

## Exploring The Effects of Emotional Intelligence on Students' Academic Performance: A Case of University Students in KPK, Pakistan

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*This research article is focused on exploring the effects of emotional intelligence on students' academic performance of university of Swat. The ability to understand and control one's emotion effectively is known as emotional intelligence. By improving and understanding our emotions we can become more understanding and fit within our working environment. This helps not only in improving our interpersonal communication but also help us emotionally more stable. In terms of students, it helps students to be exhibit more stable behavior and also be more focused on their academics and the relevant tasks related with that they are required to perform as students. In order to be able to be emotionally stable and have full understanding about the one's own individuality. It also includes understanding and awareness about our own emotional flaws which carries equal importance as knowing about one' positive traits. Since students are required to perform different task and to face different stressful situations it is of high value that they respond to such situation in a balance and mature way. Therefore, it is important to find out the link between the students' emotional intelligence, academic performance and their all-round success. Mean score of 3.60 shows agreement among participants regarding their capability to control emotions, even in stressful situations. Mean score of 3.74 shows students willingness towards understanding their emotions and towards understanding other's point of view. Similarly, a mean score of 3.63 shows students ability to mold themselves into different situations. Score of 3.54 reveals the importance of emotion in terms of decision making. Data also shows students agree about the positive co-relation about academic performance and emotional intelligence.*

## 1. Introduction

The ability to maintain self-control, endure, persevere, and motivate oneself is known as emotional intelligence. The ability to control both happy and negative emotions is one of the abilities. Usually, emotional intelligence requires an understanding of the basic role that feelings play in who we are and how we live. By improving our emotional aptitude, we can become more adaptable, flexible, and emotionally mature (Sagala, 2010). Uno (2010) states that intelligence is one of the attributes that educators should be aware of in order to support kids who are struggling academically and raise student achievement. High performers have both of these qualities. Cognitive and emotional intelligence capabilities complement one other. Uncontrolled emotions might make a person more prone to ignorance. Without emotional intelligence, people won't be able to fully utilize their cognitive ability. Academically gifted students are frequently thought to be competitive in a variety of disciplines. Numerous internal and external elements influence the performance process. Any empowering initiative must begin with the process of discovering one's own self or individuality. The act of introducing oneself suggests that we are cognizant of our capacity to generate the intended learning results. However, the fact that we are conscious of our flaws is equally important. Failure may result if we fail to recognize our own shortcomings (Aunurrahman, 2010). Therefore, academic performance is linked to emotional intelligence because of the correlation between the two and overall academic success.

The primary reason is that academic performance entails a range of potential difficulties. The primary reason for this is the heavy burden placed on students to manage their academic work on their own, which calls for a high level of self-management. People with high emotional intelligence are conscious of the outside factors influencing their performance. People with high emotional intelligence would, therefore, do well in the classroom (Rode et al., 2007). Similarly, academic performance affects a child's cognitive, emotional, social, and physical development as well as human development in general (Preeti, 2013). Finding out the relationship between students' emotional intelligence and their academic performance is also important in terms of policy making. It will not only help policy makers to develop strategies where students' academic burden could be effectively managed but strategies in terms of teachers training will also gain visibility. Such training which enable teachers to effectively handle emotionally less intelligent students will contribute positively towards students academic performance thus will be helpful in bringing down the number of students failure and discontinuation of studies. Students' will also be able to understand and analyze the reasons for the emotional instability and which will result in improving their behavior deficiencies to greater extent. This has also been endorsed by the research study conducted Robres, Usán and Blasco (2023) their research study says that "Emotional intelligence is strongly correlated with academic performance, as emotions play a key role in human cognition". Emotionally intelligent people generally achieve greater success in all areas of their lives (Goleman, 1995). The capacity to perform academically will be enhanced through the training of emotional and social skills in schools. Students who are emotionally intelligent

would perform better academically and have a higher chance of succeeding in school (Joibari & Mohammadtaheri, 2011).

According to Pool and Qualter (2012), students with high emotional intelligence generally conduct better in the classroom, attend class more frequently, and are less likely to face severe consequences like suspension. Students with higher emotional intelligence had a lower college dropout rate, which may indicate that they are more likely than their colleagues to finish their studies. According to Romano et al (2020) “Students with low emotional intelligence perform poorly and mostly drop out”. This result is in line with current studies on emotional intelligence and persistence in college. Due to their increased likelihood of graduating, students with strong emotional intelligence are more likely to succeed (Moon, 1997). According to Darwin Nelson (2003), emotional intelligence is the single most important characteristic determining leadership, life satisfaction, job success, and personal accomplishment. Emotional intelligence is an acquired talent that requires a deliberate, experience-based approach to learning. Acquiring emotional knowledge and abilities requires a deliberate, active, learner-centered strategy that includes self-directed coaching, mentorship, and visualization. Learners can develop, apply, and model specific behaviors, skills, and mindsets that make up emotional intelligence in order to improve their personal well-being, success, and productivity in the workplace. Following are the research objectives of the current study.

1. To assess students' emotional intelligence.
2. To ascertain the university students' academic performance.
3. To ascertain how pupils' academic performance and emotional intelligence are related.

## **2- Literature Review**

Emotional intelligence is the aptitude, talent, skill, or self-perceived competence to identify, assess, and regulate one's own emotions as well as those of others and groups. Individuals that possess emotional intelligence are not only highly self-aware but also adept at sensing the emotions of others. They are upbeat, resilient, and full of hope. Surprisingly, emotional intelligence is a relatively new behavioral model; it wasn't until Goleman's 1995 book "Emotional Intelligence: Why It Can Matter More Than IQ" was published that the term became popular. Emotional intelligence (EI) is the ability to identify, manage, and control emotions. It promotes flexible thinking and an understanding of the importance and implications of emotions. This technique of control facilitates the development of the intellect, social skills, and emotions, control and flexibility (Brackett & Salovey, 2006). Therefore, these abilities should be associated with academic achievement in accordance with the principles of educational psychology and learning, serving as a crucial defense against academic failure (Goleman, 1998). EI is also a useful indicator of health, happiness, and life quality (Peña-Sarrionandia et al., 2015; Lievens et al., 2022).

Academic achievement and emotional intelligence are highly correlated since emotions are essential to human cognition (Dolev & Leshem, 2017; 2019). Learning and teaching psychology, evaluative development, and the positive psychology school all agree that this association is strong because Emotional Intelligence (EI) on the one hand, as shown by a meta-analysis by Molero et al. (2020), enhances self-control, focus, and mental processes under pressure. Though opinions differ from one another. Researchers that strongly support this relationship include El-Adl & Alkharusi (2020); they even go so far as to suggest that personality factors that support more productive approaches to academic tasks are moderated by EI (Gil-Olarte et al., 2006; Lyons & Schneider, 2005; Romanelli et al., 2006; Song et al., 2010). While acknowledging the existence of a relationship, some studies argue that it is weak or moderate and that academic performance is moderately influenced by EI, making it not the most useful predictor of academic performance (Brackett & Mayer, 2003; Festus, 2012; Rode et al., 2007). According to Hansenne & Legrand (2012), Kashani et al. (2012), and Pope et al. (2011), the relationship is nonexistent or not significant. Therefore, there is no agreement among academics as to whether emotional intelligence (EI) has a moderating or predictive effect on academic performance.

According to Burnette (2013), the majority of scientific evidence indicates a moderate link between academic achievement and emotional intelligence (EI). Other psychological categories, such as motivation—which promotes more adaptive behavior—and self-efficacy—which has been linked to a variety of psychological studies—can also act as mediators in this relationship (Burnette et al., 2013; El-Adl & Alkharusi, 2020; Monica and Ramanaiah, 2019). There is debate over whether Emotional Intelligence (EI) is a dependent or independent variable when it comes to academic achievement and the psychological characteristics described above (Njega et al. 2019; Nwaukwa et al., 2019; Oyuga et al., 2019). It's important to keep in mind that several studies contest the validity of the association between the two constructs (Korkmaz et al., 2018). Regarding the relationship between social skills and social skills are essential to the process that mediates the relationship between academic success and emotional intelligence components. There is an interplay between social skills and emotional intelligence. As a result, adolescents with high EIs frequently have great social skills, which help them become well-liked and useful support systems by fostering positive peer interactions. Academic performance benefits from these linkages (Brackett et al., 2011; Berndt, 1999; MacCann et al., 2011; Schutte et al., 2001). In this regard current study proposes the following hypotheses.

***H1: Emotional intelligence has no effects on students' academic performance***

***H2: There is no relationship between students' academic performance and emotional intelligence***

### **3. Research Methodology**

This is a quantitative study that assessed the effects of emotional intelligence on students' academic achievement using descriptive statistics. The study uses a cross-sectional methodology,

gathering information all at once from students of university of Swat. Population of the study comprises 8230 students. The population mainly consisted of the students of the University of Swat. A sample size of 360 pupils has been chosen from the total population of 8230. The Raosoft online calculator was used to calculate the sample size. More specifically, 360 out of the 8230 total population make up the study's sample size. A self-created Likert scale survey was used to gather the data, and it was given to 360 students in the sample. Students from different departments who are currently enrolled make up the sample. A summary of the sample characteristics was produced by a descriptive analysis of the data that were gathered. During the first stage, the relationship between academic performance and emotional intelligence was evaluated using Pearson's correlation. Regression analysis was then utilized to investigate into the relationship between different emotional intelligence variables and academic success.

#### 4. Results and Discussions

**Table No 1: Gender Wise Distribution of Response**

	Frequency	Percent	Valid Percent	Cumulative Percent
Male	164	45.6	45.6	54.6
Female	195	54.2	54.2	99.7
22	1	.3	.3	100.0
Total	360	100.0	100.0	

Table No1 indicates gender ratio, where male participants were 45.6 and female participants were 54.2.

**Table No 2: Department wise distribution**

	Frequency	Percent	Valid Percent	Cumulative Percent
Education	46	12.8	12.8	12.8
Islamic Study	75	20.8	20.8	33.6
BBA	76	21.1	21.1	54.7
Pak Study	81	22.5	22.5	77.2
Psychology	80	22.2	22.2	99.4
34	02	.6	.6	100.0
Total	360	100.0	100.0	

Table 2 shows how participants were distributed among the departments and how many of them completed the questionnaire. Remarkably, 20.8% of respondents are from the Islamic Studies Department and 12.8% are from the Education Department. Of the participants, 21.1% are from the Business Administration (BBA) Department, and 22.5% are from the Pakistan Studies Department. Furthermore, 22.2% of the respondents are from the Psychology Department.

**Table No 3: Students Response on Components of Emotional Intelligence**

Statement	Mean	Standard Deviation
I can accurately recognize my own emotions	3.4389	1.30848
I am effective in resolving conflict and maintaining positive relationship with others	3.5306	1.17739
I cannot control my emotions even in stressful situation	3.6083	1.12428
I find it easy to understand the feeling and perspective of others	3.7472	1.02612

The mean score of 3.43 in Table 3 suggests that individuals are unsure about their capacity to recognize their own emotions. On the other hand, a mean score of 3.60 indicates that participants generally agreed with their capacity to control their emotions, even under pressure. Moreover, a mean score of 3.74 indicates that participants generally agreed that they were easy to understand in terms of other people's thoughts and feelings. Finally, the participants' agreement regarding their competence in resolving conflicts and maintaining positive relationships with others is indicated by their mean score of 3.53.

**Table No 4: Students Response on Other Component of Emotional Intelligence**

Statement	Mean	S.D
I have the drive to fulfill my academic and personal objectives	3.5667	1.2063
I am able to successfully control my stress level	3.6611	1.1522
I can adjust to new and changing circumstances.	3.6361	1.1674
I understand how my emotions can influence my choices and actions.	3.5472	1.2525

Table 4 demonstrates that participant agreement with their motivation to achieve both personal and academic goals is shown by the mean score of 3.56. Furthermore, a mean score of 3.66 indicates that participants concur about their capacity to manage stress levels. Additionally, an agreement among participants about their ability to adjust to novel and dynamic circumstances is shown by a mean score of 3.63. Finally, a mean score of 3.54 indicates that participants agree that emotions can influence their choices and actions.

According to Table 5, participants are not likely to affirm their commitment to turning in assignments on time, as indicated by their mean score of 3.43. On the other hand, a mean score of



3.66 indicates that participants agree to actively ask for help from peers or teachers when they run into problems. However, a mean score of 3.19 indicates that participants were hesitant to assert that they fully understood the subject that was taught in class. Moreover, a mean score of 3.30 indicates that participants may not be fully committing to going over and editing their notes.

**Table No 5: Students' Responses About Academic Performance Components**

Statements	Mean	S.D
I turn in assignments on time.	3.4306	1.22902
I ask a teacher or a student for assistance, If you run into problems,	3.6694	1.24187
I am aware of the subject that has covered.	3.1972	1.38133
I go through and edit your notes.	3.2028	1.04761

**Table 6 Students' Comments on Their Academic Performance are Listed as Mean S.D.**

Statements	Mean	S.D
I am get ready for the test.	3.5444	.95189
I have faith in my ability to succeed academically.	3.8194	.86283
I dedicate time each day to studying	3.8085	1.18237
I consistently show up for class	3.9583	1.06623

Students' comments on their academic performance are listed in Table 6 as Mean S.D. Table 6 shows that, when it comes to admitting their exam preparation, participants agreed, with a mean score of 3.54. Moreover, the average score of 3.81 indicates that participants generally agreed to feel confident in their academic ability. Furthermore, a mean score of 3.80 indicates that participants agreed to set aside time for daily study sessions. Last but not least, a mean score of 3.95 indicates that participants agreed to regularly attend sessions.

**Table No 7: Students' Correlation Between Academic Achievement And Emotional Intelligence**

Variable	Mean	S.D	R	P. Value
E I	28.74	4.50	.449	.000
A P	28.73	4.96		

The correlation between students' academic success and their emotional intelligence (E.I.) is highlighted in Table 7. There is a standard deviation (S.D.) of 11.45 and an average (E.I.) score of 28.74. Comparatively, the academic performance mean score is 33.12, with an unknown standard deviation. The significance value of .000 indicates that the notable R value of 0.449 is considered statistically significant. This shows that there is a positive relationship between pupils' academic achievement and (E.I.).

#### **4.1 Discussion**

According to the study, the participants' responses indicate a modest level of emotional awareness and interpersonal abilities. They exhibit assurance in their ability to recognize their own feelings, keep their composure under pressure, and settle disputes amicably while cultivating wholesome connections with others. They also show that they have little trouble grasping the viewpoints of those around them. These results show a respectable degree of social interaction and emotional intelligence. The findings of the survey indicate that individuals exhibit a respectable degree of emotional intelligence, stress resilience, flexibility, and goal-oriented conduct. They have faith in their capacity to control tension, adjust to shifting circumstances, and keep a reasonable level of motivation to meet both academic and personal goals.

The survey results indicate that participants' study habits and academic behavior are on the modest side. They actively seek assistance when needed, often finish assignments on time, and demonstrate a strong commitment to their academics. Yet, their assessments of themselves suggest that they are less confident in their ability to comprehend class material and to review and revise notes. These findings point to a possible need for further assistance or study techniques to improve understanding and study techniques. It is clear from the survey results that most participants have good attitudes and actions related to their academic work. They state that they feel confident in their academic talents, feel well-prepared for tests, set aside a reasonable amount of time each day for studying, and consistently attend all of their classes. The mean score of 3.43 in Table 3 suggests that individuals are unsure about their capacity to recognize their own emotions. On the other hand, a mean score of 3.60 indicates that participants generally agreed with their capacity to control their emotions, even under pressure. Moreover, a mean score of 3.74 indicates that participants generally agreed that they were easy to understand in terms of other people's thoughts and feelings. Additionally, an agreement among participants about their ability to adjust to novel and dynamic circumstances is shown by a mean score of 3.63. . On the other hand, a mean score of 3.66 indicates that participants agree to actively ask for help from peers or teachers when they run into problems. However, a mean score of 3.19 indicates that participants were hesitant to assert that they fully understood the subject that was taught in class. The significance value of .000 indicates that the notable R value of 0.449 is considered statistically significant. This shows that there is a positive relationship between pupils' academic achievement and (E.I.).

Overall, these results point to a proactive attitude toward academic obligations and a high level of confidence in one's abilities, which provide a solid basis for success in the classroom. A



strong positive correlation between academic performance (AP) and emotional intelligence (EI) has been found through statistical research. Academic achievement seems to rise as emotional intelligence does ( $r = 0.449$ ). According to this research, students who possess higher levels of emotional intelligence may be more likely to succeed academically. It is advisable to exercise caution when evaluating the correlation's strength, as there is a possibility that other factors not included in the research could have an impact on academic success. methods to improve understanding and learning abilities.

## **5. Conclusion**

It is clear from the survey results that most participants have good attitudes and actions related to their academic work. They state that they feel confident in their academic talents, feel well-prepared for tests, set aside a reasonable amount of time each day for studying, and consistently attend all of their classes. Overall, these results point to a proactive attitude toward academic obligations and a high level of confidence in one's abilities, which provide a solid basis for success in the classroom.

A strong positive correlation between academic performance (AP) and emotional intelligence (EI) has been found through statistical research. Academic achievement seems to rise as emotional intelligence does ( $r = 0.449$ ). According to this research, students who possess higher levels of emotional intelligence may be more likely to succeed academically. It is advisable to exercise caution when evaluating the correlation's strength, as there is a possibility that other factors not included in the research could have an impact on academic success.

## **5. Recommendations**

- This study can be used to evaluate students' academic achievement and emotional intelligence at the elementary, secondary, and tertiary levels. A study of this kind would provide policymakers with a wealth of information to help them create educational policies that enhance academic achievement and emotional intelligence.
- Assess how students' leadership skills and involvement in extracurricular activities are affected by emotional intelligence.
- Examine how emotional intelligence affects students' ability to work with others and collaborate in a classroom setting.
- Examine how emotional intelligence can be used to stop bullying and deal with other social problems that could affect students' academic achievement.
- Examine the relationship between students' and teachers' emotional intelligence and how it affects academic performance.
- Examine how emotional intelligence functions in virtual learning settings and how it affects students' academic achievement.

- Examine how emotional intelligence affects students' drive to study and participate actively in the classroom.
- Analyze how societal and cultural influences affect the growth of emotional intelligence and how that affects academic achievement.
- Examine the relationship between educators' emotional intelligence and their ability to assist and improve the academic achievement of their students.

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