

# Review Paper on Academic Performance and Emotional Intelligence

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**Abstract** - This review study explores the complex connection between academic achievement and emotional intelligence by analyzing a wide range of research studies and literature across different educational levels. The convergence of cognitive talents and emotional intelligence has gained significant recognition in recent years, as both educators and researchers acknowledge the substantial influence of emotional intelligence on academic achievement.

The examination begins with a thorough discussion of the theoretical foundations of emotional intelligence and its various aspects. Following that, it thoroughly examines empirical evidence on the relationship between emotional intelligence and academic success. The findings suggest a composite association between emotional intelligence and a variety of dimensions of academic success, including grades, standardized test scores, and overall learning outcomes.

Furthermore, the study looks into the impact of emotional intelligence on key academic abilities like problem-solving, critical thinking, and effective communication. The study also investigates potential moderating variables, such as gender, age, and cultural differences, that may influence the intensity and orientation of the association between emotional intelligence and academic accomplishment.

An essential component of the evaluation entails analyzing interventions and instructional practices designed to improve emotional intelligence in kids and evaluating their subsequent influence on academic achievement. The paper also examines the possible mutual connection, exploring how academic experiences can impact the growth of emotional intelligence in individuals.

Ultimately, this review paper highlights the complex connection between emotional intelligence and academic performance, revealing the opportunity for educators to use emotional intelligence as a catalyst for promoting comprehensive student growth and academic achievement.

**Keywords:** intelligence; emotional; academic; model; performance

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## INTRODUCTION

Emotional intelligence, or emotional intelligence (EI), has become a key component of human development and achievement across a range of fields. Emotional intelligence (EI), as described by psychologists Peter Salovey and John Mayer and popularized by Daniel Goleman in the 1990s, is the ability to perceive, interpret, control, and effectively employ one's own and others' emotions. This broad notion encompasses a wide range of abilities, including empathy, social competence, self-awareness, and self-regulation.

In the twenty-first century, humans are living in an era of globalization, privatization, urbanization, modernization, and liberalization. They face numerous

hurdles on a daily basis in order to achieve their fundamental needs. Traditional education placed a lot of emphasis on logical intelligence alone, paying little attention to other types of intelligence, especially emotional intelligence. However, in the modern era, materialist viewpoints have noticed significant advancements in individual lifestyles. Therefore, emotional intelligence is essential to achieving humankind's goals and advancing educational achievements. The phrase "Emotional Intelligence" was invented and initially used by psychologists Mayer and Salovey. They defined it as a person's ability to accurately receive, analyze, know, and control emotional information in an effective manner involving intra and inter capacities to influence one's thinking in order to affect change

in others. Emotional intelligence adds to happiness by providing a standard for intelligence related to recognizing emotional reactions, according to empirical data. Understanding one's own emotions and being able to distinguish between different kinds of sentiments is a sign of emotional intelligence. It is the sophisticated understanding, aptitude, and capacity of people to recognize, comprehend, regulate, and assess emotions and various emotional constructions. Humans exhibit a wide range of emotional traits, excitements, and sentiments in daily life. Emotional intelligence is crucial in helping people recognize and process emotions as well as comprehend the information that is associated with them [1].

Three distinct models—the ability model, the mixed model, and the trait model—have been used to characterize emotional intelligence. Ability Model is basically defined as the ability to analyze integrate emotions to authenticate your mentality and manage your emotion to give you support personal growth. According to the ability model, emotional intelligence is the ability to recognize emotion, integrate emotion to validate thoughts, grasp emotion, and manage emotion to support personal development. According to Daniel Goleman's mixed model, emotional intelligence is a set of traits and talents that influence an individual's performance. "Emotional intelligence refers to an individual's capacity to understand and manage emotions," Cherry [2], a psychologist, says. It also includes the fundamental five components. Self-awareness, self-regulation, social competence, empathy, and motivation serve as the foundation of this composite model of emotional intelligence.



**Figure 1: Constructs of Emotional Intelligence**

One of the important components of EI is the ability for people to comprehend and control their own emotions, which is also known as self-awareness. According to Goleman, a person with a high level of self-awareness is also confident and has a good sense of humor. Aside from the previously mentioned element, self-regulation includes emotional growth and regulation through appropriate communication. Alternatively,

social skills primarily demonstrated how people interacted with others in their peer group. Empathy, or emotional intelligence, is the ability to identify and comprehend the feelings of another. Not to mention, motivation—which is strongly related to self-motivation with certain internal and external rewards—plays a crucial part in emotional intelligence.

The significance of emotional intelligence extends beyond personal well-being, permeating professional environments, interpersonal relationships, and, notably, educational settings. As students navigate the complexities of academic life, their emotional intelligence plays a pivotal role in shaping not only their individual learning experiences but also their overall academic performance [4].

## A. Research Objectives

One of the main objective of this review is to recognize the complex relationship between emotional intelligence and academic success. Understanding the interaction between these two dimensions is critical for educators, researchers, and policymakers who want to improve learning environments and promote holistic development in kids. By synthesizing existing literature, this review seeks to provide insights into how various facets of emotional intelligence contribute to or impede academic success.

If educators can grasp the nuances of how emotional intelligence influences academic performance, they may be better equipped to design targeted strategies that nurture students' emotional competencies. Consequently, students may develop enhanced coping mechanisms, resilience, and interpersonal skills, ultimately contributing to improved academic outcomes.

As we embark on this exploration of emotional intelligence and academic performance, it is imperative to consider the multifaceted nature of both constructs and the nuanced ways in which they intersect. By doing so, we aspire to contribute to a deeper understanding of the dynamics between emotions and learning, fostering an environment that nurtures not only cognitive abilities but also emotional well-being.

## EMOTIONAL INTELLIGENCE

### A. Definition and Models

Emotional Intelligence (EI) encompasses a spectrum of abilities that revolve around the recognition, understanding, regulation, and application of emotions in oneself and others. This construct has been approached through various models, the most prominent being the models proposed by Mayer and Salovey, and the framework popularized by Goleman [5].

- **Mayer and Salovey's Model:** As per the paradigm, emotional intelligence (EI) is a set

of skills with four branches: accurately detecting emotions, utilizing emotions to aid in thought, comprehending emotions, and effectively managing emotions in both oneself and others. [1]

- **Goleman's Framework:** Goleman's framework presents EI as a collection of five components: self-awareness, self-regulation, motivation, empathy, and social skills [2]. These components encapsulate the emotional competencies crucial for personal and interpersonal effectiveness.

## B. Measurement

Measuring emotional intelligence involves various methods, each capturing different aspects of this multifaceted construct [5].

- **Self-report Measures:** Questionnaires and self-assessments, such as the Emotional Quotient Inventory (EQ-i) or the Trait Emotional Intelligence Questionnaire (TEIQue), rely on individuals' self-perceptions of their emotional abilities and behaviors.
- **Performance-based Assessments:** These assessments evaluate actual emotional abilities through tasks, simulations, or observations. For instance, the Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT) presents scenarios where respondents must identify, understand, and manage emotions effectively, providing a more objective measure of EI.

## C. Factors Affecting Academic Performance

Each facet of emotional intelligence plays a unique role in shaping learning outcomes [7]:

- **Self-awareness:** Students with heightened self-awareness comprehend their strengths and weaknesses, enabling them to capitalize on their strengths and seek assistance in areas of weakness. This awareness contributes to more effective study strategies and goal-setting.
- **Self-regulation:** The ability to manage impulses, emotions, and behaviors fosters improved concentration and persistence in academic tasks. Students adept in self-regulation often display better time management and organizational skills, which are critical for academic success.
- **Motivation:** High emotional intelligence correlates with intrinsic motivation, enabling students to sustain interest in learning despite challenges. This internal drive promotes a resilient attitude toward academic hurdles.

- **Empathy:** Understanding others' perspectives facilitates better collaboration, communication, and conflict resolution. Students with strong empathy skills tend to engage more actively in group projects and discussions, enhancing their overall learning experience.
- **Social Skills:** Proficiency in social skills contributes to effective teamwork, leadership, and peer relationships, fostering a positive learning environment and potentially impacting academic achievement positively [8].

## D. Mediating Factors

Several variables might moderate the relationship between emotional intelligence and academic performance [9]:

- **Age:** Developmental stages influence the manifestation and impact of emotional intelligence on academic outcomes, with younger students potentially showcasing varying effects compared to older ones.
- **Gender:** Research suggests gender differences in emotional expression and the utilization of emotional intelligence, which may affect academic performance differentially [10].
- **Cultural Differences:** Cultural contexts shape emotional norms and values, potentially influencing the way emotional intelligence is perceived and utilized in educational settings.

Understanding these mediating factors aids in contextualizing the relationship between emotional intelligence and academic performance within diverse populations.

## RELATED LITERATURES

The influence of emotional intelligence on a smooth transition from high school to college was examined by Parker et al. [11]. The study's conclusions showed that children who excelled academically possessed far better levels of a variety of emotional and social competencies. Ultimately, the study's conclusions suggested that emotional intelligence is essential for a smooth transition from high school to college.

Fatum [12] observed a substantial correlation between students' academic achievement and emotional intelligence in their study. Babelan and Moenikia [13] investigate the role of emotional intelligence and found that traditional education placed a lot of emphasis on logical intelligence alone, paying little attention to other types of intelligence, especially emotional intelligence. However, in the modern era, materialist viewpoints have noticed significant advancements in individual

lifestyles. Therefore, emotional intelligence is essential to achieving humankind's goals and advancing educational achievements.

Using the Emotional Intelligence Scale developed by Barchard (2001), Fayombo [14] studied the academic performance and emotional intelligence of 151 undergraduate psychology students in Barbados, West Indies. The study found a negative link with negative expressivity and a positive correlation with academic achievement across the six emotional intelligence scale components.

Researchers Mohzan et al. [15] looked at how students at University Teknologi Mara's Education Faculty fared academically in relation to their emotional intelligence. The study's findings showed that the chosen pupils possessed a high degree of positive correlation between the two emotional intelligence areas.

Using 321 disciplines, Chamundeswari [16] studied the academic performance and emotional intelligence of upper secondary school pupils. The scale of emotional intelligence was employed to gather pertinent information. The study's conclusions showed that there was a positive correlation between these two variables. With the help of the medical students of first and final year, the conclusion of the study shows that the entire score of emotional intelligence was generally higher, positively correlated with entire good continuous assessment score and negatively correlated with an entire subpar results (Chew et al. [17]).

Tyagi and Gautam [18] conducted a case study to examine the connection between students' academic success and emotional intelligence. They found that there is a positive association between the two variables, with kids' academic accomplishment scores rising as their emotional intelligence scores rise.

Jan et al. [19] discovered a significant positive association between academic achievement, library anxiety, and emotional intelligence among university students. Jan and Anwar [20] investigated university students' academic achievement, library use, and emotional intelligence. They discovered a significant positive association between academic achievement and emotional intelligence, as well as that students with higher emotional intelligence scores frequented the library more frequently.

Using several statistical tests, including factor analysis, correlation, and MANCOVA, Pandey et al. [21] investigated the impact of emotional intelligence on university students' academic accomplishment. The study's primary conclusions showed a significant and positive association between each component of emotional intelligence, which suggests that emotional intelligence positively affects students' academic performance.

## RESEARCH METHODOLOGY

### A. Research Method

Research method includes qualitative analyses of studies that explore the lived experiences, perceptions, or qualitative aspects of the relationship between EI and academic success. This approach adds depth to understanding the impact of emotional intelligence on learning outcomes.

### B. Challenges and Limitations

Measuring emotional intelligence and conducting research in this area present several challenges:

- **Diverse Definitions and Measures:** The absence of a universally accepted definition and measurement of EI leads to varied interpretations and assessment tools, making comparisons across studies challenging.
- **Publication Bias:** Studies showing significant relationships between EI and academic performance might be more likely to get published, leading to an overrepresentation of positive findings and potentially skewing the overall understanding of the relationship.
- **Complexity of Academic Performance:** Academic success encompasses various factors beyond EI, such as cognitive abilities, socio-economic status, and environmental influences. Isolating the direct impact of EI on academic outcomes poses a challenge due to these multifaceted influences.
- **Methodological Heterogeneity:** Studies use different methodologies, sample sizes, and assessment tools, making it difficult to standardize findings and draw definitive conclusions across research studies.

Navigating these challenges requires standardization in defining and measuring EI, addressing publication biases, accounting for diverse influences on academic success, and employing rigorous methodologies to synthesize research findings accurately.

Improvements in research methodologies and a concerted effort to address these challenges can lead to a more nuanced and comprehensive understanding of the relationship between emotional intelligence and academic performance.

## PRACTICAL IMPLICATIONS AND INTERVENTIONS

### A. Educational Interventions

Several strategies and programs have been designed to enhance emotional intelligence (EI) in



educational settings, with the aim of positively impacting academic success:

- **Social-Emotional Learning (SEL) Programs:** Implementing evidence-based SEL programs in schools has shown promise in fostering emotional intelligence among students. These programs often include structured curricula that focus on key EI components.
- **Mindfulness Training:** Mindfulness practices, including meditation and mindfulness-based stress reduction programs, have been associated with improvements in emotional regulation and overall well-being. Integrating mindfulness into the school curriculum can contribute to students' emotional resilience and focus, potentially influencing academic performance.
- **Counseling and Mentoring Programs:** Providing counseling services and mentorship opportunities allows students to explore and understand their emotions in a supportive environment. These interventions can offer personalized guidance, helping students navigate challenges and develop essential emotional competencies.
- **Peer Support Initiatives:** Encouraging peer support and collaborative learning can contribute to the development of social skills and empathy. Group activities that promote teamwork and communication provide students with opportunities to practice and enhance their emotional intelligence.

## B. Recommendations for Educators

Educators play a crucial role in fostering emotional intelligence within the classroom. Here are some recommendations:

- **Incorporate SEL into the Curriculum:** Integrate SEL components into the curriculum to explicitly teach and reinforce emotional intelligence skills. This could include activities, discussions, and exercises that focus on self-awareness, self-regulation, and interpersonal skills.
- **Create a Positive Classroom Environment:** Foster a classroom atmosphere that promotes emotional well-being. Encourage open communication, active listening, and empathy. Establishing a positive and supportive environment helps students feel more comfortable expressing their emotions.
- **Model Emotional Intelligence:** Teachers serve as role models, and their behavior influences students' perceptions and actions. Modeling emotional intelligence in problem-

solving, conflict resolution, and daily interactions demonstrates the importance and application of these skills.

- **Provide Opportunities for Reflection:** Incorporate reflective practices into the learning process. This can include journaling, discussions, or self-assessment activities that prompt students to explore their emotions and reflect on their learning experiences.
- **Offer Support Services:** Recognize the diverse emotional needs of students and provide access to support services, such as counseling or mentoring programs. Creating avenues for students to seek guidance and support contributes to their emotional well-being.

By implementing these strategies and recommendations, educators can contribute to the development of students' emotional intelligence, creating an environment conducive to academic success and holistic personal growth. As emotional intelligence becomes an integral part of the educational experience, students are enough capable to know to tackle with challenges, build trust and relationships and thrive academically and personally.

## CONCLUSION

Numerous important conclusions have emerged from the investigation of the connection between academic achievement and emotional intelligence (EI). Studies show that there is a favorable relationship between emotional intelligence (EI) and several facets of academic achievement. Higher emotionally intelligent students typically perform better academically, as evidenced by their improved grades, increased participation in class activities, and improved problem-solving abilities.

However, while evidence suggests a significant association between EI and academic achievement, the nature and extent of this relationship remain complex and multifaceted. Various mediating factors, including age, gender, cultural differences, and the dynamic nature of educational contexts, contribute to the intricate interplay between emotional intelligence and academic success.

## A. Future Directions

Moving forward, further research and exploration in this domain can enhance our understanding of the EI-academic performance relationship:

- **Cultural Contexts and Diversity:** Investigating how cultural norms and contextual factors influence the manifestation and significance of emotional intelligence in diverse populations can broaden our understanding of EI's role in

academic settings across different cultural backgrounds.

- **Intervention Studies:** More comprehensive intervention studies are needed to evaluate the efficacy of specific programs aimed at enhancing EI in educational settings. Assessing the direct impact of these interventions on academic performance can provide valuable insights into effective strategies.
- **Integration of EI into Educational Policies:** Exploring the integration of EI development into educational policies and curricula at various educational levels can help institutionalize the importance of emotional intelligence in fostering holistic student development.
- **Advanced Measurement Approaches:** Developing more refined and comprehensive measurement tools that capture the multidimensional nature of EI will contribute to more accurate assessments and comparisons across studies.

As research in this field progresses, understanding the nuances of how emotional intelligence influences academic success will continue to evolve, offering opportunities to refine educational practices and interventions aimed at nurturing students' emotional competencies and facilitating their overall academic achievement. Embracing the multidimensional nature of emotional intelligence in educational settings can pave the way for more holistic approaches to learning and development.

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