

**RESEARCH PAPER****Emotional Intelligence as a Predictor of Students' Academic Achievement at University Level****<sup>1</sup>Dr. Iram Muzzamil, <sup>2</sup>Dr. Arooj Khan and <sup>3</sup>Dr. Tahseen Arshad**

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**Corresponding Author:** iram.muzzamil@ed.uol.edu.pk**ABSTRACT**

Present study aimed to examine the emotional intelligence as a predictor of students' academic achievement at university level. A correlational research design was used to conduct present study. Population of the study was comprised of university students at undergraduate level in Lahore. A sample of 200 male and female university students were drawn from population by using convenient sampling technique. An instrument BEIS-10 was adopted to measure the study variables. Reliability of the scale was .815 calculated by Cronbach's Alpha. Students' academic achievement was measured through their scores. Data were analysed by using inferential statistics. Findings of the study revealed that a significant positive weak correlation was found between university students' emotional intelligence and academic achievement. A significant difference was found between male and female university students' emotional intelligence, whereas an insignificant difference was found among university students' emotional intelligence based on their academic qualification. It is recommended that teachers may encourage to incorporate emotional intelligence techniques to enhance students' performance at university level.

**KEYWORDS** Emotional Intelligence, Academic Achievement, University Students**Introduction**

Emotions play a crucial part in our daily lives. As human beings, our emotions, as well as those of people around us, have an impact on our attitudes and way of thinking. In a similar vein, we have the ability to affect people via our emotions. Emotions are described as "states induced by rewards and punishments, including changes in rewards and punishments." Individual responses to significant events and things are triggered and coordinated by their emotions. According to Kleinginna and Kleinginna (1981) they are made up of a variety of interconnected components processes including emotional, cognitive, physiological, motivational, and expressive components. For example, a student's anxiety before an exam might be constituted of apprehensive, unpleasant sensations (affective), concerns about failing the test (cognitive), and worried facial expressions (expressive). Learning environment environments are rife with emotions such as delight, optimism, worry, rage, despair, pride, boredom, and humiliation. Students' motivation, learning, performance, identity formation, and health are all influenced by their feelings. Several studies have shown that students in academic environments feel a wide range of emotions. It was discovered in that academic emotions had a major impact on student motivation, learning techniques, cognitive resources, self-regulation, and academic accomplishment. The reasons for and the sorts of emotions that people experience differ depending on the scenario. As a result, learning situations elicit a wide range of self-referential, task-related, and social emotions.

The classroom is a highly emotional setting, where students often learn about and experience emotions. Students can be stimulated while studying, ambitious, and proud of their accomplishments; they can be surprised when they discover new solutions; they can experience nervousness and fear after failing examinations; they can feel embarrassed after receiving poor grades; and they can be tired, weary, and impatient while in class (Kim & Pekrun, 2014).

### **Literature Review**

According to Goetz et al. (2003), there are three reasons for investigating emotions in education: their influence on learning quality, their impact on students' well-being, and their involvement in socializing. Emotional experiences are universal in nature, and they are significant, if not vital, in academic contexts since emotion influences practically every facet of cognition. Tests, exams, assignments, and deadlines are all related with a variety of emotional states, including annoyance, worry, and boredom.

Indeed, the emotional aspect of the classroom, as well as research into emotions in educational settings, has been sluggish to emerge, with the exception of a few noteworthy problems. Students' exam anxiety has been the only emotion that has consistently drawn researchers away from their studies. A total of 1,000 experimental experiments were conducted over a span of more than five decades. We have the evidence on the structures, extraction, and influence of this emotion, as well as the actions that may be taken to minimize high test anxiety by altering educational practices (Schutz et al., 2007).

Psychologists in a variety of professions, as well as personality researchers who have examined students' test anxiety since the 1930s, have acknowledged the significance of emotions experienced in educational settings (Schutz et al., 2007). Many experts think that emotions play an important part in the learning process, and that they may even serve as the foundation for learning (Pekrun & Linnenbrick, 2014).

Anxiety, humiliation, wrath, guilt, and exhaustion are all common student feelings, as are pleasurable emotions such as enjoyment, ambition, and fulfilment in educational settings. Until now, the answer to this question has to be "drop in the ocean." A number of academics have expressed concern about the paucity of research on emotional factors in schooling (Schmutz et al., 2007). This is a question that I, together with the editors of the "Handbook of "Self-Regulation," am posing. "How should we cope with our emotions and affects?" (Pintrich, 2000). Furthermore, social emotions such as admiration, pity, irritation, or envy toward one's classmates and instructors play a role. Furthermore, kids bring emotions to the classroom that are related to activities or events that occur outside of school, but these emotions have a significant impact on their ability to learn, for example, confusion that develops as a result of family stress. Furthermore, of the emotions are a component of student recognition, and they have an impact on the development personality, as well as the psychological and physical health of the student. From an educational perspective, emotions are significant because they impact learning and development; nevertheless, students' emotional flourishing should also be seen as an educational aim that is valuable in and of itself (Pekrun, 2014).

In addition, more recent study has placed an emphasis on the range of emotions in schooling (Heckhausen, 1991). The experiences of pupils should be taken into consideration since emotions have a significant impact on their learning and achievement. Accomplishment motivation, epistemic emotions, subject emotions, and

social emotions all have the potential to have a significant impact on learning and achievement. As a result, it is critical for instructors to recognise and deal with the emotions that pupils are experiencing (Pekrun, 2014).

We may utilize our own personal experiences to better comprehend the emotions of a pupil. Simply recall your own recollections of your own experiences as a student, and on the other side, attempt to inquire of your student about the feelings that they are experiencing. Because group discussion may be a highly useful tool for sharing their experiences (Pekrun, 2014). According to Schutz et al. (2007) students and teachers alike benefit greatly from a positive learning environment. Throughout the years, students spend a great deal of time in the classroom and build close friendships. As a consequence of these emotional experiences, students and teachers learn and perform better, as well as grow as individuals.

Emotional intelligence in educational settings has been recognized by researchers, and this includes personality studies, research on exam anxiety, and studies on motivation for academic achievement. More recent educational studies emphasize the importance of a wide range of emotions in educational settings. Generally speaking, today's students' emotions at school and their ambition to accomplish are at odds. More combinative substructure is absent in the advancement, as a consequence of which it is restricting the theoretical and empirical growth (Schmutz et al., 2007). The control value theory is an attempt to create a combinative framework (Pekrun, 2000).

Emotions and moods, both emotions impacted as a general word, are experienced via the edge of the circumstance and affective state (Carver, 2003). Students recall bad memories from instances in which they performed poorly or experienced any kind of failure in front of their peers. This gives them the impression that they are being dropped; they may feel as if they are leaving themselves behind and losing their dignity. It causes an uneasiness in the majority of kids, which prevents unwanted consequences. This is very vital in order to watch the student's reaction to a particular grouping on distinct events, based on his own individual mastery objectives. A student may be able to relinquish winning accolades with ease, but he or she may not be able to dismiss the bad feelings that arise throughout the learning process (Schutz et al., 2007). Negative emotions serve as a signal to pupils who are focused on their objectives, as they give the impression that the activity is difficult and that they must seem intelligent in front of the class (Pintrich, 2000).

During the course of the session, other students may be subjected to a negative effect when they encounter a learning obstacle. Positive emotions, according to mood experts, function more quickly and enable synthetic, creative, and varied methods of thinking, while negative emotions generate rigidity, critical thinking, and rigorous ways of learning (Schmutz et al., 2007). Our everyday lives are governed by a complex web of emotional regulation systems; assess your reactions to negativity. If you find yourself feeling low at times, watch a comedy series or film (Ruch, 1993), or take a stroll (Lawaski & Mannel, 2000). According to control value theory, it is necessary to aim to offer consolidative structure (Pekrun, 2000). Emotions have a significant part in the learning and teaching process (Scott and Sutton 2009; Uitto et al. 2015; Yin et al. 2017). Teaching emotions is a fundamental component of effective teaching (Day & Qing 2009; Hosotani & Imai-Matsumura, 2011).

Student desire to learn in the classroom is a result of a dynamic interaction between positive and negative learning emotions, learning appraisal, and cognitive

processing. This interplay results in academic accomplishment as a result of the student's willingness to learn and learning evaluation (Fielder & Beier, 2014). The process of integrating new and existing data, the establishment of networks, and the establishment of connections across and within knowledge areas are all well-known ideas in the learning community (Brown & Atkins, 1993; Steiner, 2006).

### Material and Methods

Present study was aimed to investigate emotional intelligence as a predictor of students' academic achievement at university level. A correlational research design was used to conduct present study. Population of the study was comprised of university students at undergraduate level in Lahore. A 200 male and female university students were drawn from population by using convenience sampling technique. An instrument BEIS-10 was adopted to measure the study variables. Reliability of the scale was .815 calculated by Cronbach's Alpha. Students' academic achievement was measured through their grades. Data were analysed by using inferential statistics.

### Results and Discussion

**Table 1**  
**Correlation between University Students' Emotional Intelligence and their Academic Achievement**

Variables	M	SD	r- value	Sig.
Emotional Intelligence	40.54	6.58	.196**	.001
Academic Achievement	62.14	10.37		

A correlation between university students' emotional intelligence and their academic achievement was found significantly positive weak at  $p \leq .05$  level of significance. Findings shows that emotional intelligence has weak association with university students' academic achievement.

**Table 2**  
**Effect of University Students' Emotional Intelligence on their Academic Achievement at University Level**

Model	Unstandardized Co-efficient	Standardized Co-efficient	$\beta$	t	p	df	F	R <sup>2</sup>
	$\beta$	Std. Error $\beta$						
Emotional Intelligence	49.633	4.505	.196	2.81	.001	198	7.912	.038
Academic Achievement	.308	.110						

A linear regression analysis shows that university students' emotional intelligence was found to be significant with ( $R^2 = .038$ ) at  $p \leq 0.05$  level of significance. It reveals that emotional intelligence was significantly predicted the dependent variable with" ( $\beta = .196$ ,  $F=7.912$ ,  $p=.001$ ).

**Table 3**  
**Difference between Male and Female University Students' Emotional Intelligence and their Academic Achievement**

Variable	Gender	N	M	SD	df	t- value	Sig.
Emotional Intelligence	Male	100	43.83	4.63	176.96	8.119	.001
	Female	100	37.26	6.63			

Differences of opinion between male and female university students was explored by independent samples t-test. Findings show a significant difference between male and female university students' emotional intelligence at  $p \leq .05$  level of significance.

**Table 4**  
**Difference among University Students' Emotional Intelligence based on their Qualification**

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	71.297	3	23.766	.544	.653
Within Groups	8570.298	196	43.726		
Total	8641.595	199			

Findings shows an insignificant difference among university students' emotional intelligence based on their academic qualification at  $p \leq .05$  level of significance.

## Discussion

Present study was aimed to investigate emotional intelligence as a predictor of students' academic achievement at university level. Findings of the study revealed that a significant weak correlation was found between university students' emotional intelligence and academic achievement. A significant difference was found between male and female university students' emotional intelligence at  $p \leq .05$  level of significance, whereas an insignificant difference was found among university students' emotional intelligence based on their academic qualification. Emotional intelligence in educational settings has been recognized by researchers, and this includes personality studies, research on exam anxiety, and studies on motivation for academic achievement. More recent educational studies emphasize the importance of a wide range of emotions in educational settings. Generally speaking, today's students' emotions at school and their ambition to accomplish are at odds. More combinative substructure is absent in the advancement, as a consequence of which it is restricting the theoretical and empirical growth (Schmutz et al., 2007). The control value theory is an attempt to create a combinative framework (Pekrun, 2000). Emotions and moods, both emotions impacted as a general word, are experienced via the edge of the circumstance and affective state (Carver, 2003). Students recall bad memories from instances in which they performed poorly or experienced any kind of failure in front of their peers. This gives them the impression that they are being dropped; they may feel as if they are leaving themselves behind and losing their dignity. It causes an uneasiness in the majority of kids, which prevents unwanted consequences. This is very vital in order to watch the student's reaction to a particular grouping on distinct events, based on his own individual mastery objectives. A student may be able to relinquish winning accolades with ease, but he or she may not be able to dismiss the bad feelings that arise throughout the learning process (Schutz et al., 2007). Negative emotions serve as a signal to pupils who are focused on their objectives, as they give the impression that the activity is difficult and that they must seem intelligent in front of the class (Pintrich, 2000). During the course of the session, other students may be subjected to a negative effect when they encounter a learning obstacle. Positive emotions, according to mood experts, function more quickly and enable synthetic, creative, and varied methods of thinking, while negative emotions generate rigidity, critical thinking, and rigorous ways of learning (Schmutz et al., 2007).

## Conclusion

Present study was aimed to investigate emotional intelligence as a predictor of students' academic achievement at university level. Findings of the study revealed that

a significant weak correlation was found between university students' emotional intelligence and academic achievement. A significant difference was found between male and female university students' emotional intelligence at  $p \leq 0.05$  level of significance, whereas an insignificant difference was found among university students' emotional intelligence based on their academic qualification.

### **Recommendations**

- A significant positive weak correlation was found between university students' emotional intelligence and academic achievement, therefore it is recommended that educational institutions may recognize its contribution to students' overall development and well-being alongside academic performance.
- The emotional intelligence development programs like seminars, workshops, and training sessions might be conducted to enhance university students' emotional intelligence.
- It is recommended to conduct present study by using experimental research design to explore the effectiveness of emotional intelligence in improving students' performance at university level.

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