

The Effect of Emotional Intelligence on Academic Achievement: Perceptions of Public and Private School Students

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Abstract

This study aimed to examine the effect of emotional intelligence on academic achievement: perceptions of public and private school students. The research addressed the concerns about how people use their emotions in daily life through emotional intelligence. Moreover, the study unfolded the comparative effect of various variables: 1) intrapersonal, 2) interpersonal, 3) stress management, 4) adaptability, and 5) general mood. The study was quantitative, and correlational research methodology was used. A multistage technique was used to select the sample for the study. The sample constituted 720 secondary students of the 10th class from three departments (Science et al.) of 6 schools (3 private and three public) situated in the province of Punjab (Lahore). The data were collected through a questionnaire. Data were cleaned, organized, and stored through SPSS version 21. Advanced statistical techniques like T-tests, correlations, and stepwise regression were used to answer research questions using appropriate statistical software. The study has confirmed a significant relationship between emotional intelligence and academic achievement. It was determined that there was no significant difference between the emotional intelligence of educational institutions for public and private schools. A significant relationship was found between emotional intelligence and gender. The regression analysis study also confirmed no significant relation between the independent variable, emotional intelligence, and the dependent variable, academic achievement.

Keywords: Emotional Intelligence, Academic Achievement, Perception of Students.

Introduction

Emotional intelligence is that kind of ability where it can recognize, control, and positively channel emotions to associate, reduce stress, and, with others essentially, poison experiments and refuse to differ (Zeidner, 2012). Academic achievement is the current level of a student's learning, where they achieve their goals by working hard (Ward, 1996; Afzal & Rafiq, 2022). Researchers evidenced (Petrides et al., 2007) that those students who were intelligently gained more points than other students; however, the latest investigations (Ritchie & Tucker-Drob, 2018) have shown that the Intelligence Quotient is no longer the only yardstick of achievement. According to researchers, intelligence is solely verified through the Intelligence Quotient. Today's students cope with problems corresponding to tension and fear that harm their research presentation. The problem was less severe than before. Handling negative emotions like anger, stress, and concern requires emotional intelligence in today's youngsters (Chasen, 2009). Persons with superior emotive intellect tend to be cheerier and more muscular, along with further established psychological individuals with low emotive intellect (Maloof & Simone, 2015). According to earlier researchers, environmental adjustments and reinforced manners

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directly affect children's emotional performance and abilities. Both parents and instructors may purposefully support some emotional expressions while eradicating others (Zinder et al., 2016). Three mental procedures were provided in the paradigm of Emotive Intellect.

The first aspect is valuing and conveying a single's hold and more of the community's emotions; it is attached to the ability for touching expressiveness in words and words. Controlling singles along with new society's feelings is another factor. The third element is the proper management of feelings. (Lopes, 2016). Emotive intellect is the capability to recognize, communicate, comprehend, adjust, and take advantage of feelings. EI must be discovered to have a meaningful impact on academic performance, relationships, and physical condition (Gottman, 2019). People with a high expressive percentage can control and take advantage of their personal and other society's emotions. They can correctly distinguish the emotions of others since they are conscious of emotional hints and their significance. Their ability to stay emotionally balanced while cooperating with others reveals their EQ (Sofyani & Susanto, 2019).

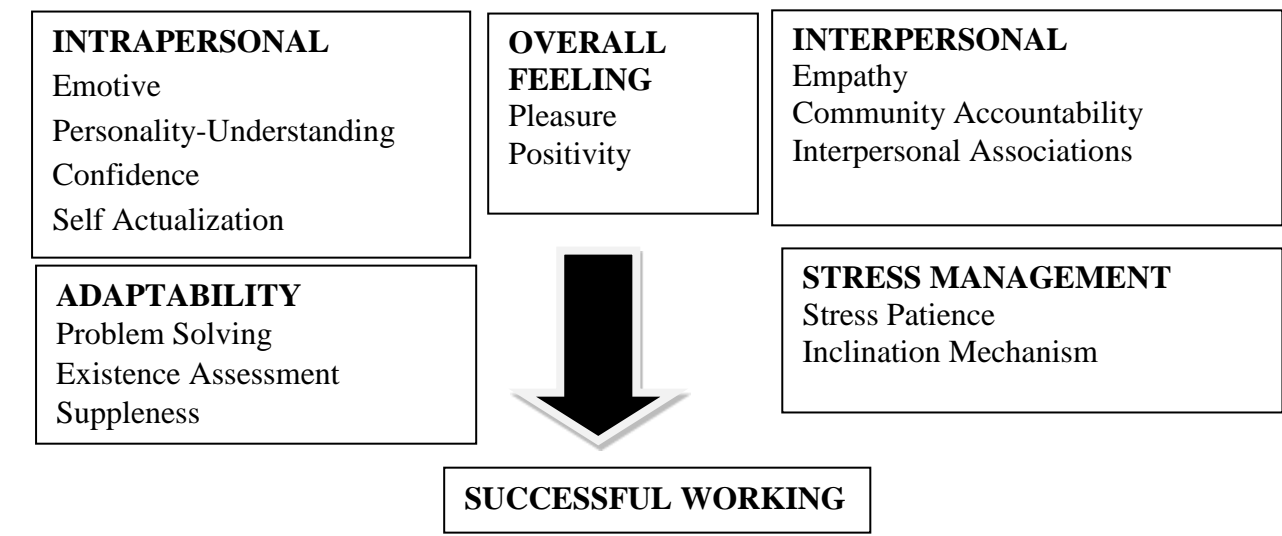
Educationists from the previous research (Ganuthula, 2019) on emotions and emotive intelligence expose essential distinctions between the emotive worlds of the genders, demonstrating that females experienced both glad and negative feelings more powerfully than men (Grossman & Wood, 1993). There is a label that says females are more susceptible than men (Grewal & Salovey, 2005). According to pragmatic studies on emotions, women are more socially flexible, have improved interpersonal abilities, and better understand their reactions than men do. They are also better at communicating their positive and negative sentiments (Lian, 2019). Social class or SES as a factor of identity has characteristically received little devotion in social psychology clarifications of identity. The importance has been on groups like race, gender, sexual orientation, nationality, and age instead. Data from two substantial, illustrative samples of British individuals were evaluated by Easterbrook, Kuppens, and Manstead (2018), who discovered that defendants gave their personalities a high level of personal value, which is a sign of SES. The goal of SEL systems is to assist young people in dealing with questions more successfully by increasing their knowledge, attitudes, and behaviors. They also work to transform the school's culture to encourage respectful learning backgrounds where students wish to stay (Yeager, 2017; Kamran et al., 2022).

In order to realize student inspiration and learning patterns, it is essential to explore emotions in the classroom (Beilock & Ramirez, 2011; Kanwal et al., 2023). All scholastic activities involve emotional incidents as a required component, and these skills are critical for learning and long-term achievement (Pekrun & Schutz, 2007). Unique self-understood emotional intelligence (EI) has correlated with students' achievement and improved psychological and societal adjustment and social adjustment in academic situations (Balluerka, 2013). A specific method of training that uses the critical thinking theory to determine the possibility of organizing career information and enhancing learning effectiveness. As students move into the creation of universal struggle, a highlight is a necessity to plan for students to speak efficiently, act simultaneously, be ingenious and advanced, and believe analytically, combined with positively solving genuine-humanity difficulties (Živković, 2016; Kamran et al., 2023).

Several researchers have been organized in recent years to establish the variable quantity that impacts teacher reactions in educational settings. However, the actual statistics on how teachers' feelings affect students' implementation and outcomes could be more extensive. Thinking about this, the researchers analyzed the connection along with teacher emotive intellect in addition to the intellectual achievement of students, as well as any possible underlying causes. (Wang, 2021). Instructors' work performance, which is connected to students' outcomes because of the high-ranking demands and beliefs for students' growth, is significant to a range of administrators, gardeners, and legislators with cultural environments (Hwang, 2018; Rafiq et al., 2022). Reducing students' frustrations will be achievable for

teachers with outstanding emotional intelligence. Classroom efficiency can be increased by supporting positive and healthy meetings to meet the demands of students (Alrajhi, 2017).

Table 1: Baron Model of Emotive Intellect



Research Questions

The following research questions were posed to answer the research objectives:

- Is there any difference in the emotional intelligence level between students of public and private schools?
- Is there any difference in the emotional intelligence level between the male and female students of public and private schools?
- How does emotional intelligence affect academic achievement as perceived by the students of public and private schools?
- What is the predictive value of emotive intellect to enhance the intellectual success of students?

Methodology

The methodology employed in this study was quantitative and correlational. For collecting data, a multistage sampling technique was used. All private and public schools had an equal chance of selection. Through criterion sampling, three departments (Science et al.) were selected for the study from each school. Random sampling was used to select students from each school. Student sampling was proportionate. Overall, 120 students from each school out of 6 schools (3 private and three public) were picked, which resulted in a total of 720 students for the study. All secondary school students, both male and female, made up the study's population in Punjab, Lahore. The ages of the sample ranged from around 14 to 17 ages. Corresponding to the Section of Facts Punjab, were 562,000 schoolchildren registered in subordinate departments in Lahore in 2023. Of these, 54% are girls and 46% are boys' school students enrolled in both public and private sectors.

The age-based sample was divided into three groups: 14–15 years old, 15–16 years old, and 16–17 years old. A questionnaire was used to gather data on higher secondary students to check emotional intelligence perceptions of academic achievement in public and private school students because it was thought to be an efficient tool for assessing behaviors, opinions, attitudes, and perceptions of large sample sizes more quickly and affordably than any other approach. A survey with closed-ended questions was given out. The EQ-I is a 60-item self-

report assessment available to pupils between the ages of 7 and 18. four-point Likert scale (1 = very seldom, 2 = Seldom, 3= Often, and 4= very often) was used. Items were based on 15 higher-order composite dimensions: intrapersonal, interpersonal, adaptability, stress management, and general mood.

Data Analysis and Interpretation

1. Is there any difference in the emotional intelligence level between students of public and private schools?

2. Is there any difference in the emotional intelligence level between the male and female students of public and private schools?

T-test was applied to answer questions 1 and 2. An independent sample t-test was accomplished on the collection to determine significant variance in the means of the theoretical presentation of the students who fall into the extraordinary and similar categories, emotive characteristics, gender, and public versus private schools,

Depending on their academic success, the students were split into two groups. Students who scored well above 60% received high (Group) designations, and those who scored poorly below 60% received low (Group) designations.

Table 2: Comparison of academic achievement with emotional intelligence variables

	Groups	N	Mean	Std. Deviation	t	Df	Sig.(2-Tailed)
Emotional Intelligence	Above 60%	486	2.7768	.29769	3.939	412.997	.000
	Below 60%	234	2.6754	.33646			
Intrapersonal	Above 60%	486	2.6355	.36338	3.142	718	.002
	Below 60%	234	2.5424	.39035			
Interpersonal	Above 60%	486	2.8860	.47862	2.741	717	.006
	Below 60%	234	2.7779	.52733			
Stress Management	Above 60%	486	2.6578	.39996	1.960	718	.050
	Below 60%	234	2.5940	.42604			
Adaptability	Above 60%	486	2.7753	.49585	2.545	718	.011
	Below 60%	234	2.6769	.46415			
General Mood	Above 60%	486	2.9076	.46582	3.209	395.300	.001
	Below 60%	234	2.7726	.55619			
Emotional Intelligence	Private	360	2.7400	.29206	.340	718	.734
	Public	360	2.7479	.33393			
Emotional Intelligence	Male	360	2.703	.30205	-3.599	718	.000
	Female	360	2.7857	.31963			

Academic success and emotional intelligence are significantly correlated. The p-values are less than 0.05, at 0.00 in this case. The association between academic success and intrapersonal qualities is less than 0.05; the p-value is 0.02. Academically successful pupils' intrapersonal skills differ significantly from those of academically unsuccessful students. According to the p-value of 0.06, which is higher than 0.05, there is no correlation between academic success and interpersonal abilities. No correlation between researcher success and tension management. The p-value of 0.11, which is higher than 0.05, shows no correlation between academic success and adaptability abilities. The association between academic success and general mood qualities is less than 0.05; the p-value is 0.01. Academically successful pupils' general mood skills differ significantly from those of academically unsuccessful students. There is no connection between pupils at public and private schools and EI. It is more

significant than 0.05 since the p-value is 7.34. There is a connection between gender and EI. It is less than 0.05 since the p-value is 0.00.

3. How does emotional intelligence affect academic achievement as perceived by the students of public and private schools?

Pearson product-moment correlation was applied to answer the question.

Table 3: Correlation Matrix of factors influencing emotional intelligence access to academic achievement of students

	<i>GR</i>	<i>EI</i>	<i>INP</i>	<i>IP</i>	<i>SM</i>	<i>AD</i>	<i>GM</i>
GR	1	-.152**	-.116**	-.102**	-.073	-.095*	-.126**
EI		1	.558**	.800**	.525**	.694**	.794**
INP			1	.275**	.167**	.338**	.266**
IP				1	.261**	.453**	.623**
SM					1	.232**	.215**
AD						1	.401**
GM							1

The conclusions reflected that the greatest confirmed connection was found between emotional intelligence and interpersonal ($r=.800^{**}$; $p<.000$). Moreover, emotional intelligence quality had also a high correlation ($r=.794^{**}$; $p<.000$) with the general mood. A high moderate correlation was found between emotive intellect and adaptability ($r=.694^{**}$; $p<.000$). Similarly, a high moderate was found between interpersonal and general mood ($r=.623^{**}$; $p<.000$); however, a moderate correlation was found between emotive intellect and intrapersonal ($r=.558^{**}$; $p<.000$). Emotional intelligence also had a moderate relationship with stress management ($r=.525^{**}$; $p<.000$). A moderate relationship was found between interpersonal and adaptability ($r=.453^{**}$; $p<.000$). Similarly, moderate was found between adaptability and general mood ($r=.401^{**}$; $p<.000$). Adaptability, the interpersonal and general mood had a low but positive and significant relationship with intrapersonal ($r=.338^{**}$; $p<.000$; $r=.275^{**}$; $p<.000$; $r=.266^{**}$; $p<.000$). Interpersonal had also a low but positive and significant correlation with stress management ($r=.261^{**}$; $p<.000$); Furthermore, adaptability and general mood had a low but positive and significant correlation with stress management ($r=.232^{**}$; $p<.000$; $r=.215^{**}$; $p<.000$). Intrapersonal had a very low but positive and significant correlation with stress management ($r=.167^{**}$; $p<.000$); Emotional intelligence, general mood, intrapersonal, interpersonal, adaptability, and stress management had also negatively but significantly correlated ($r= -.152^{**}$; $p<.000$; $r= -.126^{**}$; $p<.000$; $r= -.116^{**}$; $p<.000$; $r= -.102^{**}$; $p<.000$; $r= -.095^{**}$; $p<.000$; $r= -.073^{**}$; $p<.000$) with grade.

4. What is the predictive value of emotive intellect to enhance the intellectual success of students?

Regression Analysis was applied to answer the question.

The hypothesis tests if emotional intelligence carries a considerable impression on researcher success. the dependent variable A. A was regressed on predicting variable EI to test the hypothesis. Emotional intelligence predicts academic achievement, $F(3.041)$, $p > 0.005$ which indicates that EI cannot play a significant role in A. A. Moreover, the $R^2 = .021$ depicts that the simulation describes 2.1% of the variation in A. A. Table shows the summary of the finding.

Table 4: Linear Regression

<i>Hypothesis</i>	<i>Regression Weights</i>	<i>R²</i>	<i>F</i>	<i>p-value</i>	<i>Hypothesis Supported</i>
H	EI → A. A	.021	3.041	.010	No

Multiple linear regression was used to determine each variable of emotional intelligence predicts significant results on academic achievement. The result shows that INP does not impact students' academic achievement ($b = .071, p > 0.005$). Similarly, IP ($b = .041, p > 0.005$), SM ($b = -.055, p > 0.005$), AD ($b = .025, p > 0.005$), and GM ($b = .083, p > 0.005$) result shows that all independent variable of EI does not impact on dependent variable students' academic achievement.

Table 5: Multiple Linear Regression Method (Academic Achievement as Dependent variable)

	<i>Model</i>	<i>B</i>	<i>t-value</i>	<i>p-value</i>
1	INP	.071	1.779	.076
2	IP	.014	.282	.778
3	SM	-.055	-.122	.903
4	AD	.025	.578	.563
5	GM	.083	1.719	.086

Discussion and Conclusion

No significant difference was found between students of public and private schools regarding the factor of emotive intellect. Based on the finding, it was concluded that the mean of the public school is greater than that of private schools, but it was not statistically significant. The current study found no difference in emotional intelligence between private and public schools. However, other studies support the current study. Previous studies have suggested that the socioeconomic position of the children, a better learning environment, and better school facilities all contributed significantly to academic attainment (Rafiq et al., 2022). Their research revealed no connection between emotional intelligence and academic achievement. Another study on the reported emotional intelligence abilities of secondary school pupils was done by Akhtar (2015). There was no discernible difference between private and public schools regarding emotional intelligence.

Gender and emotional intelligence were found to be significantly correlated. Contrary to widespread assumption, males tend to have more emotional intelligence. This study found that female students' mean differences were more significant than male students. Even though several studies indicate that women have higher emotional IQs than males (Ciarrochi, 2000; Kafetsios, 2004; Joseph & Newman, 2010), other findings of this study were done by Dhani and Sharma (2017), which indicate differences in both gender and Emotional Intelligence, which suggests that female students have higher EI scores than males. The results of this study also show that women do better than men.

Academic achievement and emotional intelligence are significantly correlated with low and high achievers. Based on the study, it was concluded that an individual's performance in all spheres of life is intimately correlated with his or her emotions. An individual's performance improves with their level of emotional intelligence, whereas poor performance is caused by low emotional intelligence. Researchers have spent much time determining whether emotional intelligence should be taught in schools and how to gauge success by raising emotional quotient. The brain connects vision, emotions, and memory, according to a study by Caine (1997). Any comprehension of an ability, topic, or sphere incorporates ideas and emotions.

Emotions impact perception, affecting information processing, including awareness, decision, understanding, and administrative making (Kavanaugh et al., 1996). Halimi, AlShammari, and Navarro (2021) conducted a study on higher education students, and they found that emotional intelligence plays a vital role in academic achievement.

Academic success and a vital link were discovered in intrapersonal skills. Based on the findings, it was concluded that academically successful pupils' intrapersonal skills differ significantly from those of academically unsuccessful students. The finding showed that academically successful students possess emotional self-awareness. They can set their objectives because they know their potential and accept their strengths and weaknesses. Numerous examinations have revealed a significant relationship between academic success and intrapersonal skills (Afzal et al., 2023). A study by Parker (2004) revealed a significant link between academic success and intrapersonal ability. This result was supported by Okigbo and Samuel (2021), who discovered a significant link between intrapersonal success and intellectual success.

Academic success and interpersonal skills were somewhat related. Based on the findings, it was concluded that the mean score of higher achievers was higher than that of lower achievers, but it was not significant. The result showed that interpersonal skills did not affect high and lower achievers' student academic performance. The study by Parker et al. (2004) on the association between different community and emotive abilities and academic achievement during the high school to university transition supports this finding. Another study was conducted by Shoaib and Warraich (2022), and they found there is no compelling connection between academic success and social abilities.

There is no substantial correlation between academic success and anxiety management. Based on the findings, it was concluded that stress, tolerance, and managing emotions do not affect students' academic achievement. Although many researchers have discovered that stress management is a reliable indicator of academic success, several studies have yet to identify a connection between stress management and academic success. The findings of the current study support those of Al-Rfou (2012). Tus (2020) conducted a study investigating the relationship between anxiety management and researcher accomplishment and found no significant relationship between them.

There is no significant correlation between academic achievement and adaptability. Based on the findings, it was concluded that academic achievement and adaptation abilities varied significantly between high and poor groups. This study was supported by Rimfeld and Kovas (2016) and showed no significant relationship between academic achievement and adaptability. Achievement in school and overall disposition were found to be significantly correlated. Based on the findings, it was concluded that the study discovered a significant difference in general mood across groups with high and low academic achievement. The mean of the group with better academic scores was higher than that of the group with lower academic scores. It generally comprises happiness, positiveness, and a positive outlook on life. According to several researches, academic success correlates with both negative and good moods and feelings, optimism, and a positive or negative attitude toward life. The study was supported by Garssen and Bijlsma (2021) and showed that scholastic success and general mood are significantly correlated.

The highest positive correlation was found between expressive intellect and interpersonal skills. Based on the findings, it was concluded that the direct effect of emotive intellect on learners' interpersonal communication skills. This study was defended by Ghaleiha and Asnaashari's (2014) research; pupils' communication abilities and emotional intelligence are highly significantly correlated. Another study supported this research that the highest positive correlation was found between emotional intelligence and interpersonal skills (Ghasempour, 2018; Khaliq et al., 2021).

Similarly, a high correlation was found between emotive intellect and everyday mood. Based on the findings, it was concluded that emotional intelligence plays a vital role in general mood. Additionally, emotionally intelligent people can see things at first as less distressing. While this has the benefit of minimizing its adverse effects, it also increases happiness and life satisfaction. Elaine Houston (2019) supported this study, which found a highly optimistic connection between emotive intellect and general mood.

A high, moderate correlation was found between emotive intellect and adaptability. Based on the findings, it was concluded that in the ability to understand others better and foster stronger interactions with others, emotive intellect plays a vital role in it. The current finding receives support from Vashisht and Kaushal (2023), who also found that emotional intelligence correlates with adaptability.

Similarly, a high moderation was found between interpersonal and general mood. Based on the findings, it was concluded that students with good communication skills and a decent attitude are more likely to develop trusting relationships than students with mood swings issues that can affect their good communication skills. This study was supported by Robbins and DeNisi (1998), who found a correlation between interpersonal and general mood.

However, a moderate correlation was found between emotive intellect and intrapersonal. Based on the findings, it was concluded that emotional intelligence affects students' intrapersonal skills, and they lack self-awareness and self-actualization. Samuel and Achugbu's (2021) studies show a correlation between emotional intelligence and intrapersonal.

It was found that emotional intelligence also had a moderate relationship with stress management. Based on the findings, it was concluded that it affects students managing stress and building solid relationships. This study was supported by Zysberg and Orenstein (2017), who found a correlation between them.

A moderate relationship was demonstrated between interpersonal and adaptability. Based on the findings, it was concluded that students need good social and communication skills to be good problem solvers. Interpersonal skills play an essential role in students' adaptability skills. These findings were in line with Vashisht and Kaushal (2021).

A moderate relation was found between adaptability and general mood. The findings concluded that students react to different new things depending on their current mood, which is why they affect each other. This finding corresponded with previous research (Zarch, 2014). It was said that adaptability, interpersonal, and general mood had a low but positive and significant relationship with intrapersonal. Based on the findings, it was concluded that students' intrapersonal skills also affected their internal ability, understanding of new things, and positive mood about things. This study was supported by Nasir and Munaf (2011).

It was demonstrated that interpersonal had also a low but positive and significant correlation with stress management. Based on the findings, it was concluded that if students do not control their stress and aggressiveness, it affects their communication skills.

These findings were supported by Kim and Gwon (2011), who found a relationship between them.

Furthermore, adaptability and general mood were found to have a low but positive and significant correlation with stress management. Based on the findings, it was concluded that when students become stressed, they are not controlling their mood and cannot understand other feelings or new things (Fallahzadeh, 2011).

Intrapersonal was found to have a very low but positive and significant correlation with stress management. Based on the findings, it was concluded that if students are not attached to themselves, it will increase their stress points. This study was supported by (Simón Márquez, 2019).

Emotional intelligence, general mood, intrapersonal, interpersonal, adaptability, and stress management were also negatively but significantly correlated with grades. Based on the

findings, it was concluded that if students suffered high levels of EI, then their academic achievement also decreased. This study was supported by Martínez-Martínez (2020), who found a negative relationship between them.

Regression analysis was used. Based on the findings, it was determined that there is no meaningful impact on the dependent variable of students' educational accomplishment. The result showed that emotional intelligence does not affect students' academic performance. This result was supported by Hansenne and Legrand (2012). EI is not related to academic success among a sample of young children.

Theoretical Aspects of Study

Theoretical aspects of this study revolve around emotional intelligence (EI) and its link to academic achievement. Emotional intelligence encompasses self-awareness, self-regulation, interpersonal skills, stress management, adaptability, and mood. The study hypothesized that EI influences academic success, as students with strong EI might cope better with academic challenges. It also explored gender differences in EI, which can impact how students manage emotions in an educational context. Intrapersonal skills positively correlate with academic achievement, suggesting that self-awareness and self-regulation contribute to goal-setting and academic success. Although no significant correlation was found with interpersonal skills or stress management, these skills likely indirectly influence academic performance by enhancing social relationships and reducing anxiety. General mood showed a significant positive relationship with academic success, emphasizing the importance of fostering a positive emotional climate in schools.

Recommendations

Based on the conclusion, it was recommended that emotional intelligence aspects such as flexibility, overall mood, and stress impact motivation, affecting communication efficacy and student satisfaction. Teachers may establish rules for emotional regulation in children to eliminate disruptive behaviors by providing them with EI training and managing disruptive behaviors by focusing on school atmosphere, classroom management, and discipline. These initiatives will lessen the likelihood of cyberbullying and encourage more prosocial behavior and better psychological adjustment in children, improving their academic performance.

Teachers may involve students in different classroom activities and help them develop themselves. Teachers should support them with personal development activities and age-appropriate personal development books.

Improve interpersonal skills in the students, teachers, and school management might be encouraged with different ethics like listening to others, understanding other perspectives, and recognizing and celebrating positive emotions.

Teachers may Develop moment-to-moment awareness of their surrounding environment, which will help the student focus on the current activity, reduce anxiety, and help improve their coping experiences in the future. For especially high-anxiety situations for some students, they were able to reduce the tension.

Teachers may encourage self-knowledge, self-esteem, and respect for others in students. Develop behaviors that enable them to perceive and express their feelings and self-regulating emotions. Develop their assertive communication skills to improve conflict resolution.

Teachers and caregivers may promote children's social and emotional health by establishing trusting relationships created when teachers express warmth, affection, and respect. Teachers can intentionally teach and enhance these skills using evidence-based strategies to teach, model, and reinforce positive behaviors.

Students should be given social and emotional learning opportunities by their teachers. The methods listed below help to foster an emotional environment in the classroom.

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