



‘The Role of Emotional Intelligence in Enhancing Academic Achievement: Theoretical Insights and Empirical Evidence’

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Abstract

Emotional Intelligence (EI), which involves the ability to perceive, understand, manage and use emotional information in effective ways, has become a key to overall individual development. Over time, it has become of great interest to the discipline of educational psychology specifically for analyzing its impact on the students’ academic achievement and learning experience. (Petrides et al., 2004; Salovey & Mayer, 1990). This review paper aims to systematically consolidate a wide range of theoretical frameworks, empirical studies, and practical implications associated with EI and its relationship with academic achievement across different educational contexts. This study explores the impact of EI on academic achievement across diverse educational contexts using various research methodologies. The reviewed literature consistently highlights a positive relationship between emotional intelligence and academic achievement. Most empirical studies show that components of EI—such as self-awareness, empathy, motivation, and emotional regulation—play a crucial role in enhancing academic achievement, reducing stress, and improving learning outcomes. Therefore, integrating EI training into educational settings can be a strategic approach to improve student success.

Keywords: Emotional intelligence, Academic achievement, Cognitive

Introduction

Academic achievement has traditionally been attributed to cognitive intelligence (IQ), which emphasizes logical reasoning, memory, and analytical ability. However, growing evidence from psychological and educational research indicates that non-cognitive factors, especially emotional intelligence (EI), are equally crucial in determining academic achievement. (MacCann, Fogarty, Zeidner & Roberts 2011). Emotional intelligence refers to the ability to recognize, understand, regulate, and use emotions effectively in oneself and others (Salovey & Mayer, 1990). Recent empirical studies have investigated the role of EI in educational contexts using diverse methodological approaches. In Nigeria, a correlational study with 200 students established a positive link between EI and Grade Point Average (GPA) (Ezebune et al., 2020). Similarly, mixed-methods research on 300 secondary students revealed that those with high emotional intelligence tend to excel in examinations (Malik & Shujja, 2022). Additionally, the findings of the study sample consists of college students from three academic institutions in Pokhara: ICP, LA Grandee, and PCM affirm the significance of EI in shaping the academic outcomes among the college students (Shrestha 2025). These findings underscore the growing consensus that EI is a vital component in academic achievement. As the role of social and emotional competencies gains recognition, integrating emotional intelligence into academic curricula may enhance both student well-being and educational outcomes (Parker et al., 2004).

1. Academic Achievement

In educational psychology, academic achievement serves as a critical indicator reflecting how well students have reached certain predetermined learning outcomes or benchmarks. From an educational perspective, it is one of the most important indicators of general effectiveness and progress in a given school (Wigfield & Eccles, 2000). The traditional understanding of academic achievement has always been the dimension of cognitive intelligence (IQ) a student

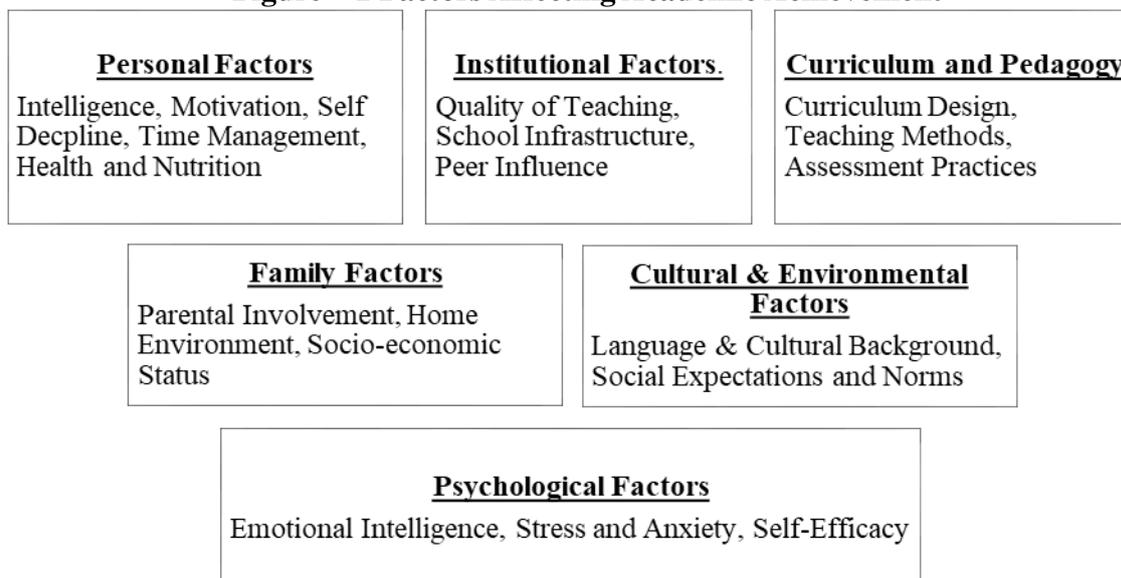


possesses. However, more recent cross-disciplinary studies highlight the role of emotion, motivation, and behaviour that also impact academic achievement (**Petrides et al., 2004; Durlak et al., 2011**). Academic achievement, as defined in this study, is the outcomes of education that result from a learner’s acquisition of knowledge, skills and competencies that are subject to a given time frame. These outcomes are assessed formally and informally through multiple methods, including grades, exams, teacher feedback, and standardized evaluations (**Brookhart, 2011. Snow 1994**) argued that academic achievement is multi-dimensional and goes beyond the subject matter of knowledge to include learning habits and processes, motivation and emotions, and self-regulated behaviour targeting the system. It is also subject to numerous internal and external influences such as one’s intellectual capacity, the school and its facilities, socio-economic standing, and one’s emotional intelligence (**Mayer et al., 2008; Duckworth & Seligman**),.

1.1 Factors Affecting Academic Achievement

- Academic achievement is a key indicator of a student’s learning progress and overall educational success. It is not a result of one factor alone but encompasses a myriad of overlapping influences (**Sirin, 2005; Sternberg, 2003; Hanushek & Rivkin, 2006**). Grasping these different factors is important for teachers, policymakers, and guardians, as it helps to formulate effective plans aimed at improving student’s academic achievement. Fig. 1 is also reflecting the factor of academic achievement which are - Personal Factors, Institutional Factors, Curriculum and Pedagogy, Family Factors, Cultural & Environmental Factors, Psychological Factors:

Figure – 1 Factors Affecting Academic Achievement



Personal Factors – Academic achievement is shaped by several personal factors, including one’s mental capabilities, motivation, self-discipline, health, and efficient use of time. Students with higher cognitive abilities and intrinsic motivation perform better in academic tasks (**Sternberg, 2003**). Better self-discipline lowers procrastination, while stronger time management improves study habits, which have more academic influence (**Zimmerman & Schunk, 2011**). Lastly, nutrition and health are essential to cognitive development as well as engagement in learning (**Taras, 2005**).

Institutional Factors – As much as personal factors are significant, institutions also contribute widely to student performance. These include teaching practices, human resources—qualified teachers, school infrastructure, and peer relationships. Evidence shows



that facilities and engaging teachers contribute positively to better learning outcomes (**Hanushek & Rivkin, 2006**). **Wentzel (1998)** also highlights the great impact that peer groups have on academic motivation.

Curriculum and Pedagogy – The processes involved in curriculum crafting, teaching and assessing, directly affect students' learning experiences. **Tyler (1949)** argued that a relevant curriculum strengthens students' academic achievement while aligning with their future vocational goals. Active teaching strategies such as flipped and project-based learning encourage student participation (**Bishop & Verleger, 2013**). Continuous assessment is another way to actively engage students. (**Black & Wiliam, 1998**).

Family Factors- Family members' encouragement and involvement play a crucial role in a child's academic achievement. Supportive home environments and family dynamics cultivate children's self-esteem and motivation (**Fan & Chen, 2001**). In addition, the family's socio-economic standing usually sets the family's resources and opportunities which aggravates the existing achievement gaps (**Sirin, 2005**).

Cultural & Environmental Factors- As is the case with a student's language and cultural heritage, social customs also have an impact on the student's performance. Students from particular cultures usually struggle because of cultural and linguistic dissonance, which makes it difficult for them to actively engage intellectually in class (**Gay, 2010**). Furthermore, community attitudes as well as social norms impact motivation and participation towards schooling (**Ogbu, 1987**).

Psychological Factors- Academic achievement also can be influenced by emotional factors such as emotional intelligence, stress perception, and self-evaluation. Successfully using understanding emotions to empathize with oneself and others helps students cope with academic pressures). (**Goleman, 1995**) On the contrary, greater amounts of stress and anxiety can impact attention and memory negatively (**Putwain, 2007**). Students who exhibit strong self-assurance tend to prevail with difficulty academically. They are likely to make progress towards their academic targets (**Bandura, 1997**),

Emotional intelligence (EI) helps students do better in school because it helps them control their emotions, stay motivated, and get along with their teachers and classmates. Adding emotional intelligence (EI) to the school system would help students learn these important skills, which would improve their health and academic performance.

1.2. Common Indicators of Academic Achievement

While there is no single indicator of academic success, the following measures are widely recognized:

Grade Point Average (GPA) - GPA is a single number that shows how well a student did in all of their classes over the course of several semesters. It is a number that colleges use to decide who to accept, who to give scholarships to, and even who to hire (**Parker et al., 2004; Robbins et al., 2004**).

Standardized Test Results: - These include national and international evaluations such as the SAT, ACT, PISA, and state-level tests. They intend to objectively assess student knowledge, understanding, and problem-solving abilities across broad populations (**Kuncel & Hezlett, 2007**). Standardized testing is a valuable tool for comparing student performance across schools and countries.

Teacher evaluations: Teachers give qualitative evaluations based on student participation, effort, progress, and classroom conduct. This indicator is especially useful for understanding emotional and social elements of learning, which are sometimes overlooked by quantitative methods (**Brookhart, 2011; Pianta & Hamre, 2009**). Such assessments are increasingly acknowledged as critical to comprehensive student assessment.



Subject-Specific Assessments: These are tests, homework, and hands-on research that students do in certain subjects, like language arts, science, and math. They help assess both procedural and conceptual knowledge and understanding in a specific area (**Black & Wiliam, 1998; Andrade & Brookhart, 2016**).

Academic achievement is a complicated idea that includes more than just being smart. Standardized test scores and GPA are still important ways to judge a student's education, but they need to be looked at along with other important factors like how engaged the student is emotionally and how well the teacher rates them. A growing body of research in education shows that non-cognitive skills, especially emotional intelligence, have a big effect on how well students do in school (**Durlak et al., 2011**).

2. Emotional Intelligence

Being able to identify, comprehend, control, and affect one's own emotions as well as those of others is referred to as emotional intelligence. Because it affects leadership, decision-making, stress management, and interpersonal interactions, it is essential for success on all levels—personal, academic, and professional. Despite being derived from diverse viewpoints, the definitions of emotional intelligence all agree that emotional intelligence is the capacity to recognize, comprehend, control, and effectively use one's own emotions as well as those of others to inform one's thoughts and actions. Emotional intelligence (EI) is emphasized by **Salovey and Mayer** as a cognitive skill associated with processing emotional data. **Goleman** broadens the idea to encompass emotional characteristics that are essential for leadership and success in life, such as empathy, motivation, and social skills. **Bar-On** takes a holistic approach, combining emotional and social competences to promote overall psychological well-being and functioning. As a result, emotional intelligence is a complex concept rather than a single attribute that is essential to social interaction, personal growth, and adaptive functioning. In assessing achievement and well-being across a range of life dimensions, it is thought to be equally, if not more, significant than standard cognitive intelligence (IQ).

3. Mechanisms Linking Emotional Intelligence and Academic Achievement

Academic Achievement is not only directly impacted by emotional intelligence (EI), but also by a number of behavioural and psychological processes. These paths demonstrate how emotionally intelligent student's efficiently manage their emotions, stay motivated, form social bonds, and overcome obstacles in the classroom. The main processes that explain the connection between academic achievement and emotional intelligence are listed below: **Emotional Regulation:** The capacity to identify, comprehend, and control one's own emotional states is one of the fundamental elements of emotional intelligence. Particularly in high-stress academic settings like tests or presentations, students with high EI are able to manage tension, anxiety, and emotional disturbances. Good emotional control helps students stay focused, prevent cognitive overload, and approach challenges rationally, all of which improve academic success. (**Gross, 2002**).

Motivation and Goal-Setting: Intrinsic motivation, or the inner drive to learn and succeed without the help of outside rewards, is also greatly influenced by emotional intelligence. Strong EI students are more resilient, optimistic, and self-sufficient, which enables them to set and persistently pursue reasonable academic goals **Linnenbrink-Garcia and Pekrun (2014)**. Higher academic achievement is associated with these pupils' propensity for self-directed learning and perseverance in the face of difficulties.

Social Skills and Peer Interaction: Students with high EI are more likely to be cooperative, empathetic, and actively listener, all of which promote positive interpersonal interactions. These abilities promote more effective involvement in conversations and cooperative learning settings, improve classroom dynamics, and foster cooperation in group projects. (Wentzel, 2005). Peer connections like this foster improved classroom engagement and emotional climates, which are

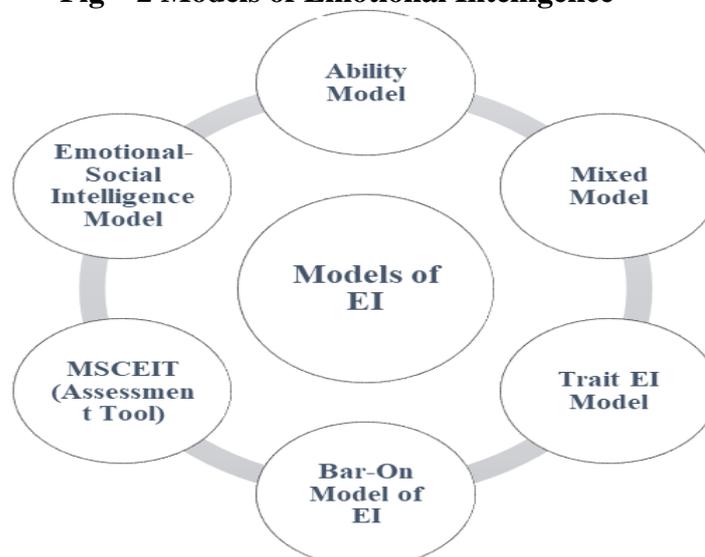


shown to enhance academic achievement. A number of important processes moderate the relationship between academic achievement and emotional intelligence. Emotional intelligence (EI) gives students the psychological capabilities they need to handle the challenging demands of academic life, from decision-making and adaptive coping to emotional control and intrinsic motivation. These skills are essential for learning achievement, academic perseverance, and personal development; they are not only helpful. As a result, encouraging EI in classrooms is not only advantageous but also necessary. A more emotionally supportive and goal-oriented learning environment may be created by incorporating Emotional Intelligence (EI) development into curriculum and teacher preparation programs.

4. Models of Emotional Intelligence

A number of theoretical models have been developed to construct emotional intelligence (EI), each providing a unique viewpoint on how people perceive, comprehend, control, and utilize emotions. Various models offer a range of frameworks for comprehending emotional intelligence and how it affects both academic and personal results. Models of Emotional Intelligence are given in fig.-2

Fig – 2 Models of Emotional Intelligence



Different models that represent distinct theoretical stances have been used to construct emotional intelligence (EI). According to **Mayer and Salovey's (1997) Ability Model**, emotional intelligence (EI) is a collection of cognitive abilities for processing emotional information, such as efficiently recognizing, using, comprehending, and controlling emotions. **Daniel Goleman's Mixed Model (1995)**, on the other hand, emphasizes the importance of emotional intelligence (EI) in leadership and job performance by combining cognitive talents with personal and social competences including self-awareness, self-regulation, motivation, empathy, and social skills. According to **Petrides and Furnham's (2001) characteristic Emotional Intelligence Model**, emotional intelligence (EI) is a personality characteristic that reflects people's self-perceived emotional talents. It is arranged around elements like emotionality, well-being, self-control, and sociability.

Using a more thorough approach, the Bar-On Model of Emotional-Social Intelligence (ESI), developed by **Reuven Bar-On (1997, 2006)**, sees EI as a blend of social and emotional skills that influence how people relate to one another, comprehend themselves, and respond to demands from their surroundings. To measure EI based on the **Ability Model**, **Mayer, Salovey, and Caruso (2002) developed the MSCEIT (Mayer-Salovey-Caruso Emotional Intelligence Test)**, a performance-based tool that evaluates emotional reasoning across four ability branches. Finally, by emphasizing adaptive behaviour and the interplay between social



and emotional functioning in day-to-day life, **Bar-On's (2006)** enhanced Emotional-Social Intelligence Model (ESI) expands on his original framework. Together, these models advance a thorough knowledge of emotional intelligence and its uses in corporate, educational, and health contexts.

Relation of EI models to Academic Achievement- Understanding the connection between emotional intelligence and academic achievement has become increasingly important in the field of education. Different viewpoints on how Emotional Intelligence (EI) helps kids succeed academically are provided by a number of models. Emotional intelligence is important in academic contexts, according to recent educational studies. To explain how Emotional Intelligence (EI) improves students' cognitive, social, and behavioural performance, several models have been proposed. Table.1 is related to Relation of EI models to Academic Achievement-

TABLE.1 Relation of EI models to Academic Achievement

Model of Emotional Intelligence	Proponents	Core Components	Relation to Academic Achievement
Ability Model	Mayer & Salovey (1997)	<ol style="list-style-type: none"> 1. Perceiving Emotions 2. Using Emotions 3. Understanding Emotions 4. Managing Emotions 	Students with strong emotional understanding and regulation perform better in stressful academic environments.
Mixed Model	Daniel Goleman (1995)	<ol style="list-style-type: none"> 1. Self-awareness 2. Self-regulation 3. Motivation 4. Empathy 5. Social skills 	High EI students show better motivation, attention, and relationships, improving participation and classroom engagement.
Trait EI Model	Petrides & Furnham (2001)	<ol style="list-style-type: none"> 1. Well-being 2. Self-control 3. Emotionality 4. Sociability 	Trait EI correlates with higher self-esteem and lower academic stress, leading to better academic outcomes.
Bar-On Model of EI	Reuven Bar-On (1997)	<ol style="list-style-type: none"> 1. Intrapersonal 2. Interpersonal 3. Stress Management 4. Adaptability 5. General Mood 	Balances cognitive and emotional skills; predicts academic adjustment, resilience, and coping strategies.
MSCEIT (Assessment Tool)	Mayer-Salovey-Caruso (2002)	Based on Ability Model – measures emotional perception, facilitation, understanding, and management	Provides diagnostic insights into how EI competencies influence academic tasks, test performance, and group work.
Emotional-Social Intelligence Model (ESI)	Bar-On (2006)	Expanded on Bar-On model to include decision-making and stress tolerance	Shows that emotional-social learning helps in academic perseverance and school retention.

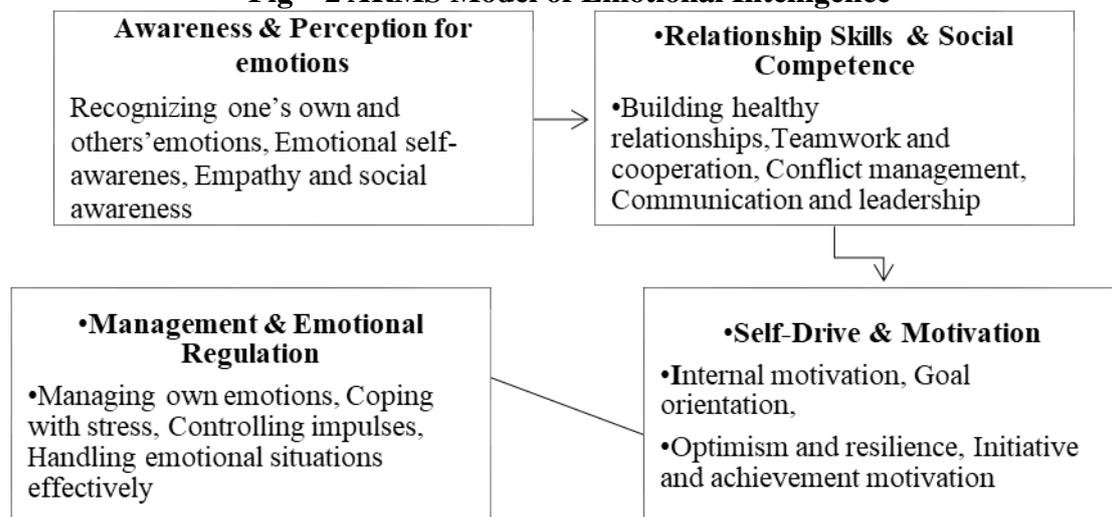


Numerous theoretical models emphasize how important emotional intelligence (EI) is in determining students' academic achievement and general well-being. According to the **Ability Model**, kids who possess great emotional intelligence and control are better able to handle demanding academic settings, which enhances their learning results. **The Mixed Model** states that children with high EI exhibit improved motivation, focused attention, and more positive interpersonal interactions—all of which lead to increased involvement and engagement in the classroom. Stronger trait emotional intelligence levels are linked to stronger self-esteem and lower academic stress, both of which promote improved academic achievement, according to the **Trait Emotional Intelligence Model**. Stronger academic adjustment, emotional resilience, and the use of useful coping mechanisms are all predicted by the **Bar-On Model**, which places an emphasis on striking a balance between cognitive and emotional abilities.

The Mayer-Salovey-Caruso Emotional Intelligence Test, or MSCEIT, is a performance-based tool that provides diagnostic information on how students' EI abilities impact their test scores, group work, and general academic conduct. Finally, emotional and social learning are critical for building academic tenacity and improving school retention rates, according to the **Emotional-Social Intelligence Model (ESI)**. When taken as a whole, these models show the various ways that emotional intelligence supports academic achievement.

6. ARMS Model of Emotional Intelligence- A number of emotional intelligence theories have offered useful frameworks for comprehending emotional abilities, these studies offers a novel model of emotional intelligence that unites conventional wisdom with current psychology knowledge after examining a broad variety of classical and contemporary research, including ideas from the Indian Knowledge System.

Fig – 2 ARMS Model of Emotional Intelligence



6.1 Awareness & Perception of Emotions-This dimension is concerned with the capacity to precisely identify, comprehend, and interpret emotions in oneself and others. **Emotional self-awareness**, or knowing one's own feelings and the causes of them, is one of the important sub-dimensions in this context. **Empathy**, or the capacity to see and react to the feelings of others, is another essential sub-dimension that promotes compassion and a closer bond. Furthermore, **social awareness** entails paying attention to the feelings in social settings, which enables people to comprehend interpersonal dynamics, cultural contexts, and group dynamics. Making deliberate, sympathetic judgments requires these abilities, which are the cornerstone of emotionally intelligent conduct. (Goleman, 1995; Denham et al., 2003; Mayer, Salovey, & Caruso, 2004).



6.2 Relationship Skills & Social Competence- This dimension covers the interpersonal abilities required to form and maintain positive, healthy relationships. It encompasses the sub-dimension of **teamwork and cooperation**, which is the act of cooperating and treating people with respect. Another essential subskill is **conflict management**, which helps people resolve conflicts amicably while preserving connections. Additionally, effective **communication and leadership** are essential for taking charge in group situations, listening intently, influencing people favourably, and effectively expressing oneself. Building trust, settling disputes amicably, and exercising social intelligence and emotional sensitivity are all facilitated by these sub-dimensions. (Bar-On, 2006; CASEL, 2020; Elias et al., 1997)

6.3 Management & Emotional Regulation - The ability to properly control one's emotions, particularly under pressure or in emotionally charged circumstances, is the last dimension. The sub-dimension of **managing own emotions** includes staying calm and composed during emotional highs or lows. **Coping with stress** entails managing pressure with constructive techniques like problem-solving or mindfulness. **Impulse control** helps people avoid making rash judgments or behaving in reckless ways by allowing them to consider things through before acting. Lastly, **handling emotional situations** effectively means responding thoughtfully and appropriately in emotionally charged moments, whether in personal, academic, or professional contexts. These skills are essential for emotional stability, mental well-being, and effective decision-making. (Gross, 2002, Brackett et al., 2011, Mavroveli & Sánchez-Ruiz, 2011).

6.4 Self-Drive & Motivation- The inherent drive and dedication that propels an individual toward both personal and professional objectives is reflected in this dimension. **Internal motivation**, which is defined as being motivated by one's own ideals, curiosity, or sense of purpose rather than by external rewards. **Goal orientation** involves setting meaningful objectives and pursuing them with focus and determination. Another important aspect is **optimism and resilience**, which helps individuals maintain a positive outlook and recover quickly from setbacks. Last but not least, **initiative and achievement motivation** describe a person's capacity to take initiative and relentlessly pursue greatness. When combined, these sub-dimensions promote emotional resilience and a development mentality. (Schunk et al., 2014; Duckworth et al., 2007; Deci & Ryan, 1985).

7. Indian People and Components of Emotional Intelligence

While Emotional Intelligence (EI) is often studied within Western psychological frameworks, its core principles are deeply reflected in the cultural and historical fabric of India. The concept of emotional intelligence itself is not a recent development. India's rich history provides powerful illustrations of emotional intelligence in action, where empathy served as a guide for reason and boldness met compassion. It is crucial to link the academic aspects of emotional intelligence with the real-world experiences of Indian personalities in order to make it more accessible and culturally grounded for Indian pupils. Indian People and Components of Emotional Intelligence are shown in table-2



TABLE.2 Indian People and Components of Emotional Intelligence

EI Component	Indian Personality	Example / Incident	Explanation of EI Trait
Self-Awareness	Sardar Vallabhbhai Patel	Knew his strength as an organizer and decision-maker during the integration of princely states.	Demonstrated deep understanding of his emotions, role, and capability in nation-building.
Self-Regulation	Panna Dai	Sacrificed her own son to save the heir of Mewar, Prince Udai Singh.	Showed exceptional control over personal emotions for a higher purpose—loyalty and dharma.
Motivation	Dr. A.P.J. Abdul Kalam	Overcame poverty, failure, and rejection to become a scientist and later the President of India.	Inner drive to achieve excellence regardless of circumstances.
Empathy	Mahatma Gandhi	Understood and identified with the suffering of common people; launched non-violent resistance.	His ability to feel others' pain motivated collective civil disobedience and reform.
Social Skills	Jawaharlal Nehru	Built rapport with people of all backgrounds and classes; initiated Panchsheel diplomacy.	Managed relationships, used persuasive communication, and fostered unity in diversity.
Adaptability	Swami Vivekananda	Adapted Indian spiritual values for Western audiences during his Chicago speech in 1893.	Flexible thinking, social awareness, and ability to bridge cultures—hallmarks of emotional intelligence.
Stress Management	Rani Lakshmibai	Led troops during the Revolt of 1857 under extreme pressure and danger.	Maintained calm, courage, and decision-making skills under high emotional and physical stress.
Emotional Expression	Rabindranath Tagore	Expressed complex emotions of love, loss, and patriotism through poetry and music.	High capacity to convey emotions artistically, evoking empathy and awareness in society.

In addition to being a psychological framework, the idea of emotional intelligence (EI) is ingrained in Indian history, culture, and values. Self-awareness, self-regulation, motivation, empathy, social skills, and adaptability are some of the traits of emotional intelligence (EI) that historical Indian figures like Sardar Vallabhbhai Patel, Panna Dai, Mahatma Gandhi, and Swami Vivekananda demonstrate through their deeds and life decisions. Their emotionally intelligent decisions not only influenced individual lives but also shaped the destiny of the nation. These instances demonstrate the importance of emotional intelligence for moral leadership, decision-making, resilience, and social harmony—particularly in high-stress and morally difficult circumstances.

Including these kinds of indigenous examples in educational or psychological discussions makes EI more relevant in India and encourages students to develop these traits in their personal and academic lives. So, by linking EI theories to the real-life experiences of Indian



heroes, we not only make learning more relevant, but we also show how emotional intelligence is always useful for both personal and group progress.

7. Empirical Review Table: Emotional Intelligence and Academic Achievement

Over the past 20 years, EI has become a strong predictor of academic success at all levels of education and in a wide range of cultural and social settings (**Kadri & Zhao, 2021, Alvi et al., 2023, Saxena, 2018**). According to empirical research, emotionally intelligent students exhibit improved motivation, self-control, flexibility, interpersonal skills, and stress management—all of which are elements that jointly support academic achievement (**Mishra & Mangal, 2018, Baluni, 2018, Preeti & Chandru, 2021**). A thorough empirical analysis of a few chosen research that looked at the relationship between academic achievement and emotional intelligence is given in this table (**Chew et al., 2013, Ebinagho & Nizam, 2016, Singh & Thapa, 2023**).

TABLE.3 Empirical Review

Author(s)	Title	Methodology	Key Findings	Link
Alvi, et al. (2023)	Emotional Intelligence and Academic Performance among Medical Students	Correlational Study	Significant positive correlation between EI and academic performance.	Link
Alam (2018)	A Study of Emotional Intelligence Adolescent of Students	Descriptive Survey	EI helps students in self-control and academic focus.	Link
Edwincula & Morales (2023)	Senior High School Students’ Academic Stress, Academic Motivation and Its Relationship with Performance	Correlational	Stress inversely, motivation positively related to academic performance.	Link
Ebinaghom & Nizam (2016)	The Impact of EI on Students’ Academic Performance	Survey	EI enhances interpersonal skills and improves academic outcomes.	Link
Arias, et al. (2022)	Emotional Intelligence and Academic Motivation in Primary School Students	Quantitative	Strong correlation between EI and intrinsic motivation.	Link
Kant (2019)	Emotional Intelligence: A Study on University Students	Survey	EI positively influences university students’ adaptability and achievement.	Link
Kadri & Zhao (2021)	Emotional Intelligence and Students’ Academic Achievement	Correlational	EI is a stronger predictor than IQ in academic success.	Link
Kumar (2020)	A Study on EI of Higher Secondary School Students	Survey	High EI students showed better academic interest.	Link
Krishnaveni & Malathi (2021)	Academic Stress and Mental Health of IX Std Students in Coimbatore District	Descriptive	Stress adversely affects mental health and academic focus.	Link
Chauhan (2020)	A Study of Emotional Intelligence on Male	Comparative	Female students had slightly higher EI.	Link



	and Female 12th College Students			
Chew, et al. (2013)	EI and Academic Performance in first and final year Medical Student:a cross-sectional study	Cross-sectional	EI significantly associated with performance in medical education.	Link
Jaleel & Ghoti (2021)	The Influence of EI on Academic Achievement	Survey	EI enhances academic performance.	Link
Jahan (2020)	EI related to stress: a study on college students	Correlational	EI negatively correlated with academic stress.	Lnk
Zeqiri, et al. (2020)	The Impact of Blended Learning on Students' Performance and Satisfaction in South European University	Quantitative	Improved academic outcomes and satisfaction.	Link
Thakur (2018)	EI among Rural and Urban College Students	Comparative	Urban students scored higher in EI.	Link
Deng, et al. (2022)	Family and Academic Stress and Their Impact on Students' Depression Level and Academic Performance	Analytical	Family and academic stress increased depression and reduced performance.	Link
Tiwari & Tiwari (2018)	Academic Stress & Mental Health	Descriptive	Stress negatively affected mental health and academic outcomes.	Link
Preethi & Chandru (2021)	Role on EI in Academic Performance of college students	Survey	High EI leads to better academic success.	Link
Fakhruddin & Tharbe (2017)	Self Esteem and EI among Students in a Public Higher Learning Institution in Malaysia	Survey	High EI linked with self-esteem and performance.	Link
Bataineh (2013)	Academic Stress among Undergraduate Students: the case of Education Faculty at King Saud University	Case Study	Stress is widespread and affects performance.	Link
Banerjee (2021)	The Impact of EI in Quality Education	Review	EI essential for quality education.	Link
Baluni (2018)	A study of the relation between emotional intelligence and stress in adolescents and their academic achievement.	Correlational	EI negatively related to stress, positively to performance.	Link
Mangda, et al. (2021)	A study of emotional intelligence of students studying at higher secondary level.	Survey	Science stream students showed higher EI.	Link



Mishra & Mangal (2018)	Relationship of different dimensions of emotional intelligence with academic achievement.	Descriptive	All dimensions positively correlated with performance.	Link
Liswandi & Hutabarat (2019)	Students Perception of the role of EI and Academic Achievement	Qualitative	EI believed to be critical for achievement.	Link
Wolf (2019)	Enhancing the EI of Students: Helping the Critical Few	Intervention Study	EI training improved performance.	Link
Shiple, et al. (2010)	The effect of EI, Age, Work Experience, and Academic Performance	Correlational	EI and work experience enhanced achievement.	Link
Saksena (2018)	Impact of EI on Academic Achievement of UG Students	Survey	Strong influence of EI on academic results.	Link
Singh & Thapa (2023)	A study of EI of HSS Students in the District of Kalimpong	Survey	Moderate to high EI reported.	Link
Jaibari & Mohammadtaheri (2011)	The Study of Relation Between EI & Students' Academic Achievement of High School in Tehran City	Correlational	Positive correlation found between EI and performance.	Link

These Empirical Reviews While some researchers employed correlational designs (Alvi et al., 2023; Juhan, 2020), others employed case/qualitative studies (Bataineh & Zaed, 2013; Liswandi & Hutabarat, 2019); descriptive surveys (Kumar, 2020; Alam, 2018); or intervention studies (Wolf, 2019). While some studies (Kadri & Zhao 2021, Mishra & Mangal 2018) offered definite quantitative links, others (Alam 2018, Chauhan 2020) examined EI without explicitly measuring academic achievement. Cultural diversity in emotional expression and the academic environment is introduced by studies conducted in a variety of countries, including Europe (Liswandi & Hutabarat, 2019), Nigeria (Salami), Malaysia (Ebinagho & Nizam, 2016), and India (Kant, Kumar, 2020). Few studies (Chauhan 2020; Mangda et al. 2021) looked at variations by gender or academic stream.

Whereas the majority viewed student groups as uniform. While some narrowly focused, others included variables that enhance the EI framework, such as depression (Deng et al. 2022), self-esteem (Fakhrudin & Tharbe 2017), and motivation (Arias et al. 2022). While some (such as Wolf, Mishra, and Mangal) presented empirical or outcome-focused work, Banerjee (2021) and Liswandi & Hutabarat (2019) presented conceptual or qualitative analyses. Research was conducted between 2010 and 2023; older studies (e.g., Shiple et al. 2010, Jalil & Goti 2013) may not be as in line with contemporary educational and psychological paradigms (e.g., digital learning stress).

EI and academic performance are consistently positively correlated (Alvi et al., 2023; Kadri & Zhao, 2021; Preeti & Chandru, 2021; Saxena, 2018). Academic stress is acknowledged as a mediator or moderator influencing the relationship between EI and performance in a number of studies (Juhan 2020, Baluni 2018, Deng et al 2022, Edwincula & Morales 2023). Numerous studies (Alam 2018, Kant 2019, Kumar 2020, Mishra & Mangal 2018, Singh & Thapa 2023) evaluated EI levels and performance using descriptive or correlational survey methods. EI is a more accurate indicator of academic success than IQ or conventional



intelligence tests, according to studies like **Kadri & Zhao (2021)**, **Jaleel & Ghoti (2013)**, and **Chew et al. (2013)**. Studies like **Chauhan (2020)** and **Thakur (2018)** looked at how gender and urban/rural location affect emotional intelligence.

In order to demonstrate the holistic impact of education, some works (**Baluni, Edwincula & Morales, Mishra & Mangal**) examined EI in conjunction with stress, motivation, or mental health. In order to support innovation in education policy, **Wolf (2019)** and **Banerjee (2021)** highlighted that emotional intelligence (EI) is teachable and that training can enhance academic results. According to a critical and comparative analysis of the reviewed literature, academic achievement in a variety of educational contexts is significantly and favorably impacted by emotional intelligence (EI). Higher EI is consistently linked to improved academic performance, motivation, stress management, and interpersonal adaptability, according to the majority of studies, particularly for secondary and college students. This pattern is consistent across a range of cultural and regional contexts, such as Western nations, Malaysia, and India.

While some studies (**Kadri & Zhao, Mishra & Mangal**) highlight the cognitive impact of emotional intelligence (EI) on grades, others (**Baluni, Juhan, Arias et al.**) concentrate on motivation, stress resilience, and emotional regulation. Emotional intelligence (EI) is a skill that can be developed, and with focused training, it may improve academic performance, according to a few intervention-based studies (**Wolf, 2019**). Therefore, emotional intelligence is becoming more widely acknowledged as a significant, complex predictor of academic success, particularly in a holistic educational framework that emphasizes interpersonal skills, emotional stability, and mental health. Future research must, however, embrace Emotional Intelligence (EI) in order to expand on its understanding and practical implementation in education.

8. Educational Implications

The significance of incorporating emotional intelligence (EI) into educational systems is highlighted by the consistent empirical evidence that links EI to academic success. In addition to being hubs for intellectual growth, schools and universities also provide spaces for social and emotional development. Thus, developing emotional intelligence (EI) in students, teachers, and the larger educational system can have a significant impact on students' academic performance, mental health, and success in life.

8.1 EI-Based Interventions - One of the most well-known and widely implemented EI-based programs is Social and Emotional Learning (SEL). SEL programs are designed to develop five core competencies: self-awareness, self-regulation, social awareness, relationship skills, and responsible decision-making—all of which align closely with models of Emotional Intelligence. (**Durlak, Weissberg, Dymnicki, Taylor & Schellinger (2011)**).

8.2 Teacher Training - Teachers play a critical role in modeling and fostering emotional intelligence in students. Educators with high EI can better manage their classrooms, handle stress, and create emotionally safe learning environments. These teachers are also more effective in resolving conflicts, supporting students' emotional needs, and promoting collaborative learning. (**Jennings & Greenberg (2009)**).

8.3 Policy Integration - To bring sustainable change, Emotional Intelligence must be embedded in national curricula and educational policy frameworks. Recognizing EI as a foundational life skill, several countries—including Australia, Singapore, and Finland—have integrated SEL and emotional well-being into their national educational strategies. OECD (2015): CASEL (2020). In India, the **National Education Policy (NEP) 2020** acknowledges the need to move beyond rote learning and emphasizes the holistic development of learners, including social-emotional and ethical skills. This opens new opportunities to institutionalize EI training at all



9. Future Research Directions

Although the literature on the relationship between academic success and emotional intelligence (EI) is expanding, there are still a number of methodological and contextual flaws that restrict the applicability and breadth of the current research. More thorough, varied, and rigorous studies should be conducted in the future to overcome these constraints. The following are important suggested directions:

9.1 Longitudinal Studies: The majority of current research is cross-sectional, focusing on academic Achievement and emotional intelligence at one particular moment in time. To comprehend how EI evolves over time and how it affects long-term academic trajectories, longitudinal studies are crucial. Researchers would be able to look at developmental differences in emotional competencies across age groups as well as causal patterns thanks to such studies.

Recommendation: It is advised to carry out multi-year research spanning from early childhood to higher education to monitor the ways in which motivation, emotional control, and interpersonal skills support long-term academic success.

9.2 Use of Mixed Methods: Self-report measures, which are subject to bias and might not accurately reflect behaviour, are used in a large percentage of EI research. Employing mixed-methods approaches—combining quantitative (e.g., surveys, performance metrics) and qualitative (e.g., interviews, observations) methods—can provide more nuanced and contextualized insights.

Recommendation: It is suggested that EI measures and their relationship to academic success be validated using triangulated data (student feedback, teacher reports, and behavioural observation).

9.3 Experimental and Quasi-Experimental Designs: More experimental studies that actively manipulate EI through training or interventions and measure its effects on academic outcomes are required to prove causation. These designs can assist in identifying which particular Emotional Intelligence (EI) skills have the greatest impact on performance and in what circumstances.

Recommendation: It is advised to evaluate the impact of Emotional Intelligence (EI)-based training programs on academic achievement using randomized controlled trials (RCTs), particularly in diverse learning environments.

9.4 Non-Western and Cross-Cultural Studies: The majority of research on emotional intelligence has been done in Western settings, which might not adequately represent how cultural factors influence emotional expression, control, and learning. Examining emotional intelligence (EI) in multicultural and non-Western contexts is imperative because socioemotional norms vary there and can have distinct effects on academic behaviour.

Recommendation: It is advised that culturally sensitive research be done in areas such as Asia, Africa, and Latin America and that localized EI assessment instruments be created that take into account native educational customs and values.

9.5 Intervention-Based Research: Fewer studies have assessed intervention programs, despite the fact that numerous studies have found links between EI and academic outcomes. To find out what works, for whom, and under what circumstances, future research should concentrate on the planning, carrying out, and assessing of EI interventions at the university and school levels.

Recommendation: It is advised to look into how different intervention models—such as peer mentoring, mindfulness training, and SEL—affect academic achievement and emotional development at different educational levels.



Conclusion

In conclusion future studies must investigate dynamic, cultural, and causal aspects in order to expand on the understanding of emotional intelligence as a predictor and enhancer of academic achievement. Researchers can produce more reliable, culturally inclusive, and useful insights by using mixed-method, longitudinal, and experimental designs. This study will play a crucial role in helping curriculum designers, educators, and legislators incorporate emotional intelligence (EI) into regular education for students' long-term academic and emotional growth.

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