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The Impact of Emotional Intelligence Element on Academic Achievement

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Abstract:

This study's goal is to analyze the connection between the five components of emotional intelligence—self-awareness, emotional management, self-motivation, empathy, and interpersonal skills—and academic success in high school. The five components of emotional intelligence are examined in this research to see whether they correlate with improved academic performance. Pearson's correlation and multiple regression are utilized for statistical inference. The findings demonstrated that self-awareness, emotional-management skills, and empathy all had a significant r=0.21 with academic success at the $p<0.05$ level. Three components of emotional intelligence—self-awareness (ß = 0261), self-motivation (ß = - 0182), and empathy (ß = 0167)—explained 8.7% of the variance in the outcome variable (academic performance), according to a multiple regression analysis (stepwise) study. The correlation between emotional intelligence and scholastic success was also modeled in this research. According to the results of these analyses, students' emotional intelligence levels are positively associated with their overall cognitive performance. Additionally, "Utilization of Emotion" and "Management of Others' Emotion" were shown to be strongly related to the respondents' English proficiency. For educators and educational officials, the importance of emotional intelligence in promoting academic success has far-reaching ramifications. Therefore, consistent development of students' emotional intelligence is crucial to the production of a competent generation and a prosperous nation in accordance with the philosophy of education.

Keywords: emotional intelligence, academic achievement, self-awareness, emotional management, self-motivation, empathy, interpersonal skills

INTRODUCTION

Each facet of society has been profoundly impacted by the rapid pace of technological development and increasing scientific knowledge made possible by globalization. Significant changes were also made to the educational system, making it harder for young children to succeed in school because of the increased competence and meticulousness expectations placed on the next generation. Because of this, children's lives have become devoid of physical play and other forms of variety.

Students today have to deal with a lot of academic pressure, including formative and summative assessment, classroom interaction, making steady progress in their subjects, a fast pace in competitive exams, and meeting the academic expectations of their teachers and parents. It's very uncommon for students to feel overwhelmed by these requirements. when a consequence, students may experience a decline in their academic performance when stress levels rise and more academic pressures pile up. Several studies have looked at the causes and effects of high academic achievement. Many biological, psychological, and social/cultural components have been found in those efforts [1] (Abisamra N.2000). The purpose of this research was to investigate the extent to which emotional intelligence and gender influence students' perceptions of the impact of academic stress on their lives. Emotional intelligence (EQ) is the capacity to comprehend and communicate with oneself and others, as well as to manage the stresses of everyday life. EQ consists of a wide range of interconnected emotional and social competences, skills, and capacities.

In the ongoing quest to elevate schooling standards, the practice of ESL (English as a Second Language) instruction has entered uncharted territory. Students' emotive domains, which have an impact on language acquisition, need to be investigated alongside their cognitive domains. To be successful in life requires a high level of emotional intelligence, which is defined as the capacity to identify, analyze, and control one's own and other people's emotions. Academic success is only one area where researchers believe emotional intelligence has a significant role for students. Students' emotional intelligence is increasingly being investigated as a potential predictor of academic achievement (Elias, Arnold, & Hussey, 2003). Emotional intelligence, according to Goleman (1995), is more important than IQ for determining future success. Additionally, Goleman (2001) discusses the role that emotional intelligence plays in supporting both the internal processes and external environment of language acquisition. Imai (2005) makes a similar case, saying that students' emotions play a significant part in language acquisition since they help them persevere through difficult situations. The importance of emotional intelligence in the classroom and its link to academic achievement are also discussed by Al-Asmari (2014).

Only until Daniel Goleman's book in 1995 did the phrase "emotional intelligence" enter the common parlance used to describe IQ. He spoke about how IQ only plays a role in one's achievement in life at the rate of 20%. Emotional IQ, chance, and social standing might all have a role. He thinks that EQ matters more than IQ when it comes to success in life. Furthermore, with the right methods of instruction, students may improve their emotional intelligence. According to Goleman (1995), an individual with high emotional intelligence is one who is self-aware, has the capacity to motivate themselves and others, and can control their emotions in social situations. In an effort to illustrate the connection between the five components of emotional intelligence and academic success, the aforementioned remark served as the basis for the researcher's model. Self-motivation is tested in this model to see whether it mediates the relationship between effort and success in school.

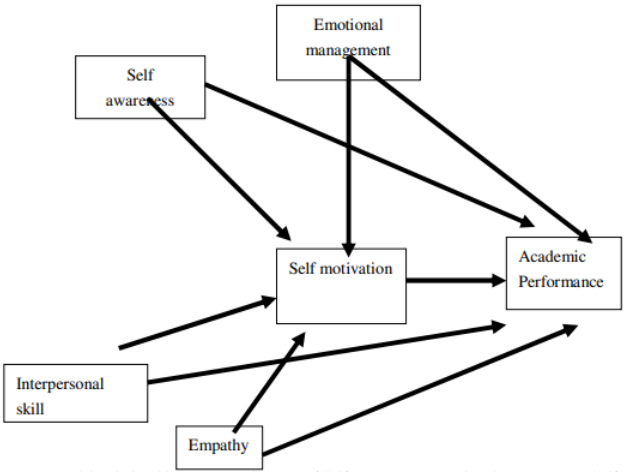

Diagram 1: Model Relationship Between Elements of Self-Awareness, Emotional Management, Self Motivation, Empathy and Interpersonal Skills on Academic Performance.

LITERATURE REVIEW

Pandey, V. S. (2020) studied the correlation between emotional quotient and well-being in high school seniors. A total of 120 high school seniors (60 male and 60 female) served as the study's sample. Instruments included the Mental Health Battery developed by A.K. Singh and A. Sen Gupta, as well as the Emotional Intelligence Inventory created by S.K. Mangal and Shubhra Mangal. The results of the research showed no correlation between mental health and EQ in college-bound males and females.

Mental health and emotional intelligence were compared in a research of 1126 high school seniors by Pandey, V. S., and Dubey, R. (2020a). Both the Mental Health Battery created by A.K. Singh and A. Sen Gupta and the Emotional Intelligence Inventory created by S.K. Mangal and Shubhra Mangal were used in this study. According to the results, male students often had greater mental health than their female counterparts. There is no difference in emotional intelligence between male and female pupils. Students with moderate and high emotional intelligence do better psychologically than students with low emotional intelligence, and students with high emotional intelligence fare better than students with moderate emotional intelligence.

Correlates of secondary school pupils' mental health were investigated by Dubey and Upadhyaya (2018). One hundred pupils from the city of Allahabad's eleventh grade were used as the study's sample. The researchers employed the Mental Health Inventory developed by K.S. Misra and N. Srivastava, as well as the Emotional Intelligence Inventory created by S.K. Mangal and S. Mangal. The results showed a strong correlation between secondary school students' emotional intelligence and their overall mental health. Yadav investigated the connection between adolescents' emotional acuity and their overall well-being. A total of 81 secondary school kids were used as a sample from two schools in Malad (E), Mumbai. The research made use of two instruments: the Tool on Mental Health by D.R. Manish and the Tool on Emotional Intelligence by S.R. Khade. The results showed a favorable and statistically significant relationship between students' emotional intelligence and their overall mental health.

Pandey, V. S. and Dubey, R. (2018) investigated the correlation between students' mental health and test anxiety in high school. One hundred and ten high school seniors made up the study's sample. The researchers employed the Mental Health Battery created by Arun Kumar Singh and Alpana Sen Gupta, as well as the Academic Anxiety Scale created by S.K. Pal, K.S. Misra, and Kalplata Pandey. The study found that among male high school seniors, the intelligence dimension of mental health is inversely related to academic anxiety, while among female high school seniors, the self-concept dimension of mental health is inversely related to academic anxiety, and emotional stability, overall adjustment, autonomy, security-insecurity, and intelligence in mental health are not related to academic anxiety.

Sharma (2017) investigated the connection between teenage students' academic anxiety and their emotional well-being. One hundred teenagers, 50 males and 50 females, made up the study's sample. Arun Kumar Singh and Alpana Sengupta's Academic Anxiety Scale for children and Mental Health Battery were utilized as measures in the research. The results of the research showed a negative relationship between academic anxiety and teenagers' psychological well-being, and this was true for both males and females. Adolescents who worry about school tend to have lower levels of emotional stability, general adjustment, autonomy, security, a positive self-concept, and IQ. The data was gathered using the Academic Anxiety Scale for children and the Mental Health Battery, both of which were developed by A.K. Singh and A.S. Gupta. It has been shown that stress over school has a detrimental effect on one's emotional well-being.

Method

Participants

The subjects were secondary school form four students (N = 80). The research subjects are also categorized by the three main ethnic Malays (50%), Chinese (42.16%) and India (7.84%). They were all in their fourth year in the English department. Their ages ranged between 22 and 26 years.

Analysis

Pearson's correlation coefficient was used to look for a link between emotional intelligence traits and grades. The predictor of academic success was identified using multiple regression analysis (a stepwise approach). SPSS was used for all data analysis. Second, we analyzed the correlation between linguistic proficiency and EQ by using Analysis of Variance (ANOVA) and One-Sample Test to compare the means of EQ among groups. Students' exam scores were the dependent variable, while their emotional intelligence was the independent variable.

Regression Analysis

Null Hypothesis 1: The factors of self-awareness, emotional control, self-motivation, empathy, and interpersonal skills, as well as academic success, do not contribute much.

Academic performance was used as the dependent variable in a regression analysis with the five predictors (self-awareness, emotional management, self-motivation, empathy, and interpersonal skills) as the independent variables. The results of multiple regression analysis are shown in Table 1. The research revealed a high degree of correlation between the factor components (self-awareness, self-motivation, and empathy) and the criterion variable (academic performance).

Table 1: Correlation matrix between the dependent variable and independent

	M (SD)	SD	KE	MD	EP	KP	PA
SD	3.47 (0.449)	1.0					
KE	3.54 (0.436)	.834	1.0				
MD	3.38	.599*	.599*	1.0			
	(0.445)						
EP	3.40 (0.310)	.348*	.382*	.261*	1.0		
KP	3.36 (0.401)	.336*	.349*	.262*	.128	1.0	
PA	3.66 (0.902)	.210*	.211*	.017	.210*	.042	1.0

Note : SD = self awareness, KE = Emotional management, MD = self Motivation, EP = Empathy, KP = Interpersonal skill, PA = Academic Achievement *p < .05, **p < .01
Table 1 displays the findings of a correlation analysis between the dependent variable (academic performance) and the independent variables (self-awareness, emotional management, self-motivation, empathy, and interpersonal skills). Three separate analyses (ANOVA) provide distinct perspectives on the results.

There is a significant contribution of self-awareness and academic achievement, F (1,368) = 16,958, p<0.05 where p = .000. For self-motivation and academic achievement is significantly contribute F (2,367) = 12,193, p<0.05 where p = .000. And there is a significant contribution of empathy with academic achievement F (3.366) = 11,564, p<0.05 where p = .000. While the emotion management and interpersonal skills do not have a significant contribution to academic achievement.

Table 2 displays a R 2 analysis of 0.044 for model 1 (self-awareness). F(1,368) = 16,958, P = 0.0000.05; a lower R 2 indicates that the independent factors (self-awareness) are unable to fully explain the dependent variable (academic success). beta = 0210, t = 4118, Sig = 0.000, and R 2 = 0044) represent aspects of one's own consciousness. This indicates that the suggested model provided a satisfactory match to the data just 4.4% of the time. The analysis of variance's significant finding that 0000 is considerably less than the chosen significant threshold of 0.05 also lends credence to the conclusion. An additional 4.4% improvement in the change criteria (academic success) may be attributed to the first predictor of self-awareness shown by the first model.

In model 2 (motivation), the value analysis of R 2 is 0.062. F (2,367) = 12,193, P = 0.0000.05, which indicates that the lower the R 2, the less competent the independent variable (motivation) is to explain the dependent variable (academic accomplishment). Beta, a measure of intrinsic drive (beta = -0169, t = -2673, Sig = 0.008, and R 2 = 0062) was also examined. This indicates that just 6.2% of the data can be explained by the suggested model. The analysis of variance's significant finding that 0000 is considerably less than the chosen significant threshold of 0.05 also lends credence to the conclusion. As a result of these results, we may conclude that the second predictor of self-motivation shown

by the two models accounted for 6.2% of extra changes in criteria (academic success).

The investigation revealed a R 2 of 0.087 for model 3 (compassion). The correlation between empathy and academic performance was only.2 (F (3.366) = 11,564, P 0.00005), indicating that empathy was not a significant predictor of academic performance. Beta analysis reveals a positive relationship between empathy and cognitive ability (Beta = 0167, t = 3119, Sig = 0.002, and R 2 = 0087). Thus, only 8.7 percent of the data can be explained by the suggested model. The analysis of variance's significant finding that 0000 is considerably less than the chosen significant threshold of 0.05 also lends credence to the conclusion. In other words, the 8.7 percentage point improvement in the change criteria (academic accomplishment) may be attributed to the third predictor of empathy shown by the three models.

This finding suggests that, based on the R 2 values for the three models, 4.4% of the variance in academic performance can be attributed to elements of self-awareness, 6.2% of the variance can be attributed to elements of self-motivation, and 8.7% of the variance can be attributed to elements of empathy.

Table 2: Regression Analysis Results for Elements of Self-Awareness contributions, self-motivation and empathy with the Academic Achievement

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig.F Change
1	.210[a]	.044	.041	.88307	.044	16.958	1	368	.000
2	.250[b]	.062	.057	.87579	.018	7.145	1	367	.008
3	.294[c]	.087	.079	.86556	.024	9.726	1	366	.002

From the analysis based on Table 2, it appears that there is a significant variance for the elements (self-awareness, self-motivation and empathy) to criterion academic achievement, F = 16,958, Sig = 0.000<0.05 (self-awareness), F = 12,193, Sig = 0.000<0.05 (motivation) and F = 11,564, Sig = 0.000<0.05 (empathy). When viewed on the Beta, elements of self-consciousness (beta = 0:21, t = 4118, Sig = 0.000 and R ² = 0044), self-motivation element (beta = -0169, t = -2673, Sig = 0.008 and R ² = 0062) and elements of empathy (Beta = 0167, t = 3119, Sig = 0.002 and R ² = 0087).

The conclusion of that regression results,

i) An improvement of 4.4 percentage points in test results may be expected for every one unit increase in self-awareness aspects.

ii) The academic success scores will rise by 6.2% when ii) the factors of self-motivation to enhance the unit are increased.

iii) A 8.7 percentage point improvement in test scores may be expected in academic performance for every one unit increase in empathy components.

These results suggest that self-awareness contributes to academic success by a factor

of 4.4%, that self-motivation contributes by a factor of 6.2%, and that empathy contributes to academic success by a factor of 8.7%.

Table 3: Regression Analysis Results for Self-Awareness contributions, self-motivation and empathy with Student Academic achievement

Variable	Multiple R	β	Standard eror b	Beta	t	Significance of t
Self-awareness	0.21	0.524	0.129	0.261	4.054	0.000
Self-Motivation	0.25	-0.369	0.127	-0.182	-2.915	0.004
Empathy	0.294	0.485	0.156	0.167	3.119	0.002

There are five variables in a stepwise regression analysis: self-awareness, emotional regulation, self-motivation, empathy, and interpersonal skills. While these five factors are used to evaluate students' academic performance. The findings of multiple regression analysis are shown in diagram 2 below. Students' academic performance (the criteria) was shown to be significantly correlated with their levels of self-awareness, self-motivation, and empathy.

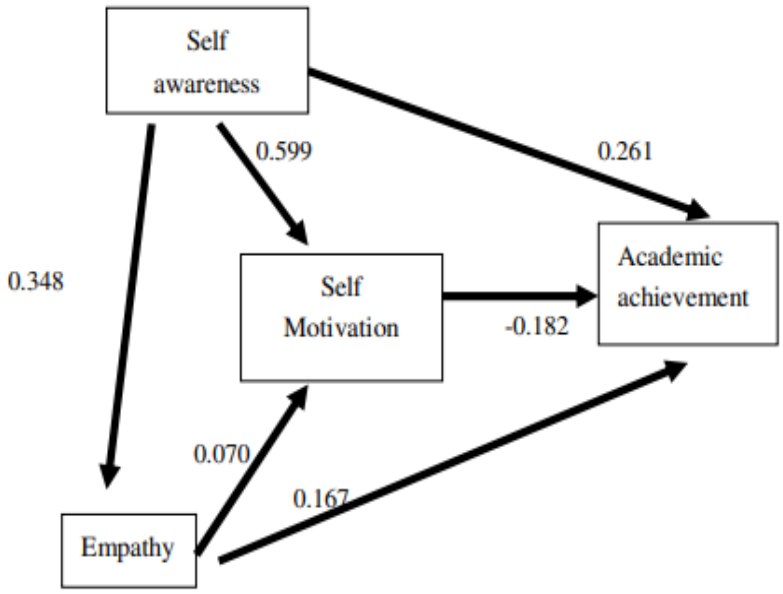

Diagram 2: Model Predictor Elements of Self-Awareness, Self Motivation and Empathy on Student Academic Achievement.

Does the Emotional Level of Undergraduate Students Influence Their Achievement Level?
According to the data, there is some discrepancy in the application of EQ to ACT performance. The correlation between students' results on the achievement exam and their ratings on the emotional intelligence subscales are summarized in Table 4.

Table 4: Mean Score and Standard Deviation of the Emotional Subscales and in Relation to Achievement Level

Score		*Others*	*Self*	*Perception*	*Utilization*
Fail	Mean	3.281 3	3.416 7	3.200 0	3.541 7
	N	4	4	4	4
	Std. Deviation	.236 62	.399 33	.678 23	.643 70
Fair	Mean	3.267 0	3.333 3	3.190 9	3. 401 5
	N	22	22	22	22
	Std. Deviation	.682 80	.673 68	.598 34	.772 65
Good	Mean	3.695 0	3.600 0	3.232 0	3. 773 3
	N	25	25	25	25
	Std. Deviation	.553 26	.450 19	.514 55	.585 08
Very Good	Mean	3.710 5	3.666 7	3.426 3	3.824 6
	N	19	19	19	19
	Std. Deviation	.565 27	.245 68	.454 41	.519 60
Excellent	Mean	4.100 0	3.844 4	3.560 0	4.283 3
	N	10	10	10	10
	Std. Deviation	.415 83	.469 07	.497 10	.437 80
Total	Mean	3.610 9	3.563 9	3.306 3	3.735 4
	N	80	80	80	80
	Std. Deviation	.620 39	.505 87	.534 71	.659 61

The correlation between EQ and academic success is seen in Table 4. Their emotional intelligence is proportional to their performance on the accomplishment exam. Students who self-reported as "excellent," "very good," or "good" were more likely to use emotional intelligence subscales than were students who self-reported as "failure" or "fair."

To determine if there are statistically significant differences between the emotional intelligence subscales and academic achievement in English, we used the following analysis of variance (ANOVA), as shown in Table 5.

Table 5: Emotional Intelligence Subscales in Relation to Academic Success in Learning English

		ANOVA Sum of *Squares*	df	Mean *Square*	F	Sig.
Others	Between Groups	5.793	4	1.448	4.413	.003
	Within Groups	24.613	75	.328		
	Total	30.406	79			
Self	Between Groups	2.277	4	.569	2.379	.059
	Within Groups	17.940	75	.239		
	Total	20.217	79			
Perception	Between Groups	1.393	4	.348	1.233	.304
	Within Groups	21.193	75	.283		
	Total	22.587	79			
Utilization	Between Groups	5.792	4	1.448	3.800	.007
	Within Groups	28.580	75	.381		
	Total	34.372	79			

There were statistically significant variations in the application of emotional intelligence with respect to degree of performance, as shown in Table 5. Students indicated that "Managing others' emotions" and "Utilization of emotion" were affected by their academic standing. Students who scored an A, B, or C reported more use of the subscales "Managing others' emotion" and "Utilization of emotion" than those who scored a F or a C.

DISCUSSION

The purpose of the research was to demonstrate a causal link between emotional intelligence and scholastic performance. See the main factors that contribute to success in school as well. According to the data, the only factors that predict academic success are self-awareness, self-motivation, and empathy. Although each variable only adds a small amount of value (R 2 of self-awareness = 4.4%, R 2 of self-motivation = 6.2%, and R 2 of empathy = 8.7%) to the model, these factors are significant in predicting academic success.

Similarly, factors associated with intrinsic motivation have been shown to have a substantial impact on performance in school. The results correspond with those found in research by Wentzel (1989), who also found that any goal-oriented to succeed. Wan Rafaei (1998) also managed to show that a motivated individual, particularly one with strong academic credentials, may make a constructive contribution. Motivated students who are driven to succeed.They have increased confidence and are ready to act. In a 2009 study (Azizi, Shahrin, & Nordiana), This conclusion is supported by research conducted by Holahan and Sears (1995), who found that people who are comfortable with who they are are more likely to achieve professional success.

Based on the results of this research, it can be concluded that undergraduates have a high emotional intelligence on average. This finding corroborated the findings of Al-Shakifi's (2015) research, which found that undergraduates in Saudi Arabia have above-average levels of emotional intelligence. This indicates that undergraduates have the ability to manage their own and others' emotions while studying English. They have mastered the art of tapping into and controlling their emotions. They may also pick up on the feelings of others around them. They were able to keep their emotions in check, resulting in pleasant relationships with others and a refusal to let their feelings dictate their behavior.

Undergraduate students reported the highest capacity to use their emotions, followed by the ability to control others' emotions, and finally by the ability to regulate their own emotions. They're very much on the same tier. Finally, pupils reported a diminished capacity for emotional awareness. In other words, the students demonstrated that they are adept at making use of their emotions to direct their own intellectual processes and activities and to promote various modes of understanding, analysis, and problem-solving. Emotions, both their own and those of those around them, were under control. They were able to adapt to their local environment. They had the ability to suppress even the most terrible feelings if it meant getting what they wanted. Emotion perception was the least popular option. Students demonstrated an average level of self-awareness about their emotional states. In addition, they were not very adept at reading emotional cues from audio, visual, or facial cues.

The results of the study conducted in answer to the second research question showed that emotional intelligence is a significant factor contributing to academic success in learning English. Students who did well in school reported greater levels of emotional intelligence. Newsome, Day, & Catano, 2000; Al-Asmari, 2014; and Sahinidi,

Kallivokas, Antonatou, & Sdrolias, 2016 all found results consistent with this one. Al-Ghamdi (2014) and Sahinidis, Kallivokas, Antonatou, and Sdrolias (2016) found results that contradicted the current study's conclusions.

CONCLUSION

The key to successful learning is paying undivided attention and concentrating on the task at hand. Paying close attention and focusing on the task at hand are two skills that may help pupils improve their cognitive ability and retain the information they hear. Here, the mind may be calmed and knowledge retention improved via the use of strong emotional intelligence. As a consequence, they will be more successful in the classroom. Research by Maria (2004) shows that EQ correlates well with scholastic success. Emotional intelligence education is advocated as a means to improve pupils' academic performance. There is no difference in the importance of achieving academic excellence across racial lines. Successful students are aware of their own strengths and weaknesses, particularly in the area of self-emotional awareness, so that this area of expertise does not become a stumbling block on the way to academic achievement. Emotional intelligence should be taken into account not only for academic interest but also of future success in life, which is why it is important for people to establish their own identities. Efforts to improve students' emotional intelligence should be taken into account throughout the educational process with the ultimate goal of producing a human face of globalization and changing demands that is both resilient and competent.

In addition, the current research found that high academic performance was associated with high emotional intelligence. So, generally speaking, academic success follows the development of emotional intelligence in pupils. Because of this, educators, academic policymakers, and instructors need to give greater consideration to students' feelings and take steps to improve their emotional intelligence. In order to help their pupils learn to their greatest potential, teachers should take the class's emotional intelligence level into account. Incorporating lessons on emotional intelligence into university curricula is crucial since research suggests that doing so might improve students' performance in school.

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