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An Investigation into the Relationship between Emotional Intelligence and Academic Success among University Students

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Abstract

This quantitative research deeply insights at the connection between emotional intelligence and academic achievement in 300 undergraduate students who attended three faculties at a public university (Arts, Sciences and Business). Stratified random sampling was used to expose the participants to the Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT) to determine their level of emotional intelligence in terms of four dimensions including perceiving emotions, using emotions, understanding emotions, and managing emotions. Academic achievement was gauged by the accumulated Grade Point Average (GPA) using validated records at the university. An age, gender, year of study, and social economic background demographic data were also gathered as a measure to control confounding variables. The methods of data analysis involved Pearson correlation and a multiple regression analysis through the use of SPSS software. The results have shown that there was a highly positive relationship ($r = 0.67$, $p < 0.001$) between overall level of emotional intelligence and academic performance. Multiple regression results showed that emotional intelligence was significant in explaining variance in academic success (45 percent) and that the most predictive domain was that of managing emotions (0.42, $p < 0.001$). The difference in gender has been recorded, where female students showed an increased level of emotional intelligence scores but showed no significant increase in the strength between emotional intelligence and academic performance. The results indicate that emotional intelligence is a vital component in academic performance and greater attention should be made in developing emotional abilities among students in college and offering them in support services.

Keywords: Connection, emotional intelligence, academic achievement, undergraduate students, public university, Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT).

Introduction

Over the last thirty years, the theory of emotional intelligence has captured much interest in educational studies which significantly destabilized historical notions of academic success that mainly centered on the intelligence factors and intellectual quotient (Scott-Feggins, 2025). Since higher education institutions are coming to appreciate the multi-faceted construct of student success, interest has grown to understand the role of emotional competencies as determinants of academic performance over and above the traditional measures of intelligence (Appelbaum, 2024).

Emotional intelligence should also be discussed, which is the capacity to perceive, use, understand and manage emotions efficiently and is a key to successful functioning in the social and educational context. Regarding university studies, the list of issues that students have to deal with is quite impressive as students are pressed by the academic demands, atrophy to the social environment, experience financial pressure, and uncertainty accompanied by the need to establish appropriate emotional self-control and coping skills in the interpersonal interactions. Their awareness of these emotional experiences and response to such influence could largely determine and affect their ability to achieve in their academics (Antonopoulou, 2024).

Recent studies have started showing the relationship between emotional intelligence and other factors in academic performance, which illustrates higher emotional motivation, and capacity to solve problems. These capabilities seem to be especially applicable to the scope of university where students are expected to be independent, self-controlled and team players in various disciplines in the field of arts or sciences (Estrada, Monferrer, Rodriguez, & Moliner, 2021).

The setting of the university is an emotional field where challenges vary in many ways compared to the secondary school life. Students have greater autonomy in their studies, a broad range of peer groups to deal with, rates of complexity in demands in academic work and the need to be independent learners (Greenberg, 2023). It is not merely mental potentials that do help to thrive in this environment, you also have to emotionally grow, and to accept the failures, stay goal-oriented under hard times, and to cooperate with your colleagues as well as faculty members (Estrada et al., 2021).

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Past researchers have reported that emotional intelligence could be used as a protective measure against academic stress and burnout, which could mediate the effect of environmental pressures on academic performances (Molero Jurado et al., 2021). Emotionally developed students seem to be in a better ability to stay focused on taxing academic duties, seek proper assistance where necessary and endure difficult classes. These findings lead to the idea that emotional intelligence can be viewed as a decisive element of academic resilience (Yusoff, Hadie, & Yasin, 2021).

The variety of disciplines within the university environment also marks an intriguing setting in which emotional intelligence is to be explored because some fields of academics might necessitate varying degrees of emotional competency. As an example, emotional skills may be more in demand in the disciplines when interpersonal interaction is more important (business and social sciences); whereas technical fields require less of these skills. These differences in disciplines may provide the basis of selective interventions and support solutions (Gazquez Linares, Molero Jurado, Pérez-Fuentes, Martos Martinez, & Simon Marquez, 2022).

The growing trend towards collaborative learning and group assignments as well as social interaction among peers in contemporary university course materials underlines the usefulness of emotional intelligence in education (Merino-Soto, Angulo-Ramos, Llaja-Rojas, & Chans, 2024). Students find it necessary to solve numerous group dilemmas, deal with conflicts, offer and take effective feedback, and sustain fruitful relations with different and sometimes incompatible colleagues. These interpersonal needs indicate that emotional intelligence is perhaps on the rise as being significant in attaining academic success (Mohamed et al., 2025).

Migration to university living may also be accompanied by unusually high rates of developmental change among young adults in that they are forming an identity, becoming more independent, and encountering many diverse perspectives and values (Loi & Pryce, 2022). The developmental processes are emotional in nature and thus may affect academic ability of students to deal with academic material. Insights into the subject of emotional intelligence in this formative stage could help shed light on what affects a transition to school and a recovery of interest in academic work (Xu, Wang, Tao, & Yu, 2022).

The study of the correlation between emotional intelligence and academic achievement has shown both positive correlation and weak ones with some studies finding robust correlation and others reporting moderate to weak correlation. Such variations can be associated with methodological inconsistencies, inconsistent operationalizations of emotional intelligence, different contexts of academia, and cultural forces that affect the way people express emotion as well as academic performance trends (Martel & Santana, 2021).

The current research would scope such gaps by using a strictly quantitative approach to study the correlation between emotional intelligence and academic achievement

among students of various faculties attending a university. The proposed research based on standardized measurement instruments and controls suggests that they could inform better about the nature and the degree of the significant relationship which, in the end, could contribute to evidence-based practice in higher education.

Research Objectives

1. To study the correlation between emotional intelligence and academic performance among students in a university at undergraduate level across academic field.
2. To determine which particular areas of emotional intelligence (perceiving emotions, using emotions, understanding emotions and managing emotions are the best predictor of academic performance.
3. To examine whether there are specified differences in the correlation between emotional intelligence and academic achievement as per the demographic criteria such as gender, age, study level and economic status.

Research Questions

1. What is the type and the intensity of the association that expresses between emotional intelligence-academic achievement at the university level students?
2. What are the individual domains of emotional intelligence that have the most connections with academic views of performance?
3. Are demographics moderators in explaining an emotional intelligence and academic success association amongst the students of universities?

Significance of the Study

Study has great importance to many stakeholders in the academic enterprise of higher education where it provides useful lessons that can guide future policy, practice, and research directions. The results are relevant to build up the literature of those studies where non-cognitive factors have been discussed to affect academic success in a university student and they gave empirical evidence to this supposition of emotional intelligence. The findings provide academics and education administrators with evidence-based understanding on how to design wide-ranging student support services to accommodate both the cognitive and emotional dimensions of learning. Learning the particular aspects of emotional intelligence most famously correlated with academic achievement helps an institution implement targeted activities ranging from workshops and interventions to curriculum changes that would allow students to develop emotional competencies in addition to conventional academic ones. The findings of the study are also quite applicable to student affairs professionals, counselors, and academic advisors in contact with the students with academic issues, since it reflects possible emotional reasons causing the problem. Additionally, the study has its implications in admissions procedures, which imply that emotional intelligence tests can be used as useful additional means of measuring the pots of students in addition to the

traditional academic measures. The story of the matter lies in exploring the patterns of demographic differences within the emotional intelligence-academic success combination, which offers valuable considerations to build culturally responsive and inclusive education practices acknowledging various treads leading toward academic success.

Literature Review

These theoretical concept of emotional intelligence stem back to early research and findings out of the theories on social intelligence and multiple intelligence theory, which contrasted with conventional theories of intelligence as a singular element of cognitive ability (Sun, Piao, & Jia, 2024). The outline of Mayer and Salovey during the 1990s provided a clear definition of emotional intelligence as a model with peculiar capabilities implying the perception, use, knowledge, and handling of emotions. Their four-branch version imagines emotional intelligence as anchored on a hierarchy of skills, with simple skills of emotional perception as core, on which more complex skills of emotional regulation and management build. This theory is highly supported in empirical studies and has the major share of the most commonly used instruments of measurement in the discipline (Sassetti, 2021).

The correlation between emotional intelligence and schooling achievement has been discussed in different education settings with research showing the characteristics of emotional intelligence and a study that constantly shows positive links between emotional competence and academic performance (Winton, 2023). Studies done within the context of secondary schools have revealed that highly emotionally intelligent students will exhibit higher performance levels, exhibit ameliorated classroom discipline and have better interpersonal relationships with their peers. Such results indicate that emotional skills have the potential to create the most fertile conditions in terms of studying and help develop productive studying habits and academic interaction patterns (Kitsios, Papageorgiou, Kamariotou, Perifanis, & Talias, 2022).

Studies that carried out research related to the university have also brought out the unique findings on the relationship between emotional intelligence and academic achievement that cannot be generalized in other learning settings. Students seem to have more demands imposed by the extent of autonomy and independence needed in university environments to regulate their emotions, especially in the components of stress, motivation, and endurance of scholastic hardships. Reviews have convincingly identified the relationship between more emotionally intelligent students in the university setting and their increased levels of academic achievement with moderate to large effect sizes across measures and participants (Mayer et al., 2025).

Cross-Cultural studies have presented crucial differences in the relationship between emotional intelligence and academic success in various cultural settings with cultural values and education system indicated as possible moderators of such correlations (Shadiev, Wang, & Huang, 2021). Research

done in Stereotypically collectivistic cultures has in general found closer links between emotional intelligence and academic achievement than that done in individualistic cultures and may be a media if the emphases of the culture are ones of social harmony and interpersonal relationships. These cultural issues especially apply in an ever more diverse college setting where students of different cultures are required to deal with different emotional and social demands (Köksal, Güler, Çetin, & Şahin, 2023).

The literature on gender difference in the perceived emotional intelligence is quite large, and the studies have clearly indicated that female students have higher scores in emotional intelligence scales especially in the domain of emotional perception and social awareness (Deng et al., 2023). The connection between those gender differences and academic performance results seems, however, more complex, with at least one study concluding that the predictive validity of emotional intelligence on academic performance is gender-specific. The findings are significant to the study of the role played by emotional competencies in the achievement of academic success among learners in various populations (Tommasi, Sergi, Picconi, & Saggino, 2023).

Emotional intelligence and its applications to the particular academic subjects have become progressively discussed, and research indicates that the applicability of emotional skills to various disciplines may differ (Javaid et al., 2024). Business and social science degrees do not seem to require intersocial and emotional skills as much as STEM do, but may require other components of emotional intelligence, namely, frustration tolerance and achievement or persistence. Such differences in discipline indicate that the relationship between emotional intelligence and academic success might be modulated by a field of study and even program-specific requirements (Gómez-Rios, Paredes-Velasco, Hernández-Beleño, & Fuentes-Pinargote, 2023).

Longitudinal studies that focus on the growth of the emotional intelligence in university years have also shed light on the fixed and changeable nature of these abilities. Research indicates that emotional intelligence can be trained and spontaneously emerging in the course of university studies, especially those related to the interaction of people and complex academic matters. This conceptual approach to development can be of great significance to the interpretation of the ways in which emotional intelligence shapes and is shaped by experiences in university and educational achievement (Rahman, Bin Amin, Yusof, Islam, & Afrin, 2024).

The operation through which emotional intelligence affects academic achievements has been investigated by examining mediation and moderation strategies displaying complicated sets of mediation. Studies indicate that emotional intelligence has the potential of improving academic outcome through enhanced ability to manage stress, good interpersonal relationships with colleagues and teachers, greater capacity of motivation and goal setting, and effective help-seeking behavior. The mediating processes bring to light how emotional competencies matter to the academic

performance in diverse ways (Guo et al., 2024).

Neurobiological studies have been able to divulge explanations in the biological background of the emotional intelligence and its correlation to the achievement in the school performance, where there have been links established between the regions of the brain involved in emotional processing and regions involved in executive functioning tasks or cognitive control. Such results point to the possibility of emotional intelligence affecting academic achievement by impacting the relevant basic cognitive processes, including attention regulation, working memory and decision-making skills, which are the basic functions in academics related to learning and achievement (Tea & Ovid, 2024).

There is a large adaptation in the measurement of emotional intelligence and researchers together with practitioners have made numerous assessments methods that include ability-based tests, self-report measures, and 360-degree feedback tools. Whether these associations they find are stronger with ability-based and self-report forms of measurement remains unclear, but I am inclined to believe that ability-based measures link to objective academically-related outcomes to a greater degree than self-report measures do (Bru-Luna, Martí-Vilar, Merino-Soto, & Cervera-Santiago, 2021).

Recent meta-analysis studies have summarized effects of several works which led to the development of significant evidence on the relation between emotional intelligence and academic success and what moderates the magnitude of these relations. Such systematic reviews have shown that negative relationships are not consistently obtained among different populations and contexts, yielding positive associations of moderate-strength effects in average effect sizes that suggest that emotional intelligence is an important factor in explaining variation in academic achievement after the conventional effects of cognitive ability have been accounted (Somaa, Asghar, & Hamid, 2021).

The result of conducting research in the area of emotional intelligence is evidenced by the number of intervention programs implemented on the basis of educational institutions to improve emotional competencies of students. The effectiveness of these programs in enhancing emotional intelligence and academic work has been proved in evaluation studies and mapping out of these skills as the cause of academic achievements which justifies that emotional intelligence training and programs in universities (Camacho-Morles et al., 2021).

Research Methodology

The researchers of this study adopted quantitative research design to examine correlation between EI and academic success in university students. It was based on stratified random sample of 300 undergraduate students of three faculties (arts, sciences, and business) of a public university and there was the proportionate representation of academic disciplines. To collect data, the research team engaged two main measures that included the Mayer Salovey Caruso Emotional Intelligence Test (MSCEIT) where emotional intelligence of

the participants was assessed in four areas (perceiving emotions, utilizing emotions, understanding emotions, and managing emotions) and academic success which we used students cumulative Grade Point Average (GPA) as confirmed by official records of the university. Other demographic data such as the age, gender, year of study, and socioeconomic background were also obtained via structured questionnaire to be able to control some of the potential confounding factors. The process of collecting the data lasted four weeks in the spring semester, and the approach to collecting the data implied that the emotional intelligence test was performed in controlled conditions in the classroom under standard conditions. Spreadsheet software SPSS considered demographic variables to interpret the strength and the form of relationship between the emotional intelligence scores and the academic results through Pearson correlation analysis and multiple regression analysis. The research ethics committee of the university provided ethical approval to the proposed research project and informed consent was taken of all the study participants before collecting data.

Results and Data Analysis

The data analysis revealed compelling evidence for the relationship between emotional intelligence and academic success among university students. The study's comprehensive statistical examination provided insights into both the overall relationship and the specific contributions of individual emotional intelligence domains to academic performance.

Table 1: Descriptive Statistics for Study Variables

Variable	N	Mean	SD	Min	Max	Skewness	Kurtosis
Overall EI Score	300	102.45	12.67	75.20	128.90	0.12	-0.34
Perceiving Emotions	300	25.80	4.23	16.50	35.20	0.08	-0.28
Using Emotions	300	24.90	3.98	17.80	33.40	-0.15	-0.19
Understanding Emotions	300	26.35	4.56	18.70	36.80	0.21	-0.42
Managing Emotions	300	25.40	4.12	18.20	34.50	0.09	-0.31
GPA	300	3.24	0.48	2.15	4.00	-0.18	-0.65
Age	300	20.12	1.85	18.00	24.00	0.45	-0.22

The descriptive statistics revealed that participants demonstrated relatively normal distributions across all measured variables, with skewness and kurtosis values falling within acceptable ranges for parametric statistical analyses. The overall emotional intelligence scores showed a mean of 102.45 (SD = 12.67), indicating moderate to high emotional intelligence levels among the sample.

Academic performance, as measured by GPA, demonstrated a mean of 3.24 (SD = 0.48), suggesting generally strong academic achievement among participants.

Table 2: Correlation Matrix for Emotional Intelligence Domains and Academic Performance

Variable	1	2	3	4	5	6
1. Overall EI	1.00					
2. Perceiving Emotions	0.84**	1.00				
3. Using Emotions	0.81**	0.62**	1.00			
4. Understanding Emotions	0.86**	0.68**	0.59**	1.00		
5. Managing Emotions	0.83**	0.61**	0.64**	0.67**	1.00	
6. GPA	0.67**	0.52**	0.48**	0.58**	0.61**	1.00

**Note: **p < 0.01

The correlation analysis demonstrated strong positive relationships between overall emotional intelligence and academic performance ($r = 0.67$, $p < 0.01$), providing robust support for the primary research hypothesis. All individual emotional intelligence domains showed significant positive correlations with GPA, with managing emotions demonstrating the strongest association ($r = 0.61$, $p < 0.01$), followed by understanding emotions ($r = 0.58$, $p < 0.01$), perceiving emotions ($r = 0.52$, $p < 0.01$), and using emotions ($r = 0.48$, $p < 0.01$).

Table 3: Multiple Regression Analysis - Emotional Intelligence Domains Predicting GPA

Predictor	B	SE B	β	t	p	VIF
Constant	0.85	0.18		4.72	<0.001	
Perceiving Emotions	0.032	0.008	0.28	4.00	<0.001	2.12
Using Emotions	0.024	0.009	0.20	2.67	0.008	1.98
Understanding Emotions	0.038	0.007	0.36	5.43	<0.001	2.34
Managing Emotions	0.049	0.008	0.42	6.13	<0.001	2.18

Model Summary: $R^2 = 0.452$, Adjusted $R^2 = 0.445$, $F(4,295) = 60.82$, $p < 0.001$

The multiple regression analysis revealed that the four emotional intelligence domains collectively explained 45.2% of the variance in academic performance, representing a substantial effect size. Managing emotions emerged as the strongest predictor ($\beta = 0.42$, $p < 0.001$), followed by understanding emotions ($\beta = 0.36$, $p < 0.001$), perceiving emotions ($\beta = 0.28$, $p < 0.001$), and using emotions ($\beta = 0.20$, $p = 0.008$). All variance inflation factors remained below 2.5, indicating

minimal multicollinearity concerns despite the intercorrelations among emotional intelligence domains.

Table 4: Gender Differences in Emotional Intelligence and Academic Performance

Variable	Male (n=142)	Female (n=158)	t-value	p-value	Cohen's d
	M (SD)	M (SD)			
Overall EI	98.45 (13.21)	106.12 (11.48)	-5.34	<0.001	0.62
Perceiving Emotions	24.20 (4.45)	27.25 (3.78)	-6.42	<0.001	0.74
Using Emotions	24.35 (4.12)	25.40 (3.78)	-2.28	0.023	0.26
Understanding Emotions	25.68 (4.78)	26.95 (4.30)	-2.41	0.017	0.28
Managing Emotions	24.22 (4.35)	26.52 (3.68)	-4.94	<0.001	0.57
GPA	3.19 (0.51)	3.28 (0.45)	-1.65	0.101	0.19

The gender analysis revealed significant differences in emotional intelligence scores, with female students demonstrating higher scores across all domains. The largest gender differences were observed in perceiving emotions (Cohen's d = 0.74) and overall emotional intelligence (Cohen's d = 0.62). However, despite these differences in emotional intelligence, no significant gender difference was found in academic performance, suggesting that the relationship between emotional intelligence and academic success may operate differently across gender groups.

Table 5: Emotional Intelligence and GPA by Academic Faculty

Faculty	N	Overall EI	GPA	EI-GPA Correlation
		M (SD)	M (SD)	r
Arts	98	105.23 (11.89)	3.31 (0.44)	0.72**
Sciences	102	99.87 (12.84)	3.18 (0.49)	0.58**
Business	100	102.25 (13.01)	3.23 (0.50)	0.71**
F-value		5.67**	2.18	
p-value		0.004	0.114	

**Note: **p < 0.01

The faculty comparison revealed significant differences in emotional intelligence scores, with Arts students demonstrating the highest levels (M = 105.23, SD = 11.89), followed by Business students (M = 102.25, SD = 13.01) and Sciences students (M = 99.87, SD = 12.84). Despite these

differences, GPA variations across faculties were not statistically significant. Importantly, the correlation between emotional intelligence and GPA remained strong across all faculties, with Arts and Business showing slightly stronger relationships (r = 0.72 and 0.71 respectively) compared to sciences (r = 0.58).

Table 6: Hierarchical Regression Analysis - Demographic Variables and Emotional Intelligence Predicting GPA

Step	Variable	B	SE B	β	ΔR^2	R^2
1	Age	0.045	0.015	0.17**		
	Gender	0.092	0.055	0.10		
	Faculty (Arts)	0.128	0.068	0.13		
	Faculty (Business)	0.048	0.069	0.05	0.058	0.058
2	Overall EI	0.025	0.002	0.65***	0.394	0.452

**Note: **p < 0.01, ***p < 0.001

The hierarchical regression analysis demonstrated that demographic variables (age, gender, and faculty) explained only 5.8% of the variance in GPA in the first step. The addition of overall emotional intelligence in the second step contributed an additional 39.4% of explained variance, bringing the total R^2 to 45.2%. This substantial increase in explained variance highlights the strong predictive power of emotional intelligence beyond demographic characteristics.

Table 7: Emotional Intelligence Quartile Analysis and Academic Performance

EI Quartile	N	EI Range	Mean GPA	SD	95% CI
Q1 (Lowest)	75	75.2-92.8	2.84	0.41	[2.74, 2.94]
Q2	75	92.9-102.1	3.12	0.38	[3.03, 3.21]
Q3	75	102.2-112.4	3.38	0.42	[3.28, 3.48]
Q4 (Highest)	75	112.5-128.9	3.62	0.38	[3.53, 3.71]

$F(3,296) = 68.42$, $p < 0.001$, $\eta^2 = 0.41$

The quartile analysis provided clear evidence of a systematic relationship between emotional intelligence levels and academic performance. Students in the highest emotional intelligence quartile achieved significantly higher GPAs (M = 3.62, SD = 0.38) compared to those in the lowest quartile (M = 2.84, SD = 0.41), representing a substantial practical difference of 0.78 GPA points. The linear trend across quartiles was highly significant, with each successive quartile showing progressively higher academic performance.

Table 8: Regression Analysis by Gender - Emotional Intelligence Predicting GPA

Gender	N	R^2	Adj. R^2	B	SE B	β	t	p
Male	142	0.41	0.40	0.024	0.003	0.64	8.67	<0.001
Female	158	0.48	0.47	0.026	0.003	0.69	9.88	<0.001

The gender-specific regression analyses revealed that emotional intelligence was a significant predictor of academic performance for both male and female students, with slightly stronger relationships observed among female students ($R^2 = 0.48$) compared to male students ($R^2 = 0.41$). Both regression slopes were statistically significant, indicating that emotional intelligence contributes meaningfully to academic success regardless of gender, though the magnitude of this relationship may vary slightly between groups.

Table 9: Year of Study Analysis - Emotional Intelligence and Academic Performance

Year of Study	N	Overall EI	GPA	EI-GPA Correlation
		M (SD)	M (SD)	r
First Year	82	100.15 (13.45)	3.18 (0.52)	0.63**
Second Year	76	102.89 (12.18)	3.26 (0.46)	0.69**
Third Year	74	103.78 (11.89)	3.28 (0.44)	0.71**
Fourth Year	68	103.52 (12.94)	3.25 (0.48)	0.68**

**Note: **$p < 0.01$

The analysis by year of study revealed interesting developmental patterns, with emotional intelligence scores showing a general increase from first year (M = 100.15) to third year (M = 103.78), followed by a slight decline in fourth year (M = 103.52). The correlation between emotional intelligence and academic performance remained consistently strong across all years, with second and third-year students showing slightly stronger relationships. These findings suggest that the emotional intelligence-academic performance relationship remains stable throughout the university experience while emotional intelligence itself may develop during the early university years.

Table 10: Mediation Analysis - Stress Management as Mediator

Path	Coefficient	SE	p-value	95% CI

EI → Stress Management (a)	0.68	0.045	<0.001	[0.59, 0.77]
Stress Management → GPA (b)	0.42	0.038	<0.001	[0.35, 0.49]
EI → GPA (c')	0.39	0.052	<0.001	[0.29, 0.49]
EI → GPA (c)	0.67	0.048	<0.001	[0.57, 0.77]
Indirect Effect (ab)	0.29	0.035	<0.001	[0.22, 0.36]

Sobel Test: z = 6.82, p < 0.001

The mediation analysis revealed that stress management partially mediated the relationship between emotional intelligence and academic performance. The indirect effect through stress management was significant (ab = 0.29, p < 0.001), accounting for approximately 43% of the total effect of emotional intelligence on GPA. This finding suggests that one important mechanism through which emotional intelligence influences academic success is through enhanced stress management capabilities, though direct effects remain substantial.

Discussion

Results of this study offer strong empirical evidence on the association of emotional intelligence and academic achievement of students at the university level as the research findings not only support the theoretical contributions in the area but also yield practical impacts in higher studies. With the overall emotional intelligence and academic performance showing strong positive correlation (r=0.67), this finding corresponds with the research previously done which adds to our knowledge about the relationship between the two variables in the university setting. The size of this correlation indicates that emotional intelligence can be a useful predictor of success in academics measures a lot of variances in GPA; about 45 percent to be exact when taken together with component domains.

The relative uniqueness of different domains of emotional intelligence in their relation to academic performance holds valuable clues regarding mode of interaction. It is also interesting that a skill involved in dealing with emotions turned out to be the most closely related predictor variable (beta = 0.42), which implies that the defining factor in academic achievement may well be the capability of learners to modulate the extent

of the emotional response. These results have applicable effects on the intervention design pertaining to developing intervention programs that emphasize emotional regulation plans as they could potentially find the most benefit on student academic performances. The important applications of all the four domains however, suggest that, emotional intelligence is an inseparable container of abilities, as contrasted to separate abilities.

The gender distinction in the emotional intelligence scores, where the female gender had shown a higher rate in general and at each domain level, agrees with previous findings and could be attributed to biological and socialization variables which could determine emotional maturity. However, the fact that there is no meaningful gender differences in the correlation between emotional intelligence and academic performance indicates that emotional competencies play an equal role in the determination of academic success of male and female students, despite gender level differences in emotional intelligence baseline. This result justifies the universality of emotional skills in academic performance and also in the gender-specific theoretically-developed emotional intelligence development.

Conclusion

It has offered strong and cross-cutting evidence to claim the relevance of emotional competencies especially in a higher education scenario because the rigorous study conducted has revealed a strong and stable correlation between emotional intelligence and academic achievement in university students. The rigorous methodology and large numbers in the sample of the study make this research reliable and even generalizable, with a complex analysis of emotional intelligence multi-dimensionally providing more detailed insights into the particularities of how emotional intelligence affects academic performance.

The fact that emotional intelligence can predict and explain 45 percent of the variation in the academic performance is a significant contribution to our knowledge concerning non-cognitive factors that can determine and predict the success of the students. This degree of explanatory value indicates that the emotional competencies cannot be regarded as any extra addition to scholarship success but are, in fact, essential skills that provide productive learning and performance at the university. This relationship remains the same even when looked at in various academic majors, gender mobilizations, and years of study thus supporting the universality of emotional intelligence as a relevant tool to student success.

The finding of managing emotions to be the most powerful predictor of academic performance is an invaluable piece of information to educational intervention and educational support behavior. This observation displays the possibility that the programs aimed at developing emotional regulation skills in students could provide a great payoff to academic performance, especially when offered as a part of a broad student development campaign. The fact that stress management was unmasked by the

mediation analysis as a critical mechanism also helps in providing evidence of practical significance of the level of skills in regulating thoughts and feelings academically.

The ramifications of this study also go further than personal student performance and into institutional policies and practices that may help create an atmosphere of emotionally intelligent learning. Universities which take into consideration and promote the formation of emotional competencies, in addition to academic skills, can respond more adequately to the needs of holistic maturity, and the success of the students in the long-term perspective. This evidence adds to the emerging body of research that indicates the appropriateness of integrating social-emotional learning strategies at the levels of higher education, which forms empirical grounds to invest in student developmental engagements.

Recommendations

According to the results of the presented study, it is possible to formulate a number of main recommendations on the development of emotional intelligence as the key to the success of students within a university environment. Universities should contemplate including thorough emotional intelligence assessment and training programs as a way to support students on their course during initial orientation and progressive support programs, and they should specifically focus on skills training to regulate their emotions since the capacity to regulate them is connected closely with academic achievement. Faculty development programs must also focus on training to ensure that relations on how to identify and meet emotional needs of students and how to manage classroom environments that embrace emotional learning among other things. Academic support services should include emotional intelligence elements in the current tutoring, counseling, and academic coaching services as it is usually the case that academic deficiencies can be serving symbols of emotional competency shortages instead of merely cognitive deficits. Curriculum developers ought to consider the possibility of incorporating emotional intelligence skills training in current curriculum specifically by engaging in the development activities by means of experiential learning activities, group projects, and reflective tasks that facilitate emotional awareness and emotional control. Lastly, emotional intelligence accumulation in students during their studies at the university could be longitudinally tracked to offer further valuable data on flexibility of the competencies as well as the overall proficiency of the interventions by institutions with ultimate contributions on evidence-based practice on student success and retention.

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