

DOI 10.18372/2786-5487.1.21500

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**THE ROLE OF EMOTIONAL INTELLIGENCE
IN ENHANCING ACADEMIC ACHIEVEMENT
AMONG HIGHER EDUCATION STUDENTS: AN OVERVIEW**

***Annotation.** This paper examines the role of emotional intelligence (EI) in enhancing academic achievement among higher education students. Emotional intelligence—comprising self-awareness, self-regulation, motivation, empathy, and social skills—enables students to manage stress, build positive relationships, and maintain academic focus. The study reviews existing literature to explore how EI influences learning outcomes, classroom engagement, decision-making, and resilience in challenging academic environments. Findings suggest that students with higher emotional intelligence demonstrate better academic performance, improved collaboration, and stronger adaptability to institutional demands. The paper highlights the need for integrating emotional intelligence development programs into higher education curricula to foster holistic student success.*

***Key words:** emotional intelligence, academic achievement, students.*

***Анотація.** У цій статті розглядається роль емоційного інтелекту (EI) у підвищенні академічних досягнень студентів вищих навчальних закладів. Емоційний інтелект, що включає самосвідомість, саморегуляцію, мотивацію, емпатію та соціальні навички, дозволяє студентам справлятися зі стресом, будувати позитивні стосунки та підтримувати академічну зосередженість. У дослідженні розглядається існуюча література, щоб з'ясувати, як EI впливає на результати навчання, залученість до навчання, прийняття рішень та стійкість у складних академічних умовах. Результати дослідження свідчать про те, що студенти з вищим емоційним інтелектом демонструють кращу академічну успішність, покращену співпрацю та кращу адаптивність до вимог закладу. У статті підкреслюється необхідність інтеграції програм розвитку емоційного інтелекту в навчальні програми вищих навчальних закладів для сприяння цілісному успіху студентів.*

***Ключові слова:** емоційний інтелект, академічні досягнення, студенти.*

Introduction. Academic performance has historically been linked to cognitive intelligence (IQ), memory capacity, and analytical skills. However, modern educational research increasingly acknowledges that intellectual capability alone does not ensure academic achievement. Students frequently face stress, competition, peer pressure, performance anxiety, and interpersonal difficulties that necessitate emotional regulation and social skills. In this context, Emotional Intelligence (EI) has become a key factor in predicting academic success. In 1995, Daniel Goleman made the idea more well-known and stressed how important it is for success in both personal and professional life. Emotional intelligence is crucial in schools & colleges because it affects students' motivation, resilience, self-discipline, and relationships with others, all of which have a big impact on their academic success. This article explores how emotional intelligence can improve academic performance by looking at its main parts and how they can be used in schools & colleges.

The purpose of the article is to examine the role of emotional intelligence (EI) in increasing academic achievement of students in higher education institutions.

Research Results. Review of Literature. Raghavendra, S. N., & Senthil, B. A. (2017) [1] conducted a study among the business school students. The authors highlighted the importance of teaching emotional intelligence to future managers. Self-aware students know what makes them feel good or bad, as well as their strengths and weaknesses. When they recognize feelings like anxiety before tests or frustration in difficult subjects, they can respond constructively rather than impulsively. Being aware of these feelings helps you focus better, cut down on distractions, and become more interested in subjects. For instance, a student who knows that putting things off is linked to fear of failure can make a conscious effort to manage their time better. Being self-aware helps you study better and be more disciplined in school. In school, you are always being judged, there are deadlines, and you have to compete with others. Students who are adept at self-regulation can handle stress, anger, and anxiety well. Instead of getting upset about bad grades, students with emotional intelligence reflect on them, change their behaviour, and do better. Another important part of emotional intelligence is intrinsic motivation, which is a big part of doing well in school. Emotionally intelligent students tend to be self-motivated, hopeful, and determined. They don't rely on grades or praise from others to motivate them; instead, they are motivated by their own goals and a real desire to learn. These students have clear academic goals, stay focused on them even when things get tough, put in significant effort into their studies, and have a positive attitude toward learning. This ongoing internal drive makes perseverance and academic discipline stronger. Over time, intrinsic motivation becomes a strong sign of better grades and long-term success in school.

Preeti, B. (2013) [2] study findings indicate a positive correlation between emotional intelligence and academic success. It also shows that teaching social and emotional skills in schools not only helps students do better in school right away but also helps them do better in the long run. The study also finds that doing well in

school does not guarantee future success and lacking emotional intelligence (EI) can lead to weak personality development and poor relationship-building skills. This shows how important EI is for a good education. Empathy is another way that emotional intelligence helps people learn together. Modern education puts more and more stress on working together, talking in groups, and doing projects together. Empathy, or the ability to understand and share how others feel, makes it easier to talk to each other with respect and work together well. Students who show empathy are more likely to be open to different points of view, be able to resolve conflicts in a positive way, and make strong friendships with their peers. They take part in discussions and help with group tasks in a good way. When students interact with each other in a supportive way, it makes the classroom a welcoming place where everyone feels valued and connected. When students feel like they belong, they are more likely to be interested in school and less likely to feel alone or bored.

Pashchenko et al. (2024). [3] it also looks at how to promote EI in schools, such as through structured training programs and teachers taking an active role in developing emotional skills. The conversation also talks about some of the main problems that come up when trying to measure and use EI in institutional settings. The article ends by stressing how important it is to include emotional intelligence in schools to help students grow as people and do well in school. Overall, the results show how important emotional skills are for helping students deal with the difficulties of academic life and make a case for including EI development in formal curricula. Social skills, which are another important part of emotional intelligence, help students get used to being in a classroom. Students who are good at getting along with others talk to teachers and classmates with respect and confidence. They are more likely to ask questions, get more information, join in on discussions, and use feedback in a positive way. Good relationships between students and teachers make students more likely to participate in class, use feedback better, feel more confident in their academic abilities, and find mentors. By making it easier for

students to get along in class and get help with their schoolwork, social competence indirectly improves academic performance.

Shrestha B. (2025) [4] study highlights that Emotional Intelligence (EI) has become a vital factor in professional achievement and personal growth. This research investigates the correlation between emotional intelligence (EI) and academic performance among students from three institutions in Pokhara: Informatics College Pokhara (ICP), LA Grandee International College, and Pokhara College of Management (PCM).

Emotional Intelligence in Higher Education. The Schutte Self-Report Emotional Intelligence Test (SSEIT) was used to measure EI by looking at important areas like self-awareness, self-regulation, motivation, and empathy. Students were put into groups based on their scores: high EI, average EI, and needs improvement. Self-reported GPA/marks from the most recent semester were used to measure academic performance. The results show that there is a positive link between EI and academic success. This means that students with higher EI tend to do better in school. Self-regulation and motivation, in particular, turned out to be very good signs of academic success. Moreover, students exhibiting elevated emotional intelligence displayed superior stress management and enhanced interpersonal skills, positively influencing academic performance and overall well-being. The findings are consistent with international research trends that highlight the importance of emotional intelligence in educational contexts. The study emphasises the necessity of incorporating emotional intelligence (EI) development into academic curricula to tackle the academic and emotional difficulties encountered by students in Nepal. The research emphasises the evolution of emotional intelligence (EI) through a developmental lens, illustrating its progression with age and experience. The study provides actionable insights for integrating emotional intelligence frameworks into higher education systems, seeking to reconcile academic potential with emotional competence, thus fostering

comprehensive student success and sustainable higher education advancement in Nepal.

Emotional intelligence does not supplant cognitive intelligence; instead, it augments it. Intelligence quotient (IQ) measures how well you can think and analyse things, while emotional intelligence makes sure that you use these skills well, especially when things are emotionally hard. For example, a student with a high IQ but poor emotional control may feel anxious, which can hurt their performance on tests. On the other hand, students with high emotional intelligence stay calm when things get tough, think clearly, and use what they know well. So, EI is a stabilising force that makes cognitive functioning better.

Emotional Intelligence Influence on Students' Learning. Emotional intelligence helps people and businesses succeed in the long run, not just in school. Emotionally intelligent students are better able to deal with change, make good decisions, show leadership potential, and keep healthy relationships with other people. Academic performance is not just about test scores; it also includes overall growth. Emotional intelligence helps people become well-rounded, which means they can handle both schoolwork and life's problems with confidence and balance. Because emotional intelligence is so closely linked to academic success, schools should make emotional development a part of how they teach. Schools can include emotional intelligence training in their lessons, hold workshops on how to deal with stress and build resilience, promote mindfulness and reflective practices, and encourage learning through collaboration and real-life experiences. Teachers should also learn how to make classrooms that are safe and supportive for students' mental health. By incorporating the development of emotional intelligence into the educational system, institutions can improve not only academic performance but also students' overall well-being and future success.

Conclusions. Emotional intelligence is useful to improve academic performance because it helps with self-awareness, emotional control, motivation, empathy, and social skills. Cognitive intelligence is still important, but emotional

intelligence is what helps students cope with college stress, stay focused, and stay motivated. In today's changing world of education, being smart isn't enough to be successful. You also need to be emotionally stable, resilient, and good with people. So, teaching students how to be emotionally intelligent should be seen as an important part of an impactful education. Teaching students how to be emotionally intelligent will help them do better in college and get ready for long-term success in their personal and professional lives.

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