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Impact of Emotional Intelligence and Academic Performance of Tribhuvan university Student of Butwal Sub-Metropolitan City

Kabita Tiwari¹

Abstract

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Purpose: The study aims to examine the impact of emotional intelligence on academic performance of master running students, studying in Tribhuvan university of Butwal Sub-Metropolitan City.

Methods: The study used random sampling technique. A sample size of 253 students of Tribhuvan university of Butwal Sub-metropolitan city. Emotional intelligence was measured using the adapted version of a 30 -items questionnaire featuring a rigorous seven-point Likert scale. Likewise, a descriptive and causal comparative research design was employed, complemented by a comprehensive array of statistical measures, including Mean, Standard Deviation, Correlation, and Regression, independent t test, one-way ANOVA, Mann Whitney U test, F square, and R square, Hypothesis testing and Regression meticulously chosen for robust data analysis.

Results: The results reveal that Self-regulation is the major factors for Academic Performance. Likewise, it is also found that motivation, Self-awareness, Empathy are also affect on academic performance.

Conclusion: Self-regulation significantly impacts academic performance, as it fosters discipline, time management, focus, and resilience, crucial for effective learning, problem-solving, and goal attainment in educational pursuits.

Keywords: Academic performance, motivation, empathy, self-regulation, self- awareness, social skill.

I. Introduction

The importance of academic performance for faculty is paramount, as it not only reflects their own professional competence but also significantly impacts the educational experience of their students (Van Der Vleuten, 1996). Creating an intense environment surrounding academic achievement underscores its significance within the academic community, motivating faculty members to strive for excellence in their teaching, research, and scholarly activities (Kayyali, 2023). Emotional intelligence plays a crucial role in enhancing the academic performance of faculty members (Vasumathi et al., 2015). By cultivating emotional intelligence skills such as self-awareness, self-regulation, empathy, and social skills, faculty members can effectively manage stress, conflicts, and interpersonal dynamics within their academic environment (Blaik et al. , 2021). This emotional resilience enables faculty members to maintain focus,

¹Kabita Tiwari is an MBA-BF scholar at Lumbini Banijya Campus, Butwal, Nepal and she can be reached <kabitiwari59@gmail.com>

productivity, and positive relationships with colleagues and students, even in challenging circumstances.

Emotional intelligence fosters effective communication and collaboration among faculty members, enhancing their ability to collaborate on research projects, mentor students, and engage in interdisciplinary initiatives (Cox, 2018). Faculty members with high emotional intelligence are better equipped to understand and respond to the needs and concerns of their students, creating a supportive and inclusive learning environment that promotes academic success. Moreover, emotional intelligence contributes to faculty members' ability to adapt to change, innovate in their teaching methods, and continuously improve their academic performance (Humphrey et al., 2007). By cultivating emotional intelligence skills, faculty members can navigate the complexities of academia with resilience, creativity, and a growth mindset, ultimately enhancing their effectiveness as educators and scholars. In this context, the authors emphasize that individuals may enjoy a happier life if they have better control of their emotions. Rivers et al. (2012) concluded that students scoring high in EI were less likely to report negative attitudes toward their schools or their teachers. Emotional intelligence among professor facilitates effective collaboration and teamwork with in academic, departments, to enhanced teaching methods, innovative and a supportive work environment. With high emotional intelligence professor are better to manage stress, cope with academic pressure ,and prevent burnout ,which are effectively sustained academic performance and well-being . The concept of academic success has generally been associated with the attainment of summative assessments, as stipulated by learning outcomes (Gibson et al., 2015).

It can establish harmonious relationship with students, academic support, leading to better structure, and guidance which leads to positively influence students and academic achievement. Even with high emotional intelligence play a positive role models for students, self-awareness, self -regulation, social skills, and empathy, which are important qualities for professional development. Goleman's (1995,1998) model, Elis defined as asset of competencies falling into four broad areas as follows: self-awareness, self-management, awareness of others and empathy and management of social relationships. From understanding the impact of emotional intelligence on students can lead to the development of strategies and aimed to enhancing teaching quality and student learning outcomes .The development students needed for training programs and supportive mechanisms to develop emotional intelligence skills .Hence recognizing of importance of emotional intelligence can lead to promote well-being and job satisfaction of professor by highlighting the significance of self-awareness, self-regulation ,and enter personal skills.

The validity of EI as a psychological construct is still far from established. Mayer et al. (2004) consider EI a part of the broad group of intelligences, comprising other manifestations of intellect such as social, practical, and personal intelligence. Goleman (1995) even claimed that EI may be more important in determining life outcomes than mental intelligence. Emotional intelligence influences professor's ability to connect with student on a deeper level, understand their needs, and provide effective mentorship. Professor who demonstrate empathy, understanding, and approachability are more likely to engage students in meaningful learning experiences and support their academic growth (Brackett et al., 2010). Several challenges such as measurement validity, causality , sample bias ,the lack of longitudinal studies ,and the influence of external factors complicated to precise Impact of emotional intelligence on students' performance and student success. Emotional intelligence contributes to self-awareness and self-management, enabling students to set boundaries, prioritize tasks, and maintain a healthy work-life (Mayer & Salovey ,1997).

In summary, emotional intelligence is a powerful asset for faculty members seeking to enhance their academic performance and contribute to the achievement of their students. By developing emotional intelligence skills, faculty members can create a positive and productive academic environment that fosters excellence, innovation, and success for all members of the academic community. Emotional intelligence plays a vital role in accomplishing the determined objective of humanity and promoting learning outcomes.

The objective of the study are as mentioned below:

- To assess the differences among gender , age group of respondents with regard to motivation, empathy, social skill, self-regulation, self-awareness
- To determine the relationship between the determinants of motivation, empathy ,social skill, self-regulation ,self-awareness and academic performance of students
- To examine the effect of motivation, empathy, social skill, self-regulation, self-awareness on the academic performance of students.

II. Reviews

Theoretical Review

Motivation theory

The impact of emotional intelligence on academic performance among university students can be examined through the lens of motivation theories. Emotional intelligence (EI) refers to the ability to perceive, understand, manage, and utilize emotions effectively. Motivation theories, such as Self-Determination Theory (SDT) by Deci and Ryan, and Achievement Goal Theory (AGT) by Nicholls, offer insights into how internal and external factors influence individuals' drive and engagement in academic pursuits. SDT posits that intrinsic motivation, which stems from a sense of autonomy, competence, and relatedness, leads to better academic performance. EI, particularly self-awareness and self-regulation components, can enhance students' intrinsic motivation by helping them understand their strengths and weaknesses, manage stress effectively, and maintain a positive attitude towards learning. Similarly, AGT emphasizes the role of mastery goals (striving for competence) and performance-approach goals (striving to outperform others) in academic achievement. High emotional intelligence can facilitate adaptive goal-setting processes by enabling students to set realistic goals, persist in the face of challenges, and regulate their efforts to attain desired outcomes. Research by Brackett and Mayer (2003) found a positive correlation between emotional intelligence and academic performance among college students. They suggested that emotional intelligence contributes to students' ability to cope with academic stress, form positive relationships with peers and teachers, and engage in effective problem-solving strategies all of which are conducive to academic success. In summary, emotional intelligence serves as an independent variable that influences university students' academic performance through its interactions with motivation theories, particularly SDT and AGT.

Social Cognitive Theory

The impact of emotional intelligence (EI) on the academic performance of university students can also be analyzed in relation to the theory of self-awareness. Self-awareness, a critical component of emotional intelligence, involves recognizing and understanding one's own emotions, strengths, weaknesses, values, and motivations. According to the theory of self-awareness, individuals who possess a high level of self-awareness are better equipped to manage their emotions, make informed decisions, set realistic goals, and engage in self-regulation strategies. In the context of academic performance, self-awareness allows students to accurately assess their academic strengths and weaknesses, identify areas for improvement, and seek appropriate support when needed. Research by Extremera and Fernández-Berrocal (2006) examined the relationship between emotional intelligence, including self-awareness, and academic performance among university students. Their findings indicated that higher levels of emotional intelligence, particularly self-awareness, were associated with better academic achievement. They suggested that self-awareness enables students to monitor their academic progress, set meaningful goals, and adapt their learning strategies to meet their academic needs effectively. Furthermore, the theory of self-awareness aligns with the concept of Meta cognition, which refers to the ability to reflect on and regulate one's own thinking processes. Metacognitive skills, facilitated by self-awareness, are crucial for academic success as they enable students to monitor their

understanding of course material, evaluate their learning strategies, and make adjustments to optimize their learning outcomes. In summary, self-awareness, as a component of emotional intelligence, serves as an independent variable that influences university students' academic performance by enhancing their ability to monitor, evaluate, and regulate their learning processes. Extremera and Fernández-Berrocal (2006). Emotional intelligence as predictor of mental, social, and physical health in university students. Bandura (2001) the key principles of Social Cognitive Theory, emphasizing the role of personal agency in human behavior and the reciprocal interactions between individuals, their environments, and their behaviors. While the paper does not explicitly focus on empathy, it provides a theoretical framework for understanding how personal factors, including emotional intelligence and empathy, influence academic performance within the broader context of Social Cognitive Theory.

Self- Determination Theory

Ryan and Deci (2000) Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being. This theory is related to the impact of emotional intelligence (EI) and academic performance of university students. Self-Determination Theory posits that individuals are inherently motivated to pursue activities that satisfy their psychological needs for autonomy, competence, and relatedness. In the context of academic performance, SDT suggests that students who are able to self-regulate their learning processes are more likely to experience intrinsic motivation, which leads to better academic outcomes. Emotional intelligence, particularly components such as self-awareness and self-control, can facilitate effective self-regulation and promote intrinsic motivation among university students. This seminal paper by Ryan and Deci outlines the key principles of Self-Determination Theory and its implications for various domains, including education. It discusses how intrinsic motivation, which is fostered by autonomous regulation and self-regulation, influences academic performance and overall well-being.

Social Learning Theory

This theory was introduced by Bandura (1977) which is related to the impact of emotional intelligence (EI) and academic performance of university students through the Social Learning Theory (SLT). Social Learning Theory, proposed by Albert Bandura, emphasizes the role of observational learning, modeling, and reinforcement in shaping behavior. In the context of academic performance, SLT suggests that students who possess strong social skills, including effective communication, cooperation, and conflict resolution abilities, are better equipped to interact with peers and instructors, collaborate on academic tasks, and seek assistance when needed. Emotional intelligence, particularly components such as social awareness and relationship management, contributes to the development of these social skills, thereby enhancing students' academic experiences and outcomes. In this classic text, Bandura presents the foundational principles of Social Learning Theory, highlighting the importance of observational learning, imitation, and reinforcement in human behavior. While the text does not specifically address emotional intelligence or academic performance, it provides a theoretical framework for understanding how social skills, which are influenced by emotional intelligence, impact various domains of functioning, including academic success among university students.

Empirical review

Shrestha (2021) stated that the aim of the research is to find out the level of emotional intelligence and its relation with academic performance among Nepali undergraduate students. A cross sectional study was carried out in 280 medical students (120 male, 160 female). The data of this research was obtained through the use of a questionnaire which elicits information about their Emotional Intelligence level and academic performance. The respondents were reported to have high level of emotional intelligence for Self- awareness, Social awareness, Social skill. The findings revealed the positive and strong relationship between the respondents' overall emotional intelligence and their academic achievement

which means that the higher their level of emotional intelligence, the better they perform academically.

Smith (2018) The study investigates the combined influence of emotional intelligence and motivation on academic performance among university students. The researchers collected data over two academic years, measuring emotional intelligence, motivation levels, and academic achievement. The Results indicate that motivation significantly predict academic performance.

Chen et al. (2020) suggests that interventions aimed at enhancing emotional intelligence may be particularly effective for students who possess strong self-regulatory skills, leading to improved academic outcomes. The finding underscores the importance of considering self-regulatory processes when examining the impact of emotional intelligence on academic success. The researchers collected data over two academic years, measuring emotional intelligence, self-regulation, and academic achievement.

Johnson (2017) suggested that empathetic individuals may possess enhanced interpersonal skills, problem-solving abilities, and collaborative capacities, which contribute to their academic success. Furthermore, longitudinal analysis indicates that the positive effects of empathy on academic performance persist over time, highlighting the enduring influence of empathetic traits on students' educational attainment. Overall, the findings underscore the importance of fostering empathy as a key factor in promoting academic excellence among university students.

The hypothesis of the study are as follows:

H1: There is a significant relationship between Empathy and Academic Performance.

H2: There is a significant relationship between Motivation and Academic Performance.

H3: There is a significant relationship between Self -Regulation and Academic Performance.

H4: There is a significant relationship between Self - Awareness and Academic Performance.

H5: There is a Insignificant relationship between Social Skill and Academic Performance.

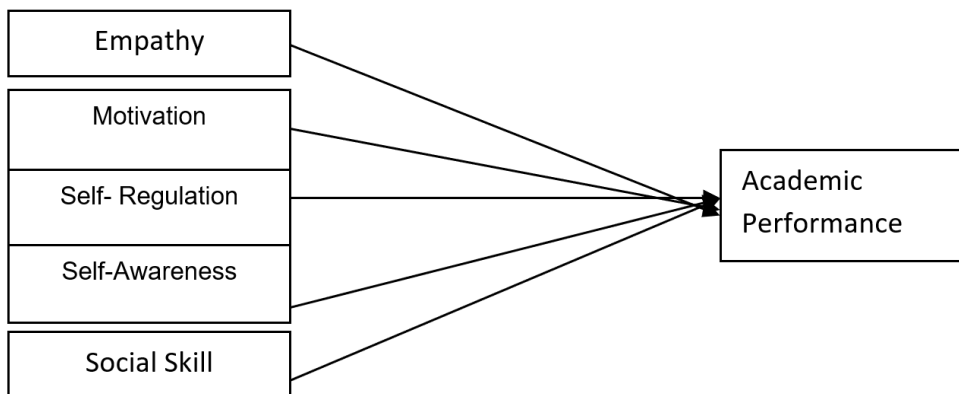
The theoretical framework of the study is as presented below.

Figure 1

Research Framework

Independent Variables

Dependent Variable



Note. Adapted from Salovey and Mayer (1990)

III. Methodology

Research design

This study has employed descriptive research design which is a design which attempts to describe or define a subject. Moreover, a causal-comparative design has also been used in this study. The population of the study is students of master running of Tribhuvan University affiliated colleges in Butwal sub-metropolitan city in year 2079-80. The total students in these 4 colleges were 625 based on field survey, 2024. Therefore the population of the study is 625. The total sample size for this study has been obtained using the formulae developed by Yamane (1967) as given by:

$$n = N / (1 + Ne^2)$$

Thus, the sample size of the study is $n = 253$

The sampling method is chosen to select sample respondents from the overall population for data collection. In this context, the random sampling method is used to approach the sample respondents. Quantitative data for the study were collected through a primary source. An adopted questionnaire was obtained from literature *Peter Salovey and John D. Mayer (1990)*. *There were a total 30 items and seven point Likert Scale was used* (1–Strongly Disagree and 7–Strongly Agree) to measure the outcome and predictor variables.

A pilot test of questionnaire was conducted by distributed to a sample of 30 respondents to mitigate errors and ambiguities. From the total questionnaire i.e 280 distributed to the participants only 253 complete filled questionnaire were collected with response rate 90%.

The research has used Smart PLS and SPSS version 20 registered software of LBC to analyze the collected data. In this regard, the study employed various statistical tools based on the appropriateness of the data. Descriptive statistical, including mean and standard deviation, were computed to analyze and identify students responses. Additionally, a reliability test was conducted to assess the reliability of the research instrument. A Normality test, specifically the K-S test, was employed to check the normal distribution of the data. Following the assessment of data normality, parametric, and non-parametric tests were utilized in inferential statistics. Furthermore, a correlation tool was employed to measure the relationship between variables, and a Regression tool was used to examine the effect of independent variables on the dependent's variables.

IV. Results and Discussion

This chapter deals with the analysis and results of the dissertation. The data collected have been analyzed using Smart PLS and SPSS, and the results obtained have been incorporated into this chapter. The chapter comprises four sections. Section one deals with the demographic profile of the study. Likewise, Section two incorporates the results of descriptive tools such as outer loading, mean, standard deviation, VIF, and Cronbach's alpha. Moreover, section three deals with inferential statistics where hypotheses formulated are tested using statistical tools such as correlation, regression, mediation, and moderation analysis. Furthermore, major findings have been incorporated in the fourth section of this chapter.

Table 1

Descriptive Statistics of Independent Variables and Dependent Variable

| Variables | Items | Loadings | VIF | Mean | SD | Mean of construct | SD of Construct |
|----------------------|-------|--------------|-------|-------|-------|-------------------|-----------------|
| Academic performance | AP1 | 0.891 | 3.023 | 1.672 | 0.47 | 2.4174 | 0.871 |
| | AP2 | 0.896 | 3.508 | 1.123 | 0.373 | | |
| | AP3 | 0.755 | 2.309 | 1.743 | 0.52 | | |
| | AP4 | 0.846 | 2.470 | 2.395 | 1.295 | | |
| | AP5 | 0.817 | 2.109 | 5.154 | 1.697 | | |
| Empathy | E1 | 0.793 | 2.667 | 5.194 | 1.503 | 4.9488 | 1.676 |
| | E2 | 0.792 | 2.705 | 4.767 | 1.773 | | |
| | E3 | 0.901 | 3.694 | 5.170 | 1.474 | | |
| | E4 | 0.877 | 3.212 | 4.854 | 1.755 | | |
| | E5 | 0.827 | 1.808 | 4.759 | 1.876 | | |
| Motivation | M1 | 0.704 | 1.407 | 4.312 | 1.964 | 4.238 | 1.980 |
| | M2 | 0.875 | 2.944 | 4.356 | 2.074 | | |
| | M3 | 0.784 | 2.092 | 3.854 | 1.966 | | |
| | M4 | 0.858 | 2.490 | 4.225 | 1.954 | | |
| | M5 | 0.685 | 1.458 | 4.443 | 1.944 | | |
| Self-awareness | SA1 | 0.899 | 3.115 | 4.905 | 1.833 | 4.513 | 1.777 |
| | SA2 | 0.884 | 3.197 | 4.233 | 1.847 | | |
| | SA3 | 0.836 | 2.337 | 4.206 | 1.963 | | |
| | SA4 | 0.795 | 2.192 | 3.241 | 1.876 | | |
| | SA5 | 0.918 | 4.058 | 5.980 | 1.37 | | |
| Self-Regulation | SR1 | 0.861 | 2.780 | 5.818 | 1.474 | 5.450 | 1.625 |
| | SR2 | 0.902 | 3.578 | 5.704 | 1.604 | | |
| | SR3 | 0.906 | 3.863 | 5.051 | 1.749 | | |
| | SR4 | 0.695 | 1.710 | 5.526 | 1.669 | | |
| | SR5 | 0.756 | 1.606 | 5.154 | 1.633 | | |
| Social skill | SS1 | 0.814 | 1.972 | 5.202 | 1.799 | 5.477 | 1.543 |
| | SS2 | 0.760 | 1.904 | 5.486 | 1.495 | | |
| | SS3 | 0.842 | 2.231 | 5.842 | 1.482 | | |
| | SS4 | 0.769 | 1.760 | 5.190 | 1.551 | | |
| | SS5 | 0.797 | 1.698 | 5.668 | 1.392 | | |

Table 1 indicates the measures and validity related to the outer model. It shows the standardized outer loading, Variance Inflation Factor (VIF), mean, and Standard Deviation (SD) of the outer model. Seventeen scale items are used to assess four latent variables. The

outer loading values of all the items are above the threshold value of 0.70 except M5 and SR4, which indicates the absolute contributions of each item to measuring the respective variable (Sarstedt et al., 2017). In the case of M5 and SR4, according to Hair et al. (2022), the items having outer loading values above 0.6 can also be retained for further analysis. In the case of M5 and SR4, as the outer loading value of this item is less than 0.6, hence we removed this item from further analysis. Similarly, the VIF values of all the items are below 5, indicating no multicollinearity among the scale items (Hair et al., 2019). Consequently, there is no multicollinearity among the items. The mean and standard deviation (SD) results of all the measurement items are in a good range on 7-point Likert scale data. Hence, the measurement items qualify for reliability and validity for further assessment. The mean value of Academic performance, which is 2.4174, indicating that students' responses are somewhat agree with Academic performance. This suggests a positive attitude among students toward the Academic. Performance similarly, the standard deviation value for Academic performance is 0.871, indicating that the mean value may deviate by 1.36436. The mean value of Empathy, which is 4.9488, indicating that students' responses are neutral with Empathy. This suggests a positive attitude among students toward the Empathy. Similarly, the standard deviation value for Empathy is 1.676, indicating that the mean value may deviate by 1.676. The mean value of Motivation, which is 4.238, indicating that students' responses are somewhat agree with Motivation. This suggests a positive attitude among students toward the Motivation. Similarly, the standard deviation value for Motivation is 1.980, indicating that the mean value may deviate by 1.980.

The mean value of Self-awareness, which is 4.513, indicating that students' responses are Neutral with Self-awareness. This suggests a neutral attitude among students toward the Self-awareness. Similarly, the standard deviation value for Self-awareness is 1.777, indicating that the mean value may deviate by 1.777. The mean value of Self-regulation, which is 5.450, indicating that students' responses are somewhat agree with Self-regulation. This suggests a positive attitude among students toward the Self-regulation. Similarly, the standard deviation value for Self-regulation is 1.625, indicating that the mean value may deviate by 1.625.

The mean value of Social skill, which is 5.477, indicating that students' responses are somewhat agree with Social skill. This suggests a positive attitude among students toward the Social skill. Similarly, the standard deviation value for Social skill is 1.543, indicating that the mean value may deviate by 1.543.

Table 2

Construct Reliability and Validity

| Variables | Cronbach's alpha | Composite reliability (rho_a) | Composite reliability (rho_c) | Average variance extracted (AVE) |
|----------------------|------------------|-------------------------------|-------------------------------|----------------------------------|
| Academic performance | 0.898 | 0.914 | 0.924 | 0.710 |
| Empathy | 0.901 | 0.973 | 0.922 | 0.704 |
| Motivation | 0.841 | 0.849 | 0.888 | 0.616 |
| Self-Regulation | 0.883 | 0.895 | 0.916 | 0.687 |
| Self-awareness | 0.918 | 0.933 | 0.938 | 0.753 |
| Social skill | 0.858 | 0.870 | 0.897 | 0.635 |

Table 2 contains the internal reliability and validity of the constructs used in this study. The

Cronbach's Alpha values of all constructs are above the standard threshold value of 0.705 (Bland & Altman, 1997), which indicates that the internal consistency of all constructs and validates the scale used for measuring each of the constructs is reliable. Further, Composite Reliability (CR) rho_a and CR rho_c values are above 0.70, indicating construct reliability and validity (Saari et al., 2021; Hair et al., 2022). The Average Variance Extracted (AVE) values are above 0.50 threshold values, suggesting that the convergent validity of all the constructs is established (Hair et al., 2022). Hence, the results of the above table qualify all the quality criteria measures.

Table 3

One-Sample Kolmogorov Smirnov Test

| | Motivation | Self-Awareness | Empathy | Self-Regulation | Social Skill | Academic Performance |
|-----------------------|------------|----------------|---------|-----------------|--------------|----------------------|
| Kolmogorov-Smirnov Z | 1.513 | 1.537 | 1.729 | 2.437 | 2.232 | 2.906 |
| Asymp.Sig. (2-tailed) | .013 | .018 | .083 | .000 | .000 | .000 |

As shown in Table 3, since the Z value for Motivation, Self –Awareness, Empathy lie between -1.96 to +1.96 and their P values is also more than 5 Percent, Motivation, Self- Awareness, Empathy follow a normal distribution. However, the Z-value of Self- Regulation, Social Skill, and Academic Performance doesn't follows a normal distribution as their Z values doesn't lie between -1.96 to +1.96 and their P values is less than 5 percent. For a normal distribution, we use parametric tests, and for a non-normal distribution, we use non-parametric tests.

Table 4

Independent Variables T-test for Gender Group of Respondent.

| Variables | Gender | N | Mean | T-Value | P-Value |
|----------------|--------|-----|--------|---------|---------|
| Motivation | Male | 83 | 5.0000 | 0.240 | 0.810 |
| | Female | 170 | 5.0412 | | |
| Self-Awareness | Male | 83 | 4.4145 | .736 | .462 |
| | female | 170 | 4.2459 | | |
| Empathy | Male | 83 | 4.1663 | -.271 | .786 |
| | female | 170 | 4.2247 | | |
| | female | 170 | 5.2988 | | |

From above table 4 , it is shown that the p value of motivation , self-awareness , empathy are 0.810 , 0.462, 0.786 respectively which is more than 0.05 .Thus it can be said that alternative

hypothesis H2 is rejected at the 5% level of significance. This means the opinion of male and female are similar towards the motivation, self-awareness, empathy. From the mean value of male and female students, it can be noticed that their opinion towards motivation, self-awareness and empathy are similar.

Table 5

One Way ANOVA for Age Group of Respondent

| Variables | N | Mean | F-Value | P-Value |
|----------------|-------|------|---------|---------|
| Motivation | 25-30 | 226 | 5.0292 | .012 |
| | 30-35 | 23 | 5.0000 | |
| | 35-40 | 4 | 5.1000 | |
| | Total | 253 | 5.0277 | |
| Self-Awareness | 25-30 | 226 | 4.3000 | 1.086 |
| | 30-35 | 23 | 4.5130 | |
| | 35-40 | 4 | 3.1500 | |
| | Total | 253 | 4.3012 | |
| Empathy | 25-30 | 226 | 4.2071 | .117 |
| | 30-35 | 23 | 4.1304 | |
| | 35-40 | 4 | 4.5500 | |
| | Total | 253 | 4.2055 | |

From the above table 5, the p - value of difference age group on Motivation, self-awareness, empathy are 0.988, 0.339, 0.890 which is greater than 0.05 so Null Hypothesis is accepted. It indicates that there is no difference attitude among different age group of respondent with regard to Motivation, self-awareness, and Empathy.

Table 6

Mann - Whitney U Test for Gender Group of Respondent

| Variables | Gender | N | Mean Rank | Z Value | P Value |
|----------------------|--------|-----|-----------|---------|---------|
| Self-Regulation | male | 83 | 130.87 | -.589 | .556 |
| | female | 170 | 125.11 | | |
| | Total | 253 | | | |
| Social Skill | male | 83 | 124.94 | -.314 | .754 |
| | female | 170 | 128.01 | | |
| | Total | 253 | | | |
| Academic Performance | male | 83 | 129.89 | -.441 | .660 |
| | female | 170 | 125.59 | | |
| | Total | 253 | | | |

From the above table 6, it is shown that the p value of self-regulation, social skill, and academic

performance 0.556, 0.754, 0.660 respectively, which is more than 0.05. Thus it can be said that alternative hypothesis H2 is rejected at the 5% level of significance. This means the opinion of gender group of respondents are similar towards self-regulation, social skill, and academic performance. From the mean value of male and female students it can be noticed that their opinion towards self-regulation, socialskill, and academic performance are similar.

Table 7

Krushkal-Wallis Test for Age Group of Respondents.

| Variables | Age | N | Mean Rank | Chi-Square | P-Value |
|----------------------|-------|-----|-----------|------------|---------|
| Self-Regulation | 25-30 | 226 | 128.40 | .789 | .674 |
| | 30-35 | 23 | 115.83 | | |
| | 35-40 | 4 | 112.13 | | |
| | Total | 253 | | | |
| Social Skill | 25-30 | 226 | 126.12 | .634 | .728 |
| | 30-35 | 23 | 137.72 | | |
| | 35-40 | 4 | 115.13 | | |
| | Total | 253 | | | |
| Academic Performance | 25-30 | 226 | 127.14 | .597 | .742 |
| | 30-35 | 23 | 130.33 | | |
| | 35-40 | 4 | 100.00 | | |
| | Total | 253 | | | |

From above table 7 the p value of self-regulation, social skill, and academic performance are .674, .728, .742 which indicates that greater than 5% so alternative hypothesis is rejected .Hencethere is significant difference among mean rank of experience with regard to different age of students.

Table 8

Correlation

| | Motivation | Self-Awareness | Empathy | Self-Regulation | Social Skill | Academic Performance |
|----------------------|------------|----------------|---------|-----------------|--------------|----------------------|
| Motivation | 1 | .321** | -.330** | .634** | .770** | .615** |
| Self-Awareness | | 1 | -.803** | .444** | .467** | .375** |
| Empathy | | | 1 | -.388** | -.473** | .278** |
| Self-Regulation | | | | 1 | .682** | .680** |
| Social Skill | | | | | 1 | .584** |
| Academic Performance | | | | | | 1 |

From the above table 8 it is found that the value of r with respect to motivation, self-

awareness ,self-regulation, empathy and social skill in relation to academic performance are 0.615,0.375,0.278,0.680,0.584 respectively which means there is strong positive relationship between Emotional intelligence and academic performance.

Table 11

Hypotheses

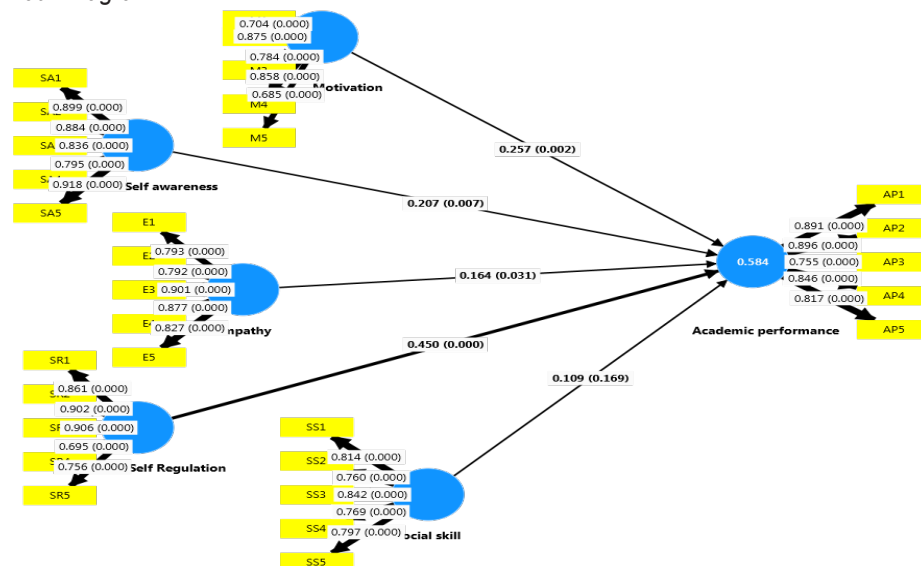
| Hypothesis | β | Mean | STDEV | T stat. | P values | Decision |
|---|---------|-------|-------|---------|----------|----------|
| Empathy -> Academic performance | 0.164 | 0.162 | 0.076 | 2.157 | 0.031 | Accepted |
| Motivation -> Academic performance | 0.257 | 0.254 | 0.083 | 3.104 | 0.002 | Accepted |
| Self-Regulation -> Academic performance | 0.450 | 0.458 | 0.081 | 5.553 | 0 | Accepted |
| Self-awareness -> Academic performance | 0.207 | 0.203 | 0.076 | 2.718 | 0.007 | Accepted |
| Social skill -> Academic performance | 0.109 | 0.106 | 0.079 | 1.374 | 0.169 | Rejected |

R square: 0.584 Adjusted R square: 0.575

Figure and Table show the boot –strapping result under 5000 subsample and decision on hypothesis. Hypothesis H1,H2,H3,and H4 are accepted at significant level 0.05 ,But H5 is rejected .Hence , there is a positive and significant impacts of Empathy ($\beta=0.164$; $P<0.05$) on Academic performance .Similarly Motivation has positive and significant impact ($\beta=0.257$; $p<0.05$) on Academic performance .There is a positive and significant impact of Self –regulation ($\beta=0.450$; $p<0.05$) on Academic performance .And there is positive and significant impact of Self –awareness ($\beta=0.207$; $p<0.05$) on Academic performance .Conversely there is positive and insignificant impact of Social skill ($\beta=0.109$; $p <0.05$) on Academic performance. The R-square value of Academic performance 0.575, which indicates moderate predictive power (Hair et al, 2013).Similarly R-square value is 0.548.

Figure 2

Path Diagram



Discussion

The impact of emotional intelligence (EI) on academic performance among university students is significant. Studies show that students with higher EI tend to do better in their studies. From the literature it has been found that Salovey and Mayer (1990) stated that students who are more aware of their emotions and can manage them effectively perform better in exams and assignments. This suggests that Emotional Intelligence plays a crucial role in academic success. Salovey and Mayer highlight the importance of EI in various aspects of life, including interpersonal relationships and decision-making processes. Zeidner et al. (2004). "Emotional smarts seem to be more closely tied to doing well in college than being socially skilled. Learning how to understand and manage feelings could be a big help for students aiming to succeed academically. There is a significant positive relationship in motivation, self-awareness, self-regulation, empathy, but there is insignificant and positive relationship of social skill with academic performance. Like that of Brackett et al. (2011), suggests a positive link between social skills and academic performance, the connection isn't as strong as emotional intelligence. The finding underscores the importance of considering self-regulatory processes when examining the impact of emotional intelligence on academic success. The development of students needed for training programs and supportive mechanisms to develop emotional intelligence skills.

Emotional intelligence (EI) is positively correlated with academic performance. Students with higher levels of emotional intelligence tend to achieve better grades and academic outcomes. Previous findings have also highlighted the importance of training and development as a crucial tool for students and Salovey and Mayer (1990) emphasize the importance of emotional intelligence in enhancing academic success among university students. The ability to perceive, understand, and manage emotions contributes to effective study habits and stress management, leading to improved academic performance. Current study explored such factors and found that motivation, self-regulation, self-awareness, empathy, are the major determinants of Academic performance. Moreover, Mayer et al. (1999) found that students who are better at understanding and managing their emotions tend to get higher grades.

Another research by Brackett and Mayer (2003) showed that students with higher emotional intelligence scores tend to perform better in exams and assignments. Additionally, Pekrun et al. (2007) found that emotional intelligence plays a role in how motivated students are to learn, which affects their academic performance. These findings suggest that emotional intelligence is closely linked to how well students do in their studies. Thus it can be that how well university students understand and manage their emotions affects how well they do in their studies. Students with higher emotional intelligence scores also tend to perform better on tests and assignments. Emotional intelligence plays a role in how motivated students are to learn, which also affects their grades. These studies suggest that understanding and managing emotions is important for students' academic success.

V. Conclusion and Implication

Emotional intelligence, plays a significant role in how well university students perform academically. Students who are able to recognize and regulate their emotions tend to have better concentration, problem-solving skills, and interpersonal relationships, which all contribute to higher academic achievement. By nurturing emotional intelligence alongside academic skills, universities can support students in reaching their full potential both inside and outside the classroom. From the major findings, it can be concluded that among motivation, self-regulation, self-awareness, empathy, Concept exhibit high beta coefficients. Therefore, it is inferred that if a university focuses on these factor, there is a high probability that the Academic performance can be enhanced. Likewise, social skill have positive but insignificant relationship with academic performance This finding suggests that while there is a connection between social skills and academic performance among university students, it's not a very strong one. In other words, having good social skills may slightly contribute to doing better in

academics, but it's not the most influential factor. Other aspects like study habits, intelligence, and self-regulation likely play a more significant role in determining academic success.

When university students improve their emotional intelligence, it can help them perform better in their studies. This suggests that universities could offer programs or courses to teach students how to understand their emotions and manage stress. With these skills, students may find it easier to handle challenges and do well in their academic journey.

Emotional intelligence is also important for career success. By developing it during university, students can improve their motivation, self-awareness, self-control, and empathy toward others. These skills help them work well in different environments and prepare them for future jobs.

Employers can use emotional intelligence tests when hiring and evaluating employees to ensure they select people with the right skills for success. Educators can also include activities like group discussions and projects that encourage self-reflection and empathy. When universities focus on emotional intelligence, they equip students with valuable skills to manage academic pressures and build a strong foundation for their future careers.

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