



The Relationship Between Emotional Intelligence and Academic Performance among Young Adults

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Abstract:

This research has been conducted to find the relationship between emotional intelligence (EI) and academic performance among young adults. The purpose of this study is to highlight the importance of emotional stability and regulation for students in the education system. The study used a quantitative research design to explore the collected data. The self-reported method was used to analyze the emotional competencies of the participants. Moreover, the academic performance of the participants was analyzed based on their self-reported studying traits. The study found a correlation between emotional intelligence and academic performance. The study has also found significant EI in females as compared to males. This study contributes to the growing research in the field of educational psychology. It provides valuable insights for policymakers to address the issues of emotional regulation and stability in students, educators, and administrators. Overall, this study links the gap between mental health and the education system. Limited studies have been conducted in this area in Pakistan; therefore, it is crucial to understand what different factors contribute to academic achievement.

Keywords: Emotional intelligence, academic performance, learning, academic achievement, gender differences, young adults

INTRODUCTION

In the education sector, immense focus has been given to the evaluation and progress of students' academic performance. It is a general notion that maintaining good academic performance is the key to success. It opens doors to different opportunities, especially for young adults. There are

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several factors that contribute to the academic performance of students. However, no importance is given on the understanding and management of emotions in students. Emotional intelligence is one of the significant factors that affects our daily lives. It helps to understand and regulate one's own and others' emotions. It is a kind of intelligence that affects interpersonal relationships, reduces team stress, defuses conflict, and impacts life satisfaction in general. It works as a management tool and affects the adaptability of an individual. Whereas, academic performance is a quantitative approach that evaluates the academic work of a student. It is interesting to understand the relationship of both the variables and its influence in learning and an indirect effect on professional life as well. Therefore, it is important to know what is the role of emotional intelligence is in light of the academic performance of young adults.

Variable 1: Emotional Intelligence (EI) Traits Factors

Emotional intelligence is also known as emotional quotient (EQ). It is a type of intelligence that helps an individual understand, manage, and use his emotions in effective ways. It performs several functions in daily life, such as stress management, conflict diffusion, effective communication, and empathy towards others' emotions.

It helps to maintain emotional stability, which helps to form interpersonal relationships and achieve career-oriented goals. When an individual is aware of his emotions, it's easier to make informed decisions. In brief, EI is the ability to perceive, interpret, demonstrate, control, and evaluate one's own and others' emotions. It also has some basic traits like self-awareness, self-regulation, empathy, motivation, social skills, etc.

Variable 2: Academic Performance

It is a quantitative evaluation of student achievement in all the subjects. Different methods are used to measure academic performance, such as grades, standardized test scores, graduation rates, and academic assignments.

LITERATURE REVIEW

There have been several studies conducted to understand the correlation between emotional intelligence (EI) and academic performance. Most studies have found a positive correlation between EI and different academic aspects. These studies have used different methodologies to prove the link between variables. A study, "Higher Education Students' Emotional Intelligence, Coping Strategies, Stress, and Anxiety Levels in Greece," conducted by Mouratidis et al. (2019), found a positive correlation between EI and academic performance. The study also proved the role of EI in reducing the impact of stress on academic performance. In another study by Tsaousis and Nikolaou (2005), it was also found that high-emotionally intelligent students had more ability to cope with stress and had higher academic performance than low-emotionally intelligent students. Some researchers also studied emotional intelligence as an important predictor of academic success in college life. Crawford et al. (2018) found EI to be a significant predictor of students' academic success in the US. Research has also shown that emotional intelligence can influence motivation and engagement, which are important factors for academic success. A study titled "Emotions in Learning and Achievement" by Pekrun et al. (2011), presented at the International Conference 2010 in Japan, also found that students with high EI were more motivated towards

learning. Although the majority of the studies found a link between both variables, there are some that have found no correlation. Such as a study conducted in Jordan by Alghazo and Mekki (2018) and Sulaiman et al. (2019) in Malaysia. In another study conducted in Saudi Arabia by Shihata et al. (2017), a negative correlation was found between EI and academic performance in medical students.

The studies on emotional intelligence in Pakistan are limited but growing with time. Many studies have found a positive relationship between EI and academic performance, such as the study of Iqbal and Kazmi (2016). Researchers have also found that EI can predict academic success. For instance, a study by Qureshi et al. (2018) found that EI was a significant predictor of academic success among university students. Some studies were also conducted to understand the impact of EI on the academic performance of different genders. According to the study by Qayyum et al. (2019), emotional intelligence in female students was a significantly greater predictor of academic success than in male students. Many studies conducted in Pakistan have found the impact of EI on different academic factors such as language and math tests, cognitive ability, problem-solving skills, classroom behaviour, and organizational skills in academics.

Even though research has been conducted in different cultures to investigate the correlation between emotional intelligence (EI) and academic performance, there is still a need for further studies in Pakistan. Some of the areas that need to be studied in Pakistan include:

1. The impact of EI on academic performance in young adult students at different academic levels and fields of study.
2. Analysis and of the specific factor traits of EI associated with academic performance.
3. Examination of the role of cultural differences in the relationship between EI and academic performance in Pakistan.
4. Comparison of the levels of EI and academic performance between students from different regions and backgrounds in Pakistan.
5. Analysis of the gender difference associated with EI.

OBJECTIVES

There are few studies conducted in this domain in Pakistan. This study intends to explore not only the relation between EI and academic performance but also to further explore which traits factors of EI is related to academic performance. The study is conducted to describe the association between emotional intelligence and academic performance in young adults. It also aims to find the gender differences in emotional intelligence

METHODOLOGY

Nature of Research

The nature of this research is quantitative. It is a type of research that deals with numerical data such as quantity, ratio, percentage, etc. The gathering and analysis of numbers helps to predict, test casual relationships, and then generalize the results to the population.

Research Design

The research design of this study is cross-sectional and correlational. It is a type of research design that takes data from different individuals over the same period of time. A cross-sectional study is the most frequently used method in the social sciences. It aims to find a correlation between two variables, i.e., emotional intelligence (EI) traits and academic performance. This design will help to find whether there is an association between EI and academic performance rather than a direct casual effect.

Sampling Strategy

The purposive sampling technique is used in this research. The sample for this study is made up of students from different universities. The targeted sample is young adults ranging in age from 18 to 25, male and female. The sample size of this study is 200.

Inclusion and Exclusion Criteria

Only students from ages 18 to 25 will be included. Adolescents and late adults are excluded from this research. People with physical and intellectual disabilities are also excluded.

ASSESSMENT MEASURES

Demographic Information Questions

1. Participant's age
2. Gender
3. Qualification
4. CGPA

Scale I: The Trait Emotional Intelligence Questionnaire-Short Form (TEIQue-SF; Petrides, 2009)

TEIQue-SF

The Trait Emotional Intelligence Questionnaire, short form, consists of 30 items (Petried, 2009). It is a short scale in the form of a questionnaire widely used to measure global trait factors of emotional intelligence. It is originally driven by the comprehensive scale TEIQue-FF, consisting of 153 items and 15 trait facets. TEIQue-SF has taken two facets from each trait factor, which evaluates four subscales: well-being, self-control, emotionality, and sociability. The response form is a 7-point Likert scale ranging from 1 (completely disagree) to 7 (completely agree). This scale is translated into more than 27 languages. The coefficient of alpha reliability for the global TEIQue-SF score is 0.87. It has acceptable validity at global levels, with convergent validity coefficients ranging from 0.41 to 0.61.

Scale II: Academic Performance Scale (APS; Carson Birchmeier, Emily Grattan, Sarah Hornbacher, and Christopher McGregory, 2011)

APS

The Academic Performance Scale was developed by Carson Birchmeier, Emily Grattan, Sarah Hornbacher, and Christopher McGregory at Saginaw Valley State University in 2011. It is a 5-point

scale that measures the academic performance of students. The internal consistency of the total score is 0.89, and the test-retest reliability is 0.85.

Procedure

This study is conducted on young adults' students belonging to different ethnic cultures and socio-economic backgrounds in Pakistan. The sample size consisted of 92 male and 108 female students. The participants were approached through local social networks and by visiting universities. The data is collected through the physical and online distribution of questionnaires. The participants were briefed about the nature of the study and the items presented in the questionnaire. Some of the data is collected online by creating an online questionnaire.

Measures

The participants took an average of 15 minutes to complete the questionnaire. They first answered the demographic questions and then filled out the Trait Emotional Intelligence Questionnaire, short form, to measure trait factors of EI and the Academic Performance Scale to measure academic performance.

Ethical Consideration

1. **Informed Consent:** In this study, the participants were informed about the nature, purpose, and benefits of the study. Then consents from participants were taken.
2. **Privacy and Confidentiality:** In this research, the identities and information of the participants are kept confidential.
3. **Respect for Participants:** All the participants are treated with respect and dignity.
4. **Protection from Harm:** While conducting the research, it was ensured that no participant was harmed while participating in it.
5. **Fair Treatment:** All the participants are treated fairly without any discrimination based on their gender, age, ethnicity, or any other factor.

ANALYSES

The data collected in this research was analysed using quantitative methods. The data went under statistical analysis to examine the relationship between emotional intelligence and academic performance. The following methods were used to analyse the data:

1. **Bi-variate Analysis:** To examine the association between emotional intelligence and academic performance Pearson product-moment correlation was used to know the association and strength of both variables.
2. **Independent sample T-test:** This statistical test was used to find the gender differences in emotional intelligence.
3. **Descriptive Statistics:** It was used to summarize the data and give a general overview of the sample in the form of means, standard deviations, and frequencies for all variables.

RESULTS

Table 1

Frequencies and Percentages of Demographic Variables of Study (N = 200)

Variables	Category	F	%
Age	18-25	200	100.0
Gender	Male	92	46.0
	Female	108	54.0
Qualification	Undergraduate	192	96.0
	Graduate	8	4.0

Table 1 shows the demographic characteristics of the study including age, gender, and qualification.

Table 2

Correlation among Study Variables (N=200)

Variables	1	2
1 Emotional Intelligence	-	.671**
2 Academic Performance	-	-

Note. **p < .01

Table 2 shows that there existed a significant positive correlation between emotional intelligence and academic performance. Higher the emotional intelligence, higher the academic performance and vice versa.

In the second hypothesis, it was assumed that gender differences would be evident in terms of emotional intelligence and academic performance. Therefore, independent sample t-test was carried out to assess the gender difference in emotional intelligence and academic performance.

Table 3

Mean, Standard Deviations and t-values along Gender on Variables (N=200)

Variables	Male (n = 92)	Female (n = 108)	t	p	95% CI		Cohen's d
	M (SD)	M (SD)			LL	UL	
Emotional Intelligence	40.59 (4.33)	52.01 (5.40)	16.302	.000	10.039	12.802	2.33
Academic Performance	53.81 (10.39)	46.74 (8.42)	5.226	.000	4.400	9.741	.75

Note. CI = Confidence Interval; LL = Lower Limit; UL = Upper Limit.

Table 3 shows that there was significant gender difference on emotional intelligence $t(198) = 16.302$, $p < .001$. While, there was also significant difference in between males and females on academic performance $t(198) = 5.226$, $p < .001$. Higher values of the t-value of emotional

intelligence indicated that a large difference exists between the two sample sets. The smaller t-value in academic performance depicted some similarity exists between the two sample sets in male and female. The mean difference of emotional intelligence revealed that females scored more than males in emotional intelligence.

DISCUSSION

The findings of this study supported the positive correlation between emotional intelligence (EI) and academic performance (AP). The result of the Pearson correlation was +1. This indicated a positive relationship between EI and AP. Most of the research conducted in this area also indicated some degree of relationship between both variables. A study, "Higher Education Students' Emotional Intelligence, Coping Strategies, Stress, and Anxiety Levels in Greece," conducted by Mouratidis et al. (2019), found a positive correlation between EI and academic performance. In another study by Tsousis and Nikolaou (2005), it was also found that high-emotionally intelligent students had more ability to cope with stress and had higher academic performance. Moreover, Crawford et al. (2018) also found EI to be a significant predictor of students' academic success in the US. Research has also shown that emotional intelligence can influence motivation and engagement, which are important factors for academic success.

Cronbach's alpha reliability was used to find the internal reliability of the emotional intelligence scale and the academic performance scale. A coefficient between 0.65 and 0.8 is usually considered a good reliability coefficient. The Cronbach's alpha of the EI scale was 0.89, whereas the AP scale was 0.83.

An independent sample t-test was performed to compare the gender differences between men and women in emotional intelligence. Higher values of the t-value of EI (EI t-value = 16.3) indicated that a large difference exists between the two sample sets. The smaller t-value in academic performance indicates some similarity between the two sample sets, male and female. The mean difference of EI (11.42) revealed that females score more than males in emotional intelligence. The findings of this research supported the study by Qayyum in 2019. Qayyum's research found that emotional intelligence in female students was a significantly greater predictor of academic success than in male students.

CONCLUSION

The results of this study supported the first hypothesis. The first hypothesis predicted the relationship between emotional intelligence and academic performance among young adults. The result of the Pearson correlation was +1. This indicated a positive relationship between EI and AP. The findings of this study also validated the second hypothesis. The second hypothesis predicted a higher level of emotional intelligence in females than males. The results of the t-test showed a significant gender difference in emotional intelligence.

STRENGTHS AND LIMITATIONS

Strengths

The strength of this study was the better understanding and importance of research work. The study helped to further enhance the practical knowledge of cross-sectional and correlational research. The study also provided practical experience in data collection and analysis. The

statistical analysis of the research supported and generalized the findings of the majority of previous studies in the field. The study also helped to explore emotional intelligence in our daily lives.

Limitations

Access to the concerned participants: The collection of data from participants was a bit difficult because of their busy lifestyles and lack of awareness about the importance of research.

Access to Information: Some participants were reluctant to give some information.

Equal Collection of Gender Sampling: It was difficult to find more male participants for the sample.

Quality of data collection: Some forms were incomplete and not valid for data collection.

Implications and Suggestions

This research would impact the significance of emotional intelligence in Pakistani culture. It would give a clear understanding of the emotional impact on a student's academic performance. Following are some suggestions that could help overcome research problems in this area in the future:

1. Try to approach people for data collection at times when they are not so occupied.
2. Try to raise more awareness about the benefits of research in our culture.
3. In the online form, use a restriction on going to the next item without filling out the previous one.
4. Inclusion of ethnographic demographics would help to further highlight the impact of the study on Pakistani culture.

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