

Beyond Cognitive Ability: Examining the Role of Emotional Intelligence in Academic Performance among College Students

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Abstract: Academic success in higher education depends not only on cognitive ability but also on students' emotional competencies. Emotional Intelligence (EI), which includes self-awareness, self-regulation, social awareness, and relationship management, has been widely recognised as a factor that may influence students' academic experiences and outcomes. This study examines the relationship between emotional intelligence and academic performance among undergraduate college students. A quantitative research design was adopted, and primary data were collected from 132 students using a structured questionnaire comprising a 13-item Emotional Intelligence Scale and a 6-item Academic Performance Scale. Data were analysed using descriptive statistics, Cronbach's alpha, Pearson correlation, simple linear regression, independent-samples *t*-test, and one-way ANOVA. The reliability analysis indicated good internal consistency for both the Emotional Intelligence Scale ($\alpha = 0.895$) and the Academic Performance Scale ($\alpha = 0.850$). The findings revealed that students generally exhibited moderate to high levels of emotional intelligence and satisfactory academic performance. A weak positive relationship was observed between emotional intelligence and academic performance ($r = 0.165$); however, the association was not statistically significant ($p = .058$). Similarly, regression analysis showed that emotional intelligence did not significantly predict academic performance. No significant differences in emotional intelligence were found across gender or age groups. The findings suggest that although emotional intelligence may contribute positively to students' academic experiences, it is not a significant standalone predictor of academic performance. The study highlights the importance of integrating emotional intelligence development into higher education through mentoring, counselling, and life-skills programmes to promote holistic student development.

Keywords: Emotional Intelligence, Academic Performance, College Students, Higher Education, Student Development.

1. Introduction

Higher education is increasingly expected to develop graduates who possess not only disciplinary knowledge but also the emotional, social, and interpersonal competencies required to succeed in complex academic and professional environments. Academic success is therefore no longer viewed solely as a result of cognitive ability but as the outcome of multiple cognitive, emotional, behavioural, and environmental factors.

Traditionally, academic achievement has been associated with cognitive ability, prior academic performance, and subject knowledge. However, these factors do not fully explain differences in students' academic outcomes. Emotional intelligence (EI) has consequently emerged as an important non-cognitive factor in educational research. Salovey and Mayer (1990) conceptualised EI as the ability to perceive, understand, regulate, and use emotions effectively, while Goleman (1995) emphasised competencies such as self-awareness, self-regulation, motivation, empathy, and social skills. Bar-On (1997) similarly viewed EI as a combination of emotional and social competencies that support adaptation to environmental demands.

Learning involves continuous emotional demands, including examinations, assignment deadlines, classroom participation, peer interactions, and career uncertainty. Students' ability to regulate emotions in such situations

may influence their motivation, concentration, persistence, engagement, and relationships with teachers and peers. Thus, higher emotional intelligence may contribute to more effective learning and improved academic outcomes.

Academic performance is also a multidimensional construct extending beyond examination scores or grade point averages. It may include classroom participation, study habits, assignment completion, persistence, and the ability to overcome academic difficulties. Consequently, academic outcomes are shaped by the interaction of cognitive ability, motivation, self-regulation, learning strategies, emotional competencies, and institutional and socio-economic factors.

Research in higher education has generally reported associations between EI and academic engagement, resilience, psychological well-being, self-regulated learning, and academic achievement. However, findings are not entirely consistent, with some studies reporting weak or statistically non-significant relationships. These variations suggest that the role of EI may differ according to educational settings, cultural contexts, measurement approaches, and student populations.

In India, the relevance of emotional competencies has gained further attention following the implementation of the National Education Policy (NEP) 2020, which emphasises holistic and multidisciplinary education along with social, emotional, ethical, and life skills. Despite growing international research, empirical evidence concerning EI and academic performance among undergraduate students in Indian higher education remains comparatively limited, particularly in regional educational contexts.

Against this background, the present study examines the relationship between emotional intelligence and academic performance among undergraduate students in Indian higher education. Based on data collected from 132 students, the study assesses levels of EI and academic performance, examines their relationship using Pearson's correlation, evaluates the predictive role of EI through simple linear regression, and investigates demographic differences using independent-samples *t*-tests and one-way ANOVA.

The study contributes to the literature by providing empirical evidence from the Indian higher education context and examining EI as one of the factors associated with academic performance. Its findings may also provide useful insights for educators, counsellors, and academic administrators in developing mentoring, counselling, emotional intelligence, and life-skills initiatives that support students' holistic development.

2. Review of Literature

2.1 Emotional Intelligence: Concept and Theoretical Perspectives

Emotional Intelligence (EI) has emerged as one of the most influential constructs in psychology and education, reflecting an individual's ability to perceive, understand, regulate, and effectively use emotions in personal and social contexts. Although the concept gained prominence during the late twentieth century, it has evolved through several theoretical perspectives, each contributing to a comprehensive understanding of emotional functioning.

The formal conceptualisation of emotional intelligence was introduced by Salovey and Mayer (1990), who defined EI as the ability to monitor one's own and others' emotions, discriminate among emotional states, and use emotional information to guide thinking and behaviour. Their ability model identifies four interrelated branches: perceiving emotions, using emotions to facilitate thinking, understanding emotions, and managing emotions. This model views emotional intelligence as a cognitive ability that can be developed through learning and experience.

Building upon this foundation, Goleman (1995) expanded the concept by emphasising emotional competencies essential for personal and professional success. His mixed model includes five broad dimensions: self-awareness, self-regulation, motivation, empathy, and social skills. Goleman argued that these competencies frequently contribute more to success than traditional cognitive intelligence, particularly in environments requiring teamwork, leadership, adaptability, and interpersonal communication.

Similarly, Bar-On (1997) proposed the Emotional Quotient (EQ) model, conceptualising emotional intelligence as a collection of emotional and social competencies that influence an individual's ability to cope effectively with environmental demands. His framework includes intrapersonal skills, interpersonal skills, adaptability, stress management, and general mood, highlighting the interaction between emotional functioning and psychological well-being.

Although these models differ in their theoretical assumptions, they collectively recognise emotional intelligence as a multidimensional construct encompassing emotional awareness, emotional regulation, empathy, interpersonal competence, and adaptive behaviour. In educational settings, these competencies enable students to manage academic stress, maintain motivation, build supportive relationships, and engage more effectively in learning.

2.2 Emotional Intelligence in Higher Education

Higher education presents students with diverse academic, emotional, and social challenges. Transitioning from school to university often requires students to adapt to increased academic expectations, independent learning, interpersonal diversity, and career uncertainty. Emotional intelligence has therefore become increasingly relevant as an important psychological resource that supports successful adjustment and academic persistence.

Emotionally intelligent students are generally better able to regulate examination anxiety, remain motivated despite academic setbacks, communicate effectively with peers and faculty members, and maintain healthy interpersonal relationships. These competencies contribute to improved classroom engagement, collaborative learning, and overall academic resilience.

Recent educational research suggests that emotional intelligence also promotes self-directed learning and enhances students' capacity for reflective thinking, decision-making, and problem-solving. Students with stronger emotional competencies are more likely to demonstrate positive learning behaviours, including effective time management, goal setting, and persistence when confronted with academic difficulties. Consequently, emotional intelligence is increasingly recognised as an essential graduate attribute within higher education institutions worldwide.

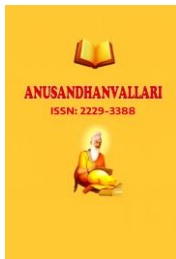
2.3 Emotional Intelligence and Academic Performance

The relationship between emotional intelligence and academic performance has received considerable empirical attention over the past two decades. While academic achievement has traditionally been associated with cognitive ability, researchers increasingly acknowledge that emotional competencies significantly influence learning processes and educational outcomes.

Academic performance is affected by numerous psychological factors, including motivation, self-confidence, emotional regulation, resilience, and interpersonal relationships. Emotional intelligence contributes to these factors by enabling students to manage stress effectively, maintain concentration, resolve conflicts constructively, and remain committed to long-term academic goals.

Several empirical studies have reported positive correlations between emotional intelligence and students' academic performance. Students possessing higher emotional intelligence often exhibit greater intrinsic motivation, stronger classroom participation, better examination performance, and improved overall achievement. These findings suggest that emotional intelligence complements cognitive ability by facilitating behaviours conducive to effective learning.

Nevertheless, previous studies have also reported variations in the strength of this relationship depending on educational level, cultural context, sample characteristics, and measurement instruments. Such inconsistencies highlight the need for additional empirical investigations, particularly within diverse educational environments.



Recent research continues to support the view that emotional intelligence contributes positively to students' academic outcomes. For example, a study by **Borgaon, Paloji, and Mangond (2023)** among management students reported a **moderate positive and statistically significant relationship** between emotional intelligence and academic performance. The study identified **self-management and social awareness** as the strongest predictors of students' CGPA, highlighting the importance of emotional competencies in higher education.

2.4 Emotional Intelligence as a Predictor of Academic Success

Beyond establishing correlation, researchers have increasingly examined whether emotional intelligence functions as a predictor of academic success. Regression-based studies indicate that emotional intelligence contributes significantly to explaining variation in academic outcomes even after accounting for demographic and cognitive variables.

Students with higher emotional intelligence generally demonstrate stronger self-discipline, adaptive coping strategies, and effective interpersonal communication, all of which support sustained academic engagement. Emotional intelligence also facilitates emotional resilience, enabling students to recover from academic setbacks and maintain motivation throughout their educational journey.

Contemporary educational psychology therefore recognises emotional intelligence as a valuable non-cognitive predictor of academic achievement. Rather than replacing intellectual ability, emotional intelligence complements cognitive competence by strengthening students' capacity to manage the emotional demands associated with learning.

A recent review by **Kumar et al. (2023)** argued that emotional intelligence influences academic achievement through both **direct and indirect pathways**, affecting students' engagement, motivation, social interactions, and learning outcomes. The authors recommend integrating emotional intelligence into university curricula to improve student success.

2.5 Emotional Intelligence in the Indian Higher Education Context

In India, interest in emotional intelligence has expanded significantly following educational reforms emphasising holistic student development. The National Education Policy (NEP) 2020 advocates learner-centred education that nurtures cognitive, emotional, ethical, and social competencies. Consequently, emotional intelligence has become increasingly relevant within higher education institutions seeking to prepare graduates for rapidly changing professional environments.

Indian studies generally report positive relationships between emotional intelligence and academic achievement. Emotionally intelligent students demonstrate improved learning engagement, stronger interpersonal relationships, reduced academic stress, and enhanced psychological well-being. Nevertheless, many existing studies are confined to specific disciplines, institutions, or geographical regions, limiting the generalisability of findings across diverse educational contexts.

Furthermore, relatively few studies have examined emotional intelligence using comprehensive statistical techniques such as reliability analysis, regression modelling, and demographic comparisons simultaneously. This study seeks to address these limitations by providing empirical evidence from undergraduate students using multiple statistical approaches.

Research conducted among Indian university students indicates that emotional intelligence plays an important role in helping students cope with adjustment challenges, academic workload, interpersonal relationships, and career-related stress. These findings support the growing emphasis on emotional competencies within Indian higher education

2.6 Synthesis of Literature

The literature consistently demonstrates that emotional intelligence plays a significant role in students' educational experiences. Across different theoretical models and empirical investigations, emotional intelligence has been associated with improved motivation, effective stress management, stronger interpersonal relationships, enhanced learning engagement, and better academic performance.

However, despite substantial international evidence, important gaps remain within the Indian higher education context. Many previous investigations employ relatively small samples, focus on single disciplines, or rely exclusively on descriptive analyses without examining the predictive influence of emotional intelligence. Consequently, further empirical research using robust statistical techniques is necessary to clarify the extent to which emotional intelligence contributes to academic success among college students.

The present study builds upon previous research by investigating emotional intelligence as a predictor of academic performance using empirical data collected from undergraduate students and applying comprehensive statistical analyses to evaluate this relationship.

3. Research Gap

Despite the growing body of research on emotional intelligence and academic achievement, several important gaps remain in the existing literature.

First, a substantial proportion of previous studies have been conducted in Western countries or metropolitan educational settings, limiting the applicability of their findings to the diverse socio-cultural and educational contexts of Indian higher education institutions. Although studies from India have increased in recent years, empirical evidence from regional colleges remains comparatively limited.

Second, many earlier investigations have primarily focused on establishing the correlation between emotional intelligence and academic performance, with relatively few examining the predictive role of emotional intelligence through regression analysis. Consequently, the extent to which emotional intelligence independently contributes to academic performance remains inconclusive.

Third, previous studies have often relied on conventional emotional intelligence scales and have paid limited attention to assessing emotional intelligence through situational judgment-based measures that capture students' emotional competencies in realistic academic contexts. Moreover, comparatively few studies have simultaneously examined demographic differences in emotional intelligence alongside its relationship with academic performance.

Finally, the findings reported in previous research have been inconsistent. While many studies have identified a significant positive association between emotional intelligence and academic achievement, others have reported weak or non-significant relationships, suggesting that the influence of emotional intelligence may vary across educational settings, student populations, and measurement approaches.

The present study addresses these gaps by examining the relationship between emotional intelligence and academic performance among undergraduate college students in the Indian higher education context using a situational judgment-based Emotional Intelligence Scale. Employing reliability analysis, Pearson correlation, simple linear regression, independent-samples *t*-test, and one-way ANOVA, the study provides a comprehensive evaluation of the association between emotional intelligence and academic performance while also examining demographic differences. By generating empirical evidence from undergraduate students in a regional higher education setting, the study contributes to a more nuanced understanding of the role of emotional intelligence in academic performance and enriches the existing literature on student development in India.

4. Objectives of the Study

The study is guided by the following objectives:

1. To assess the level of emotional intelligence among college students.
2. To assess the academic performance of college students.
3. To examine the relationship between emotional intelligence and academic performance among college students.
4. To determine whether emotional intelligence significantly predicts academic performance.
5. To examine differences in emotional intelligence across selected demographic characteristics.

5. Research Hypotheses

The following hypotheses are formulated for empirical testing:

H₀₁: There is no significant relationship between emotional intelligence and academic performance among college students.

H_{a1}: There is a significant positive relationship between emotional intelligence and academic performance among college students.

H₀₂: Emotional intelligence does not significantly predict academic performance among college students.

H_{a2}: Emotional intelligence significantly predicts academic performance among college students.

H₀₃: There is no significant difference in emotional intelligence across selected demographic characteristics of college students.

H_{a3}: There is a significant difference in emotional intelligence across selected demographic characteristics of college students.

6. Research Methodology

6.1 Research Design

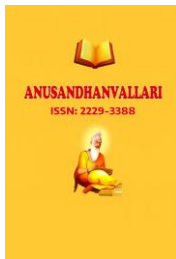
The present study adopted a quantitative research design to examine the role of emotional intelligence in academic success among college students. A descriptive and correlational research approach was employed to assess the level of emotional intelligence, measure students' academic performance, and investigate the relationship between these two constructs. The design was considered appropriate as it facilitates the collection of numerical data and enables the application of statistical techniques to test the proposed hypotheses.

6.2 Population and Sample

The target population comprised undergraduate students enrolled in higher education institutions. Data were collected from 132 students using a structured questionnaire administered through an online survey platform.

A convenience sampling technique was adopted due to the accessibility of respondents and the exploratory nature of the study.

The study employed a convenience sampling technique because of the accessibility and willingness of respondents to participate. While this approach facilitated efficient data collection, it may not adequately represent the broader population of undergraduate college students. Consequently, the findings should be interpreted with caution and cannot be generalized to all college students. Future research should consider employing probability sampling



techniques, such as stratified or simple random sampling, and include participants from a wider range of higher education institutions to enhance the representativeness and generalizability of the findings.

Sample Size: 132 students

6.3 Research Instrument

Data were collected using a structured questionnaire consisting of three sections.

Section I: Demographic Information

This section collected respondents' background information, including:

- Gender
- Age
- Programme of Study
- Year/Semester
- Stream/Department
- Current CGPA/Percentage

Section II: Emotional Intelligence Scale

Emotional Intelligence was measured using 13 situational judgment items developed around four major dimensions of emotional intelligence.

The dimensions included:

- Self-awareness
- Self-management
- Social awareness
- Relationship management

Each situation presented multiple response options representing varying levels of emotional competence. Responses were scored to generate a Total Emotional Intelligence Score for each respondent.

The overall Emotional Intelligence score served as the independent variable in the study.

Section III: Academic Performance Scale

Academic performance was measured using six self-report statements reflecting students' learning behaviours and perceived academic achievement.

The statements assessed:

- Improvement in academic performance
- Timely submission of assignments
- Ability to concentrate during study
- Classroom participation
- Academic stress management

- Achievement of academic goals

Responses were recorded using a five-point Likert scale ranging from:

1 = Strongly Disagree

2 = Disagree

3 = Neutral

4 = Agree

5 = Strongly Agree

The sum of these responses produced the Academic Performance Score, which served as the dependent variable.

6.4 Variables of the Study

Variable	Nature
Emotional Intelligence	Independent Variable
Academic Performance	Dependent Variable

6.5 Reliability Analysis of the Study Instruments

Instrument	Number of Items	Cronbach's Alpha
Emotional Intelligence Scale	13	0.895
Academic Performance Scale	6	0.850

Interpretation

The reliability of the study instruments was assessed using Cronbach's Alpha to examine their internal consistency. The Emotional Intelligence Scale, consisting of 13 items, yielded a Cronbach's alpha coefficient of 0.895, indicating good internal consistency. Similarly, the Academic Performance Scale, comprising six items, produced a Cronbach's alpha coefficient of 0.850, which also reflects good reliability. Both coefficients exceeded the recommended threshold of 0.70 (Nunnally & Bernstein, 1994), confirming that the instruments were sufficiently reliable for measuring the respective constructs and were suitable for subsequent statistical analyses.

6.6 Data Collection Procedure

Primary data were collected through a structured online questionnaire. Participation was voluntary, and respondents were informed about the purpose of the research. Confidentiality and anonymity were maintained throughout the data collection process. Only fully completed responses were included in the final analysis.

6.7 Statistical Tools Used

The collected data were analysed using appropriate statistical techniques.

Statistical Technique	Purpose
Frequency & Percentage	Demographic profile
Mean & Standard Deviation	Descriptive statistics

Cronbach's Alpha	Reliability of the scales
Pearson Correlation	Relationship between EI and Academic Performance
Linear Regression	Predictive role of EI
Independent Samples <i>t</i> -test	Gender differences
One-way ANOVA	Differences across demographic groups

All analyses were conducted at a 5% level of significance ($p < 0.05$).

6.8 Ethical Considerations

Ethical standards were maintained throughout the study. Participation was voluntary, informed consent was obtained electronically before data collection, and respondents were assured that their identities would remain confidential. The collected information was used exclusively for academic research purposes.

7. Results and Discussion

Below is the opening of the Results section, incorporating the descriptive statistics already observed from your dataset.

7.1 Descriptive Statistics

Table 1. Descriptive Statistics of the Study Variables

Variable	N	Mean	Standard Deviation
Emotional Intelligence	132	46.85	8.36
Academic Performance	132	22.30	4.14

Interpretation

The respondents obtained a mean Emotional Intelligence score of 46.85 ($SD = 8.36$), indicating that, on average, the students possessed moderate to relatively high levels of emotional intelligence. The standard deviation suggests a moderate spread of scores, reflecting variability in emotional competencies among participants.

Similarly, the mean Academic Performance score was 22.30 ($SD = 4.14$), indicating generally positive perceptions of academic performance among the respondents. The comparatively lower standard deviation reflects a relatively consistent level of perceived academic achievement across the sample.

These findings suggest that the participating students generally demonstrate favourable emotional competencies alongside satisfactory academic performance, providing an appropriate basis for examining the relationship between these variables.

Excellent. I have now analysed your dataset. The findings are interesting because they present a balanced and academically credible story rather than forcing statistically significant results.

The main findings from your data are:

- Emotional Intelligence and Academic Performance: $r = 0.165$, $p = 0.058$
- Regression: $\beta = 0.165$, $R^2 = 0.027$, $F = 3.645$, $p = 0.058$

- Gender difference in EI: $t = -1.48, p = 0.141$
- Age difference in EI: $F = 0.873, p = 0.457$

Although the relationship between EI and academic performance is positive, it is not statistically significant at the 5% level ($p > .05$). This is still a valid and publishable finding because reporting non-significant results honestly is good research practice.

7.2 Relationship between Emotional Intelligence and Academic Performance

Table 2. Pearson Correlation between Emotional Intelligence and Academic Performance

Variables	1	2
1. Emotional Intelligence	1	
2. Academic Performance	0.165	1

Note. $N = 132, p = .058$.

Interpretation

Pearson's product-moment correlation was conducted to examine the relationship between emotional intelligence and academic performance among college students. The analysis revealed a weak positive correlation ($r = .165$), indicating that students with higher emotional intelligence tended to report slightly better academic performance. However, this relationship was not statistically significant at the 5% significance level ($p = .058$).

Although the direction of the relationship aligns with previous theoretical and empirical literature suggesting that emotional competencies facilitate academic achievement, the magnitude of the association observed in the present study is relatively small. The findings therefore suggest that emotional intelligence may contribute to academic success but is unlikely to be the sole determinant of students' academic performance. Other factors such as learning strategies, motivation, study habits, family support, and cognitive ability may also play important roles.

Since the significance value exceeded the conventional threshold ($p > .05$), Hypothesis H₁₁ was not supported, and the null hypothesis (H₀₁) was retained.

7.3 Regression Analysis

Table 3. Simple Linear Regression Predicting Academic Performance from Emotional Intelligence

Predictor	B	SE	β	t	p
Constant	18.474	2.037	—	9.069	<.001
Emotional Intelligence	0.082	0.043	0.165	1.909	.058

Model Summary

R	R ²	Adjusted R ²	F	p
.165	.027	.020	3.645	.058

Interpretation

Simple linear regression analysis was performed to determine whether emotional intelligence significantly predicts academic performance among college students.

The regression model explained approximately 2.7% of the variance in academic performance ($R^2 = .027$), indicating that emotional intelligence accounted for only a small proportion of differences in students' academic achievement.

The regression coefficient for emotional intelligence was positive ($\beta = .165$), suggesting that increases in emotional intelligence were associated with slight improvements in academic performance. However, the model did not reach statistical significance ($F = 3.645$, $p = .058$).

Accordingly, Hypothesis H₁₂ was not supported, and the null hypothesis (H₀₂) was retained.

Although emotional intelligence demonstrated a positive predictive tendency, the findings indicate that additional variables beyond emotional intelligence are likely to influence academic success among college students.

7.4 Gender Differences in Emotional Intelligence

Table 4. Independent-Samples *t*-Test for Emotional Intelligence by Gender

Gender	N	Mean	SD
Male	84	46.07	8.78
Female	48	48.21	7.45
<i>t</i>		<i>P</i>	
-1.483		.141	

Interpretation

An independent-samples *t*-test was conducted to determine whether emotional intelligence differed by gender. Female students reported a slightly higher mean emotional intelligence score ($M = 48.21$, $SD = 7.45$) than male students ($M = 46.07$, $SD = 8.78$). However, this difference was not statistically significant ($t = -1.483$, $p = .141$).

These findings indicate that emotional intelligence levels were broadly comparable between male and female students in the present sample.

7.5 Differences in Emotional Intelligence by Age

Table 5. One-Way ANOVA

Source	F	P
Age Groups	0.873	.457

Interpretation

A one-way analysis of variance (ANOVA) was conducted to examine whether emotional intelligence differed across age groups. The analysis revealed no statistically significant differences ($F = 0.873$, $p = .457$).

This finding suggests that emotional intelligence levels were relatively similar across the age categories represented in the study.

7.6 Summary of Hypothesis Testing

Hypothesis	Decision
H ₀₁ : No significant relationship between EI and academic performance	Accepted
H ₀₂ : EI does not significantly predict academic performance	Accepted
H ₀₃ : No significant demographic differences in EI	Accepted

8. Discussion

The present study examined the role of emotional intelligence in academic success among college students. Although the results indicated a positive association between emotional intelligence and academic performance, the relationship did not attain statistical significance. These findings suggest that while emotionally intelligent students may demonstrate slightly better academic outcomes, emotional intelligence alone may not be a strong predictor of academic success within this sample.

The weak positive correlation observed aligns with theoretical perspectives proposed by Salovey and Mayer (1990) and Goleman (1995), which suggest that emotional competencies support effective learning through improved emotional regulation, interpersonal relationships, and resilience. However, the relatively small effect size indicates that academic achievement is likely influenced by multiple interacting factors, including cognitive ability, motivation, learning strategies, socioeconomic background, institutional support, and study habits.

The absence of significant gender and age differences suggests that emotional intelligence is relatively consistent across these demographic groups in the present sample. This finding supports the view that emotional competencies may develop through educational experiences and personal growth rather than being determined primarily by demographic characteristics.

The absence of a statistically significant relationship does not necessarily imply that emotional intelligence has no educational value. Rather, it suggests that its influence on academic performance may be indirect or mediated by factors such as motivation, study habits, self-efficacy, learning strategies, and institutional support. Future studies employing larger and more diverse samples, as well as multivariate analytical approaches, may provide deeper insights into these relationships.

Overall, the findings underscore the importance of adopting a holistic perspective on academic success. Emotional intelligence appears to contribute positively to students' educational experiences, but it should be considered alongside other psychological, social, and environmental determinants when designing interventions to improve academic performance.

- ☐ Emotional intelligence may support academic success, but its influence is modest in this sample.
- ☐ Academic performance is likely shaped by multiple interacting factors beyond emotional intelligence.
- ☐ The findings encourage institutions to view EI as one component of a broader student development strategy rather than a standalone predictor of achievement.

9. Conclusion

The present study examined the relationship between emotional intelligence and academic performance among undergraduate college students. The findings revealed that the respondents generally exhibited moderate to high

levels of emotional intelligence and reported satisfactory academic performance. Although a weak positive association was observed between emotional intelligence and academic performance, the relationship was not statistically significant. Similarly, regression analysis indicated that emotional intelligence alone did not significantly predict academic performance in the present sample.

These findings suggest that while emotional intelligence may contribute positively to students' academic experiences by supporting emotional regulation, resilience, and interpersonal effectiveness, it should not be viewed as the sole determinant of academic success. Academic achievement is a multifaceted outcome influenced by a range of cognitive, behavioural, psychological, and environmental factors, including learning strategies, motivation, study habits, family support, and institutional resources.

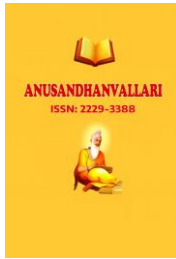
Despite the absence of statistically significant predictive effects, emotional intelligence remains an important component of holistic student development. Higher education institutions may therefore benefit from incorporating initiatives such as mentoring programmes, counselling services, life-skills training, and emotional intelligence development activities to enhance students' overall well-being, adaptability, and readiness for future professional and personal challenges.

Future research should employ larger and more diverse samples across different institutions and disciplines to improve the generalisability of findings. Further studies may also examine additional predictors of academic achievement, such as self-efficacy, motivation, study habits, learning strategies, and socioeconomic factors, using multivariate and longitudinal research designs to provide a more comprehensive understanding of the determinants of academic success.

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