Impact of Emotional Intelligence on Academic Success: A Self-Efficacy Perspective

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Abstract

This research shows the effect of emotional intelligence on academic success. A quantitative research design was employed. The data were gathered by using multi-stage cluster sampling strategy from the sample of 300 students admitted in undergraduate programs at Khwaja Fareed University Engineering and Information Technology (KFUEIT) Rahim Yar Khan. Two self-developed instruments were used for evaluating to six key dimensions of emotional intelligence and Self-efficacy scale for measuring its four directions. The self-efficacy scale which assessed student's confidence in their academic capabilities. The research shows important positive connotation among emotional intelligence and Academic Success. The emphasis of the study is on students with higher emotional intelligence and believed they perform better and achieves academic outcomes. The study encountered the boundaries involving the reliance on self-report measures. Moreover, the sample's homogeneity bound the generalizability of the researches to wider students' population.

Keywords: Emotional Intelligence, Self-Efficacy, Academic Success, Undergraduate Students.

Introduction

Emotional intelligence (EI) has a great effect on developing students' success. By affecting the ability to control emotions, relationships, and adapt to change. Academic performance is constantly related to cognitive skills. This study examines the interplay between emotional intelligence and self-efficacy in considering academic success among university students. Self-efficacy derived from Bandura's cognitive theory. That identifies an individual's belief in their capability to achieve certain objectives. It serves as a motivational force, affecting effort and resilience in academic tasks. On the other hand, emotional intelligence embraces self-regulation, self-awareness, social awareness, relationship management, empathy, and problem-solving. These are necessary for controlling stress, boosting collaboration, and sustaining focus. Former research has demonstrated the independent effect of emotional intelligence and self-efficacy. Though limited attention has been given to their mutual effect and the potency of the mediating role of self-efficacy in the Emotional intelligence performance relationship. Grasping this connection is critical for designing interventions that boost students emotional and cognitive competencies. This

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finding employed a quantitative approach, assembling data from undergraduate students using a self-developed scale for self-efficacy and emotional intelligence. The study aims to give insights into mechanisms through which emotional and self-efficacy components participate in academic success. This study focusses the significance of incorporating emotional intelligence and self-efficacy training into educational structure to enhance holistic students' development.

Statement of the Problem
In higher education, the challenges students face goes beyond cognitive abilities, encompassing emotional and interpersonal dynamics that significantly influence academic performance. However, Emotional intelligence remains an underexplored area, especially in developing countries. This study seeks to address this gap by examined the importance of emotional intelligence in fostering sustainable development and improving educational outcomes. By highlighting the role of emotions in learning, the research underscores the need for strategies that integrate emotional and cognitive skills to enhance overall student success.

Research Objective
1. The main objective of the research was to assess the impact of Emotional intelligence on students' performance by considering the mediating effect of self-efficacy.

Research Question
1. Is there any mediation effect of SE among the emotional intelligence and student performance?

Significance of the Study
This study investigates how emotional intelligence and self-efficacy influence university students' academic performance. It emphasizes the need for interventions that go beyond cognitive abilities by fostering emotional skills and confidence. The findings highlight the pivotal role of emotional intelligence and self-efficacy in enhancing academic achievement. Emotional intelligence helps students manage emotions, improve resilience, and strengthen collaboration, while self-efficacy fosters confidence in navigating academic challenges. By integrating emotional intelligence and self-efficacy into the curriculum, universities can create a holistic learning environment that enhances student-teacher relationships, prepares students for job related challenges and equips them to navigate life's complexities.

Literature Review
Literature review surveys prior research published in books, scholarly articles, and any other sources relevant to a particular issue, area of research, or theory, and by so doing, provides a description, summary, and critical evaluation of these works in relation to the research problem being investigated (Shakir et al., 2011; Ahmad et al., 2021; Rao et al., 2023; Hassan et al., 2024). Following is the literature review of present study.
Emotional intelligence (EI) embracing the capability to understand, manage, perceive and utilize emotions (Zafar & Akhtar 2023). That has been identified as an important forecast of academic success. Emotional intelligence is a crucial construct in grasping how people process emotional information and apply it to control their relationships and themselves (Zafar et al., 2023; Saleem, et al., 2024). Over the years emotional intelligence has arises as the key element in predicting several life outcomes. Involving mental well-being, professional success and interpersonal relationships. In academic sphere, researchers have considered its impact of student's

performance. Academic Achievement generally measured by grades (Naz et al., 2023; Moazzam et al, 2024). It is increasingly understood to be affected by non-cognitive skills like emotional intelligence and self-efficacy. Self-Efficacy is a concept rooted in Bandura's cognitive theory. Describes an individual's belief in their capability to implement task and get desired outcomes. As a mediating variable self-efficacy bridges the space among emotional intelligence and Academic performance (Akram et al., 2022; Arshad et al., 2024; Saleem, et al., 2024). Self-efficacy identified as an individual's belief in their capability to enforce behaviors. Essential to achieve certain performance objectives. Serves as a critical mediator in this relationship.

Emotional Intelligence and Academic Achievement
Emotional intelligence (EI) embrace capabilities like considering and regulating emotions. Empathizing with others and sustaining positive interpersonal relationships. Study indicates that emotional intelligence participate in student's success. By enhancing the skills such as goal setting, stress management and effective communication. As, Chang and Tasai participated in a study with students in Shanghai at university. Emphasizing the connection among emotional intelligence, learning motivation and self-Efficacy and academic achievement. Their findings show that while emotional intelligence didn't direct effect on grades. It positively affects self-efficacy and learning motivation. Both served as pathways by which emotional intelligence indirectly boosted academic performance. This show that students with higher emotional intelligence are more adept at sustaining encouragement. Which automatically direct to better outcomes. Similarly, students with higher emotional intelligence can control academic stress more efficiently. Navigate social interactions within educational settings. These capabilities develop an environment conducive to personal evaluation and learning. Aligning with the deeper objectives of academic success. Furthermore, emotional intelligence plays a main role in increasing resilience. Allowing students to recover from academic setback.

Researches often promotes the positive association among emotional intelligence and academic achievement. According to Ali and Fatima (2023), postgraduate students with higher emotional intelligence performed better academically because of enhanced emotional regulation. Similarly, Sanchez Alvarez et al., (2020) conducted a meta-analysis confirming that emotional intelligence importantly predicts academic performance through educational levels. Their stages focus that students who cultivate emotional abilities are more likely to build positive attitude. Foster their capability to achieve long term academic goals.

Goleman's Emotional Intelligence Theory and Academic Achievement
Goleman's Model of emotional intelligence is based on empirical research and his renowned book, Why It Can Matter More Than IQ. This paradigm delineates emotional intelligence into specific and specialized components, grounded in the following core elements: Self-oriented emotional intelligence includes self-awareness and self-regulation abilities, whereas other-oriented emotional intelligence includes social awareness; together, both forms of emotional intelligence enhance relationship management. These components collectively enhance the approaches individuals employ to tackle sociometric issues, render judgments, and ultimately develop as personalities. Inadequacy in emotional intelligence Goleman's emotional intelligence framework distinguishes between self-regulation and the management of emotions toward others, as well as in the contexts of eating and working (Goleman, 1995). Educational intrinsic aspects include personal mastery, which enhances the ability to manage and regulate stress amid varied pressures. These personality components include social awareness and relationship management, which

allow an individual to sympathize with others and facilitate conflict resolution, so improving teamwork (Vicentini et al., 2024).

Self-Awareness (SA)
Self-Awareness (SA) the ability to recognize and one's emotion. It's a foundational element of emotional intelligence. Goleman focused that SA allows individuals to identify their strength and boundaries. Enabling for better decision making and emotional control (Pereira et al., 2024). Latest finding by Alam (2023) emphasis the significance of in academic settings. Showing that students who are attuned to their emotional states are better prepared to handle stress and stay encouraged. Self-aware students are also most likely to look help when needed. Take proactive steps to deal academic obstacles. These researches suggest that enhancing self-Awareness in students can importantly foster their academic performance and involvement.

Self-Management (SM)
Self-Management (SM) or emotional regulation refers to the competency to manage impulsive behaviors. Controlling stress and adapt to changing circumstances. This dimension of emotional intelligence plays the key role in academic success by boosting discipline, resilience and time management. Goleman outlined criteria for self-awareness; those who are self-aware may demonstrate an excessively optimistic evaluation of their capabilities, deficiencies, and emotions Diaz, 2024). This study sought to regulate the connection between trait self-awareness and the academic performance of undergraduate students. Reflective students understand emotions that hinder the learning process, such as anxiety around exams or excitement when an assignment is approaching. These emotions augment existential awareness and empower individuals to formulate management solutions. Kotsou et al. (2022) found that students who surpass in self-Management are more likely to stay ambitious on their studies. Their findings also highlight that Self-Management helps students maintain a positive outlook in the face of disappointments. Interventions targeting self-management like mindfulness training and stress reduction programs. They have been shown to enhance students' academic development. By enhancing emotional stability and adaptability.

Relationship Management (RM)
Relationship Management the competency to create and maintain healthy interpersonal relationships. In academic settings strong relationship management abilities allow students to associate effectively with peers. According to Perez Gonzalez et al. (2022), students with high relationship management abilities are better at boosting teamwork, resolving conflicts and develop positive learning environment. This study suggests that these competencies not only promote academic performance. But also participate to professional and personal Success. For example, students with strong social relationships constantly receive emotional and academic support. Which can help them to beat challenges and achieve their objectives.

Empathy
Empathy, a core component of emotional intelligence, enables students to understand and connect with others' emotions, fostering collaboration and positive relationships. In an academic setting, empathetic students are better equipped to resolve conflicts, support peers, and build inclusive environments (Yousaf et al., 2021; Weng, 2024).

Problem Solving (PS)
Problem solving is a crucial aspect of emotional intelligence that empowers students to navigate academic and personal challenges effectively. It involves identifying issues, regulating emotions, and applying logical strategies to achieve solutions. Students with strong problem-solving skills demonstrates resilience, adaptability, and critical thinking which are vital for academic success (Wandhe, 2024).

Role of Emotional Intelligence at University Level
At university stage students are forced to navigate inclusive academic, personal and social challenges. Emotional intelligence serves as a crucial skill set for controlling these complexities. Alam (2023) found that students with high emotional intelligence are better to prepared to manage stress develop positive connections. Automatically boost their academic performance. Though the application of emotional intelligence in higher education is not without obstacles. Fatima and Ali (2024), observed that limited awareness of emotional skill development and insufficient institutional support constantly hinder students from leveraging emotional intelligence. Universities must categorize emotional intelligence training programs to bridge these gaps. Enhancing emotional resilience and interpersonal skills between students.

Self-Efficacy as a Mediator
Self-efficacy described as the belief in one's capability to achieve certain tasks. It is a crucial factor in academic success. It affects student's choice, persistence and efforts in the face of obstacles. The medicating role of self-efficacy among emotional intelligence and Academic Achievements have been further examined. A study by Perez Gonzalez et al. (2022). Examined the mediation of academic self-efficacy among emotional intelligence and Academic Involvement, between Mexican students. They found that higher levels of emotional intelligence were associated with enhanced academic self-efficacy. Which in turn boosted greater academic involvement and achievement. Students with high emotional intelligence illustrated better regulations of emotions which boosted their confidence in dealing academic tasks. This sense of self-assuredness allowed them to set greater aims. Invest more efforts and persist by difficulties. Directing to improved performance. It also Focusing the significance of self-belief in one's capability in the educational context (Zhen et al., 2022). Furthermore, for educators this emphasis the significance of enhancing both emotional intelligence and self-efficacy by targeted interventions. Like emotional skills, training and mentorship programs.

Self-Efficacy and Its Dimensions
Bandura's self-efficacy theory explains how belief in one's abilities influences motivation and performance. it is based on four dimensions: mastery experiences, which strengthen confidence through past successes; vicarious learning, where observing others' achievements inspires self-belief; social persuasion which involves increment from others and emotional States, where managing stress and emotions boosts self-efficacy. These dimensions collectively shape how students approach academic task and challenges (Amsari, 2024). For example, positive mastery experiences build resilience, while effective stress management ensures focus.

Research Methodology
"The research methodology is the procedure which is used by the researchers to gather data for resolving problems of investigation and design of the research comprises of the whole procedure

which is conducted research" (Ahmad et al., 2022, p.524). The study is quantitative in design and descriptive in nature. Research population is a set of individuals, data, or items from which a target population is selected (Ramzan et al., 2023; Sadaf et al 2024). The target population involved undergraduate students from Khwaja Fareed University Engineering and Information Technology (KFUEIT) Rahim Yar Khan. A sample of 300 students was selected using multistage cluster sampling. Assuring representation from various academic backgrounds.

Figure 1: Multi-stage Clustering

Cluster 1 (Undergraduate programs)

Cluster 2 (Faculties)

Cluster 3 (10 Departments)

The study utilized two validated self-developed scales to measure emotional intelligence and emotional intelligence. The emotional intelligence scale was adapted from Goleman and from Salovey and Mayer's frameworks, emphasizing key components such as emotional regulation, interpersonal skills and resilience. The self-efficacy scale was based on Bandura's conceptualization capturing mastery experience, vicarious learning, social persuasion and emotional states. Both tools underwent a rigorous validation process, including reliability testing (Cronbach's alpha >0.80) to ensure internal consistency. The scale was pilot tested on a small sample of students to confirm clarity and relevance in the academic context. Feedback from the pilot study was incorporated to refine the items, ensuring the accurately captured the constructs. Each item was rated on a 5-point Likert scale to assess levels of emotional intelligence and self-efficacy. The development of this tools provided a robust foundation for analyzing the relationship between emotional intelligence and academic success.

The tools endured rigorous validation using Content Validity Index (CVI) and Content Validity Ratio (CVR) methods.

Table1: Construct Reliability and Validity

EI and SE Factors	Cronbach's alpha	(rho_a)	(rho_c)	(AVE)
Empathy	0.779	0.787	0.851	0.536
Problem Solving	0.842	0.847	0.884	0.563
Relationship Management	0.822	0.945	0.859	0.569
Self-Management	0.719	0.757	0.811	0.439
Self-awareness	0.945	0.971	0.957	0.815
Social-awareness	0.813	0.829	0.87	0.573
Mastery Experiences	0.841	0.849	0.893	0.676
Psychological Responses	0.844	0.927	0.902	0.754
Social Modeling	0.815	0.824	0.878	0.644
Social Persuasion	0.897	0.901	0.929	0.765

The SmartPLS was used for checking the authenticity of self-developed scales.

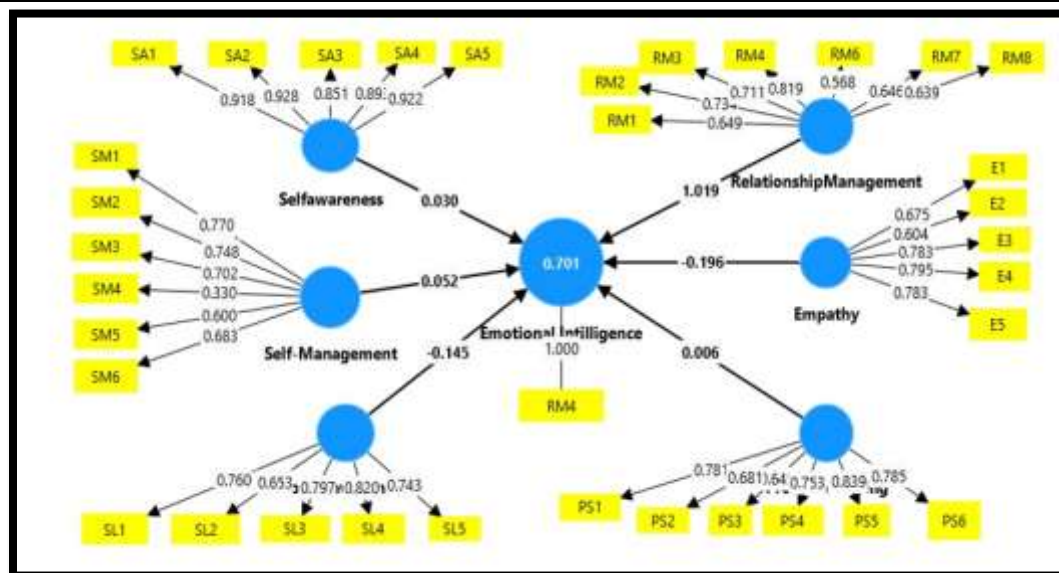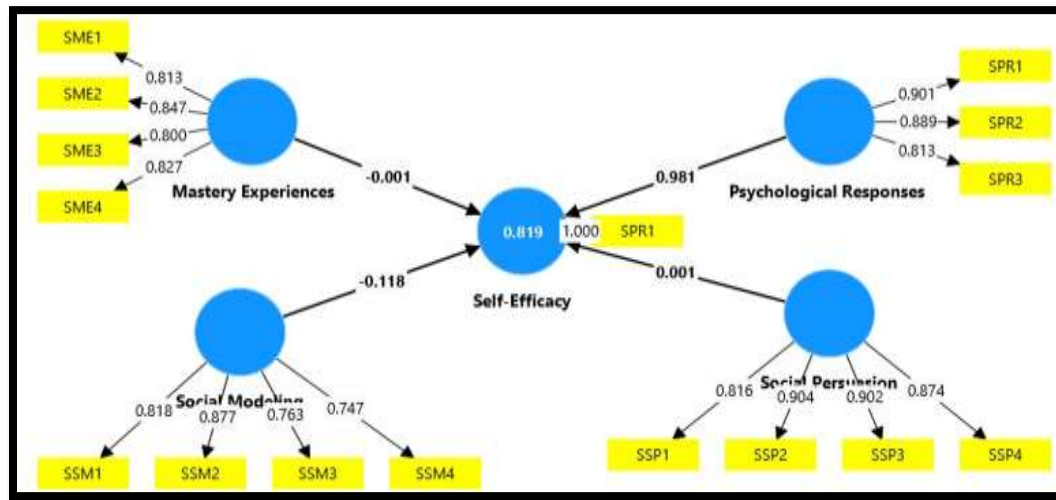**Figure 2: Emotional intelligence (EI) Constructs Output**

Figure 3: Self-efficacy (SE) Constructs Output

Quantitative data were collected through closed ended questionnaires. Students CGPA was used as a measure of their academic performance. Data analysis was conducted by applying SmartPLS Structural Equation Modeling (SEM) to examine the mediating role of self-efficacy. This approach assured an inclusive understanding of the constructs and their interrelations.
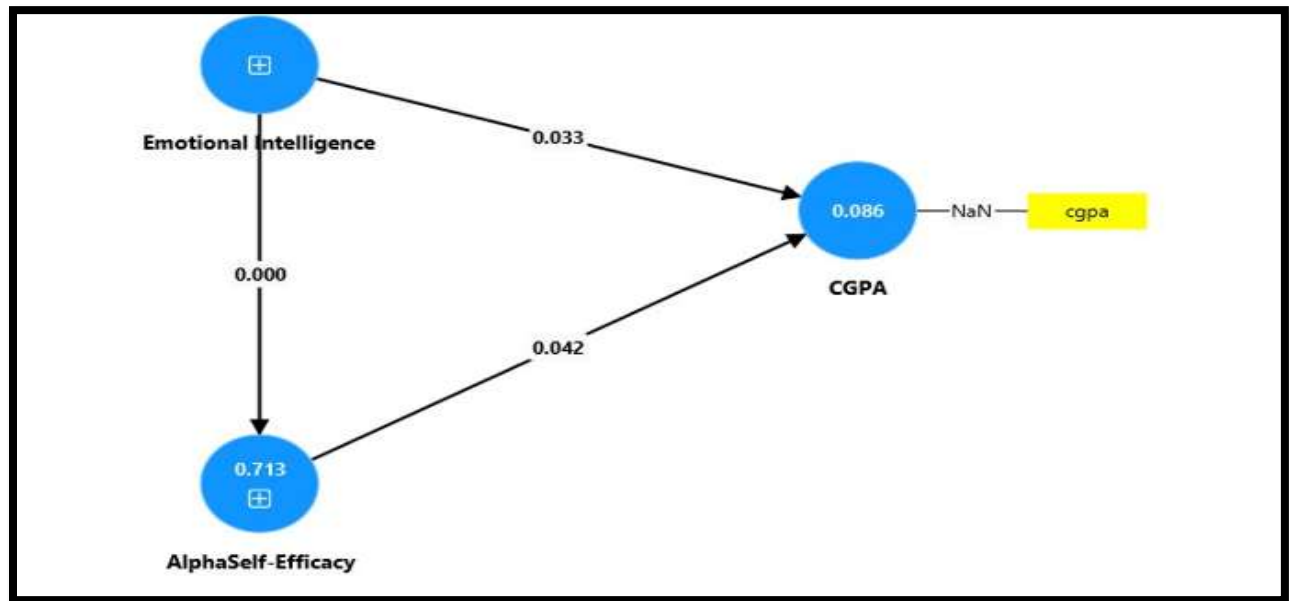
Ethical Considerations
- Participator's allowance was taken before data collection.
- Confidentiality was strongly maintained over the research process.

Analysis and Findings
SmartPLS was used to access the mediating effect of self-efficacy on the relation among emotional intelligence and Academic performance.

Figure 4: Collinearity of Variables

The inner model depicts the interconnections among the latent variables. The diagonal numbers indicate the perfect correlation of each construct with itself, represented as 1. This illustrates the internal consistency and reliability of each element.

Table 2: Inner Model of Variables

	Self-Efficacy	CGPA	EI
Self-Efficacy		1.000	
CGPA			
EI	1.000	1.000	

A significant correlation was observed between emotional intelligence and student's success, with a path coefficient of 0.502. The positive coefficient confirms that emotional intelligence independently predicts academic success, supporting the hypothesis that students with higher emotional intelligence levels achieve better academic outcomes.

Table 3: Total Effect of Variables

Effects	|(O)	T Stat	P values
Self-Efficacy -> CGPA	-0.309	2.03	0.042
Emotional Intelligence -> Self-Efficacy	0.845	35.708	0
Emotional Intelligence -> CGPA	0.242	2.005	0.045

The indirect effect of emotional intelligence on academic performance through self-efficacy is significant. The bootstrap confidence interval confirmed this indirect effect, indicating that emotional intelligence impacts academic performance both directly and indirectly via self-efficacy. This highlights the mediating role of self-efficacy in the relationship between emotional intelligence and academic success.

Table 4: Specific Indirect Effect

Indirect specific Effects	(O)	T stat	P values
Emotional Intelligence -> Self-Efficacy -> CGPA	-0.261	2.011	0.044

Discussion

Partial mediation of self-efficacy shows that it both positively impact the connection among emotional intelligence and student performance. And also having some negative effects when external outcomes are bounded. Elevated emotional intelligence is known to directly boost student performance by enhancing emotional regulation. Fostering collaborations and resilience as emphasized by Salovey and Mayer (1990). Through when self-efficacy moderates this relationship it activates further elements that either amplify or weaken its influence. The results indicate that while that emotional intelligence has important positive effect on SE (b=0.845, p < 0.001). The connection among student performance and self-efficacy is negative (b= -0.309, p = 0.042). This indicates that high level of self-efficacy might not always direct to better academic performance. Impedance might explain this the students with high self-efficacy may undervalued the difficulty of tasks and not put enough effort. Directing to poor consequences. Santos and Mooring, (2022), argue that impedance can result from low encouragement. Which in turns direct to insufficient preparation. The stress that comes with these expectations probably negatively affect student's academic performance. Pekrun et al. (2010), indicates that emotional strain can impair cognitive focus and encouragement. In individualistic cultures the emphasis on personal achievement may motivate overconfidence or excessive effort, both have their own risks. The mediation analysis focuses that social modeling plays a key role in shaping indirect effects on student performance. Students with high emotional intelligence acts as a role model for their peers. Though if the standards set by these peers are unrealistic. The overall affect perhaps be negative. And weakening the connection among Emotional intelligence and self-efficacy.

Conclusion

The research explores the complex role of self-efficacy in mediating the link between emotional intelligence and student performance (SP). Emotional intelligence positively influences student performance and self-efficacy. However, self-efficacy can negatively affect student performance under certain conditions. High self-efficacy may lead to inadequate preparation or unrealistic expectations. The study emphasizes the need for a balanced approach to fostering both emotional intelligence and self-efficacy. It highlights the importance of ensuring that self-efficacy enhances adaptive learning and realistic goal setting. At the same time, it cautions against the risks of excessive self-confidence and stress. Developing emotional intelligence and self-efficacy in tandem can optimize student outcomes. This balanced approach supports academic success while minimizing potential drawbacks.

Recommendations

Universities can incorporate emotional intelligence training into their curricula, introduce Self-efficacy enhancing initiatives such as mentorship programs, and equip educators for supportive teaching. Research findings can inform program enhancements, while assessments that include emotional intelligence and self-efficacy measures can foster well-rounded student development, culturally tailored frameworks and collaborative learning approaches can further promote relevance and teamwork among students.

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