	<i>df</i>	<i>P</i>
Intrapersonal	Male	350	25.82	3.25	.575	673.13	.002
	Female	350	25.66	3.94			
Interpersonal	Male	350	29.97	3.91	1.187	686.28	.002
	Female	350	29.59	4.46			
Stress Management	Male	350	17.55	3.98	1.216	698	.244
	Female	350	17.17	4.22			
Adaptability	Male	350	20.81	2.79	1.621	642.01	.000
	Female	350	20.40	3.79			
Self-motivation	Male	350	25.21	3.46	-.031	687.02	.050
	Female	350	25.22	3.93			
Positive Impression	Male	350	20.65	3.04	.415	684.83	.006
	Female	350	20.55	3.49			
Academic Performance	Male	350	72.25	8.91	.723	686.28	.004
	Female	350	71.73	10.16			

Table 4 displayed the differences between the mean scores for academic performance and emotional intelligence. It was presumed that main five sub-factors of emotional intelligence, such as "intrapersonal, interpersonal, adaptability, self-motivation, and positive impression", fundamentally contrasted from six variables. The findings also revealed a significant gender-based difference in academic performance (p

=.05.).

Table 5

Effect of Emotional Intelligence on Academic Performance

Variables	<i>B</i>	<i>t</i> -value	<i>Sig.</i>	Model <i>R</i> Square
Emotional Intelligence and Academic Performance	.821	37.96	.000	.673

Table 10 demonstrated that the outcomes of the linear regression described the variance in the criterion attributed to the predictor with an R^2 value of (.673). As a consequence, 67.3 percent of the variation in academic achievement may be caused by emotional intelligence. The beta value (.821) is significant at a p value of .001. With a value of .821 at $p = .001$, the findings indicated that emotional intelligence had a significant impact on academic performance.

Discussion

This study sought to establish a link between secondary school students' academic performance and emotional intelligence (EI). The results showed that students' EI and academic success were closely associated. Given the strong correlation between EI and academic success, curriculum designers may be curious to find out more about how EI affects accomplishment. Emotional intelligence has been linked to improved academic achievement, according to several research (Rode et al., 2007; Preeti, 2013; Mustafa-Ali-Khalaf, 2016). Other research found a tenuous but significant link between emotional intelligence and success (Festus, 2012). On the other hand, several research (Hansenne&Legrand, 2012; Kashani et al., 2012; Pope et al., 2011) failed to find a link between emotional intelligence and academic success. Therefore, those who are totally aware of their emotions will perform well in school. According to Parker et al.'s (2004) research, there is a somewhat favorable association between students' academic success and emotional intelligence (Fatum, 2008; Yahaya et al., 2012).

Emotions indicated the outcomes as they appeared in the study findings, and this study validated their claims (Georgia &Kourakou, 2018). These findings are in line with those of earlier research (Mayer &Salovey, 1997; Nasir&Masrur, 2010). The findings showed a strong correlation between academic achievement and emotional intelligence (self-awareness and drive). According to earlier research (MacCann, 2020; Trigueros, 2019), emotional intelligence significantly and favorably affects academic achievement. Mursidi (2019) saw that there is a positive and significant relationship between capacity to understand individuals at their core and achievement. As a result, it is credible that emotional intelligence might be used to predict students' academic success.

Investigating emotional intelligence has become crucial, particularly in relation to students' academic performance. The results above demonstrated that the EI is crucial in helping students adjust to their surroundings, engage with other students, and meet their academic objectives. This truth undoubtedly motivates those who entered this academic discipline to focus more on the essential role that EI plays in their surroundings. EI has been claimed to be a predictor of success even by Goleman (2003). Despite the fact that Maizatul et al. (2013) concluded that there is no correlation between emotional intelligence (EI) and academic ability, numerous researchers have found the opposite to be true. The results show a significant correlation between EI and academic achievement. This finding is consistent with other research showing a favorable correlation between emotional intelligence and academic achievement (Ali, 2020; Estrada et al., 2021; MacCann et al., 2020). Similarly, Ranasinghe et al. (2017) discovered a link between EI and academic success. This revealed that high EI predicts greater academic success in students.

In fact, people with higher EI are better able to control and deal with emotional issues, like how to deal with a lot of homework and classes, academic responsibilities, exam anxiety, and so on. EI gives students a foothold in times of stress in their lives; it teaches them how to identify the factors that are causing them stress and how to use their resources to deal with it. Therefore, this may help to explain why university students required EI skills in order to succeed academically. Current review discoveries accentuate the meaning of creating more prominent EI among auxiliary school understudies, which is probably going to bring about superior scholastic accomplishment. It is basic to furnish college understudies with EI capacities for them to accomplish higher scholastic accomplishment. This is due to the fact that EI is defined as the capacity to deal with emotional issues and school-related pressures on a daily basis (Reddy et al., 2018). This expertise can assist kids with overseeing better with profound tensions, which prompts more noteworthy scholarly achievement.

Conclusion

The goal of the present research was to look at the link between emotional intelligence and academic performance among Pakistani public secondary school pupils. First, as evidenced by their beneficial impacts, emotional intelligence is a predictor of academic success aspects. Second, emotional intelligence is linked to improved academic success. In light of these results, the research proposed that schools, which serve as knowledge epicenters, incorporate emotional intelligence training programs into the school curriculum. Training programs concentrating on emotional intelligence, like entrepreneurial programs that have been integrated into the school curriculum and shown beneficial, should be regarded in the same way. To improve competency development, programs should use a practice/experiential and simulation learning strategy. It should be organized in accordance with a process-focused perspective, identifying the abilities required at each process stage.

Implications

The findings have many implications. First, instructors and educators may identify students that are performing poorly in class. Then, increase pupils' EI skills by including EI-boosting activities into the classroom. Aside from that, curricular development might provide seminars and workshops aimed at boosting and enhancing students' EI. In the context of conferences, for instance, curriculum organization can plan a seminar that discusses different sorts of emotions and how to deal with both good and negative emotions. Before we can control our emotions in a healthy way, we must first identify and acknowledge them. Students are frequently oblivious of their genuine feelings. Without first understanding your true feelings and sensations, it can be very difficult to control and better manage stress and emotions. Besides that, school organization could make parent commitment projects to advance guardians' dynamic support in their youngsters' schooling. Set up a parent-school collaboration, for instance; Invite parents to a briefing on the university's course syllabus and learning materials at the beginning of each semester. This lets parents know what their kids are learning and how far they've come in school.

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