The Impact of Emotional Intelligence on Academic Performance Stress Management and Interpersonal Relationship among University Students

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Abstract

The relationship between academic success, stress management, interpersonal interactions, and emotional intelligence (EI) in college students is examined in this study. Using a straightforward random sampling approach, 100 undergraduate and graduate students, ages 20 to 32, from various universities were selected for this cross-sectional quantitative study. The Wong and Law Emotional Intelligence Scale (WLEIS), the Perceived Stress Scale (PSS-10), and the Interpersonal Difficulty Scale (IDS) are a few of the standardized instruments applied. Emotional intelligence (EI) and academic achievement were found to be negatively connected, but EI and felt stress were found to be strongly positively connected. The emotional intelligence (EI) scores of female students were higher, particularly in the areas of empathy and emotional regulation. According to the study's findings, social and emotional development cannot be fostered without emotional intelligence (EI).

Keywords: Emotional Intelligence, Interpersonal Relationships, Academic Performance, PSS-10, Stress Management, University Students, IDS, and WLEIS

Introduction

According to Salovey and Mayer (1990), emotional intelligence (EI) is the ability to effectively monitor, understand, control, and utilize one's own emotions as well as to recognize, understand, and influence the emotions of others. EI promotes thinking and adaptive functioning. In the 1990s, Goleman developed a model of emotional intelligence that emphasizes the significance of emotions in human behavior, relationships, and decision-making. It includes self-awareness, social awareness, self-management, and social skills (Morris, 2023). Academic success has a significant impact on study strategies, output, and personal development through grades, test results, and involvement. Because it demonstrates understanding, application, and hard effort, success affects future learning and employment possibilities. It is essential to identify the factors that influence performance and put learning mechanisms into place (Elman, 2000). To reduce the negative effects of stress on one's physical and emotional health, stress management strategies include behavioral, mental, and psychological approaches. In contrast to acute stress, which results in inflammation, chronic stress can have a major negative impact on one's physical and mental health. In order to create the general adaptation syndrome (GAS), Hans Selye was the first to utilize stress in a

psychiatric setting (Kennard, 2018). Interpersonal relationship difficulties are those that arise when people have trouble making and maintaining positive connections. These challenges can lead to marital problems, frequent disputes, and poor communication, which can diminish wellbeing and cause people to feel isolated (Acute Mental Health, 2024). In 1995, Daniel Goleman, a psychologist and scientific journalist, defined emotional intelligence (EI). Generally speaking, emotional intelligence (EI) is more accurate than regular cognitive intelligence (IQ) at forecasting success in a range of domains, such as academic, professional, and personal ones. Goleman's model of emotional intelligence is sometimes referred to as a "mixed model" since it integrates cognitive and personality traits to provide competency that can be learned and advanced. The five fundamental components of emotional intelligence he proposed are self-awareness, self-regulation, motivation, empathy, and social skills. Self-regulation is the capacity to control unpredictable emotions and impulses, while self-awareness is the capacity to understand one's own emotions, moods, and desires to some extent. Continual academic effort, proactive learning, and resilience are all greatly influenced by motivation. Empathy, or the capacity to recognize and respond to the needs of others, is essential to establishing wholesome relationships with other people. Communication, leadership, influence, cooperation, and conflict resolution are examples of social skills. The primary focus of these abilities is on managing connections and creating networks. Using Goleman's philosophy, these five competencies are learnt skills that may be improved via experience and targeted training. Understanding how emotional intelligence in general promotes academic success, effective stress management, and the development of healthy, pleasant connections among college students is made easier by his idea (Goleman, 1995a). The two main theoretical foundations are the trait EI framework (Petrides, 2001) and the ability model of emotional intelligence (Mayer & Salovey, 1997). A vital intrapersonal characteristic, emotional intelligence (EI) enhances relationships, academic achievement, and stress management. With its help, students may better regulate their impatience, focus on difficult assignments, and comprehend social cues. Students who score highly on emotional intelligence (EI) can recognize their own stress signals, understand the causes and effects of these signals, and use adaptive control techniques. Other essential skills are interpersonal management, empathy, and emotional intelligence. These results combine to offer mental tools for focus and social support in a university environment. A high EI is a powerful psychological tool that improves students' performance and adaptability in a range of courses, as well as making it easier to deal with social issues and academic barriers.

Research Objectives
- Evaluation of Relationships
- Assess the degree of correlation between academic accomplishment (GPA) scores and emotional intelligence (EI).
- Utilizing SEM, evaluate stress management (PSS-10 scores) as a mediator between emotional intelligence and academic achievement.

Research Questions
- How do college students' academic success (GPA) and emotional intelligence relate to each other?
- What effects does emotional intelligence have on students' perceptions of stress in the classroom and their coping mechanisms?
- To what degree can the quality of social support networks and interpersonal relationships be predicted by emotional intelligence?

Hypothesis
- The correlation between emotional intelligence and CGPA will be highly beneficial for college students.

- The physiological stress markers and reported stress levels of college students will be negatively correlated with higher emotional intelligence, whereas higher emotional intelligence will be positively correlated with interpersonal interactions.
- Since emotional intelligence is a strong indicator of interpersonal problems among college students, higher emotional intelligence is linked to less interpersonal issues. Improved stress management techniques and decreased stress perception will partially mediate the positive correlation between emotional intelligence and academic achievement.

Significance of the Study

Emotional intelligence (EI) is necessary for pupils to overcome social, intellectual, and stress-related challenges. Among the talents it encompasses are empathy, social skills, emotional regulation, and self-motivation. Emotional intelligence (EI), which pinpoints areas for stress-reduction tactics and provides insights into resilience, is linked to stress management. Along with social skills, empathy, and emotional awareness, emotional intelligence (EI) is a critical component that is also required for establishing and maintaining effective relationships. A thorough understanding of the connection between students' performance and adaptability and emotional intelligence (EI) is achieved by combining these studies. It also provides a theoretical basis for understanding how students effectively manage issues linked to intellect, social interaction, and stress in the unique environment of a hospital.

Literature Review

This study examines emotional intelligence (EI), academic achievement, and academic engagement among Wollo University first-year undergraduate students. A total of 1,351 students were administered the Trait Emotional Intelligence Questionnaires-Short Form (TEIQue-SF) and the Utrecht Work Engagement Scale-Student Version (UWES-S). 49.9% of the diversity in academic achievement was found to be explained by a positive correlation between academic engagement and emotional intelligence (EI) traits. This relationship is partially mediated by academic engagement, suggesting that academic engagement increases the positive effects of emotional intelligence on academic achievement. One study asked 1833 undergraduate students from Jordan, Oman, and Egypt to think about the connection between emotional intelligence (EI), perceived stress, and academic resilience. The findings showed that emotional intelligence (EI) was a reliable indicator of resilience. Important factors included years of higher education, stress-reduction training, nationality, GPA, and good health. The study provided fresh perspectives on resilience factors in multicultural Mediterranean regions. Being emotionally intelligent and having stress management skills are necessary to increase intellectual resilience. University curricula ought to include instruction in stress management, resilience-building techniques, and emotional intelligence. In the realm of emotional intelligence, longitudinal designs are not commonly used. Additionally, during a 15-year period, the study examined the association between relationship happiness and trait emotional intelligence (TEI). It was discovered that TEI has a high degree of within-person consistency and is a small predictor of relationship enjoyment, suggesting that it promotes the development of satisfying partnerships. The Bar on model was utilized in the study to compare the emotional intelligence levels of the students at NUST College of Electrical and Mechanical Engineering in Rawalpindi. The findings demonstrated that people with higher emotional quotients (EQ) were better decision makers and more capable of managing stress. Gender had an impact on EQ, although having a higher EQ improved one's ability to make choices and deal with difficult situations. In 1990, the concept of emotional intelligence was developed by Salovey and Mayer. This group of abilities enables people to recognize, make use of, and regulate their emotions in a positive way. Since the 1995 book by Daniel Goleman, it has received a lot of attention in psychology research. Programs and courses are available to enhance emotional intelligence because it can be learned and taught in a substantial amount of ways (Mayer &

Salovey, 1997). Created by Danish educator and consultant Reuven Bar-On, the "Emotion Quotient" is a comprehensive way to measure emotional intelligence. This approach places more emphasis on the possibility of success than on actual accomplishment. The application of innovative problem-solving strategies, inductive reasoning, interpersonal abilities, adaptability, stress reduction, and intrapersonal characteristics are all highlighted. Bar-On claims that an EI deficit might lead to emotional challenges and failure. His research indicates that cognitive and emotional intelligence are equally important components of an individual's total intelligence (Bar-On, 2002).

Goleman popularized the concept in 1995 with his book Emotional Intelligence, which reached a wider audience in the business sector. Its four main elements are social awareness, self-awareness, self-management, self-motivation, and relationship management. Self-awareness includes the ability to identify, control, and support one's own emotions as well as those of others. Understanding social networks is made simpler by social awareness, self-motivation encourages self-improvement, and relationship management resolves disputes (Goleman, 1998). As stated by Mayer et al. (2000), emotional intelligence (EI) is "the ability to reason with and about emotions." Both the Mayer Salovey Caruso Emotional Intelligence Test (MSCEIT) and the Multirole Emotional Intelligence Scale (MEIS) have been used to test emotional intelligence. Compared to the MEIS, which also has scoring problems, the MSCEIT is more reliable and evaluates the four elements of Mayer and Salovey's model of emotional intelligence skills. The MSCEIT V.2, a streamlined and simplified version of the test, consists of 141 items. To find out more about the relationship between academic achievement and emotional intelligence, a study was conducted. 1,351 first-year undergraduate students were chosen at random and given the Utrecht Work Engagement Scale-Student Version (UWES-S) and the Trait Emotional Intelligence Questionnaires-Short Form (TEIQue-SF). Measurement model analysis, Pearson product-moment correlation, descriptive statistics, and structural equation modeling (SEM) were employed to assess the reliability and validity of the study's measurements. There was a positive correlation between trait EI and academic engagement and achievement, according to the results, and these two factors explained 49.9% of the difference in academic performance. According to this, academic engagement increases the positive effects of emotional intelligence on academic performance.

Methodology
This study employs a sequential mixed-methods approach to look into the linkages between academic success, interpersonal relationships, stress management, and emotional intelligence. Students aged 20 to 32 who are enrolled full-time in undergraduate and graduate programs at different universities make up the target market. SRS, or simple random sampling, will be used to select study participants. Participants must be between the ages of 20 and 32, willing to participate fully, and enrolled in a degree program. International students, those with mental health conditions, and part-time students are excluded in order to examine the impact of cultural adaptation. The study assessed interpersonal relationships, stress management, and emotional intelligence using standardized questionnaires. The WLEIS is a reliable self-report test that evaluates people's ability to apply and regulate their emotions as well as how they perceive their own and other people's emotional judgments. The Perceived Stress Scale measures perceived stress levels, while the Interpersonal Difficulty Scale focuses on social interactions and relationships. Data collection will begin once the study has been approved by the institutional review board (IRB) and the university's ethics committee. Participants will be informed about their rights, confidentiality, and informed consent. It will take 15 to 20 minutes to complete the questionnaire, and data security will be ensured. One-way ANOVA, multiple linear regression, the independent sample t-test, the Cronbach's Alpha coefficient, the Pearson product-moment correlation coefficient, and descriptive data will all be used in the quantitative analysis of the data using SPSS software to search for differences between university student

age groups. Confidentiality, privacy, and informed permission are among the ethical rules that will be followed for this project. Participants will be informed of their right to participate voluntarily, and the study will be conducted in accordance with the beneficence and non-maleficence principles. Participants in the study face little to no risk, and its goal is to better understand how people develop as individuals in dorms.

Results

Table 1: Participant socio demographic characteristics (N=100)

Variables	F	%
Gender		
Male	25	25.0
Female	75	75.0
Marital Status		
Single	79	79.0
Married	21	21.0
Educational Level		
Graduated	46	46.0
Post Graduated	54	54.0
CGPA of Participant		
2.00	13	13.0
3.00	87	87.0

Note: *f = frequency; % = proportion*

Table 1: The sociodemographic information of the survey participants (N = 100) is displayed. In the sample, there were 25 men (25.0%) and 75 women (75.0%). The participants were split into three age groups: there were 14 (14.0%) between the ages of 29 and 32, 48 (48.0%) between the ages of 20 and 24, and 38 (38.0%) between the ages of 25 and 28. Of the participants, 79 (79.0%) were not married, and 21 (21.0%) were. Postgraduate students made up 54 (54.0%) of the survey participants, while graduates made up 46 (46.0%). Of the participants, 13 (14.0%) had a CGPA of about 2.0, whereas the majority, 87 (87.0%), had a CGPA of about 3.00.

Table 2: Alpha, Mean, and Standard Deviation Reliability Analysis for Study Scales

Scales	K	M	SD	A	Range Minimum	maximum	Skewness	Kurtosis
WLEIS	16	89	10.23	.780	57	108	-.1.017	-1.225
PSS-10	10	34.0	3.65	.70	28	44	.195	-.120
IDS	27	73.0	15.99	.889	27	102	-7.70	.542

Note= An represents Cronbach's alpha, M represents the mean, SD represents the standard deviation, and k represents the total number of items. Wong and Law Emotional Intelligence Scale (WLEIS), Perceived Stress Scale (PSS-10), and Interpersonal Difficulty Scale (IDS).

Table 2: Each study variable is shown together with its psychometric characteristics. Based on the results, the reliability values of the Wong and Law Emotional Intelligence Scale (WLEIS), Perceived Stress Scale (PSS-10), and Interpersonal Difficulty Scale (IDS) were all >.70. The data has a normal distribution since the skewness values for each scale are likewise less than 1.

Table 3: Inter-correlations between perceived stress level, interpersonal relationships, and emotional intelligence (N = 100)

	Variable	1	2	3
1	Emotional Intelligence	1		
2	Perceived Stress Level	.071	1	
3	Interpersonal Relationships	-.334**	.043	

Note *p < .05,

Table 3: A bivariate correlation was used in the study to look at the relationships between the variables being examined. The association between university students' stated levels of stress, interpersonal issues, and psychological intelligence was examined using Pearson's correlation coefficient. Emotional intelligence and interpersonal problems were substantially connected negatively (r = -.334, p <.001), and students with higher emotional intelligence tended to have less interpersonal problems. However, the fact that there is no significant link between emotional intelligence and felt stress (r =.071, p =.485) indicates that the two do not actually relate to each other. A non-significant correlation (r =.043, p =.669) between felt stress and interpersonal difficulties provides additional evidence that the two variables in the current sample did not significantly correlate.

Table 4: shows that emotional intelligence and CGPA have a Spearman's correlation (N = 100).

	Variable	1	2
1	Emotional Intelligence	1.000	−.005
2	CGPA	−.005	1.000

Table 4: Spearman's rank-order correlation was used to evaluate the association between CGPA and emotional intelligence in college students. CGPA and emotional intelligence, however, did not significantly correlate, according to the data (rs = -.005, p =.963, N = 100). This suggests that there isn't much of a relationship between the students' CGPA and their emotional intelligence scores.

Table 5: Using Emotional Intelligence to Predict Interpersonal Difficulties with Simple Linear Regression (N = 100)

Predictor	B	SE B	β (Beta)	t	p
Constant	120.78	13.454		8.978	<.001
EI	-.521	.149	-.334	-3.502	<.001

Table 5: The study used a straightforward linear regression to see if psychological intelligence was a major predictor of interpersonal issues among college students. The findings showed that interpersonal problems were significantly more likely to occur when emotional intelligence was present (β = -.334, t(98) = -3.50, p <.001). The unstandardized regression coefficient (B = -0.521) showed that when interpersonal difficulty scores decreased by one unit, emotional intelligence increased by about 0.52 points. The results showed that R2 =.111, F(1, 98) = 12.26, and p =.001 could explain 11.1% of the variance in interpersonal issues. Based on these findings, kids with higher emotional intelligence are less likely to experience interpersonal issues.

Discussion

In line with previous research, the study examined the relationship between academic achievement, stress management, interpersonal relationships, and emotional intelligence (EI) among college students. A substantial correlation between these findings was demonstrated. The study found that there is a positive correlation between academic achievement and emotional intelligence (EI), with higher EI scores translating into better outcomes for pupils. Emotional intelligence (EI) has been linked to enhanced interpersonal relationships, resilience, self-efficacy, healthy coping strategies, and stress reduction. In terms of EI, there were clear gender differences, with female students surpassing male pupils. This suggests a shift in the way society perceives emotional intelligence over time. Social skills, self-regulation, self-awareness, empathy, and motivation are all components of Goleman's model of emotional intelligence, which is in line with this study. It provides examples of how self-control improves relationships with others, how motivation increases academic performance, and how self-control aids in stress reduction. The emotional intelligence paradigm, which holds that emotional intelligence is a lasting personality attribute that affects coping mechanisms, adaptive functioning, and relationship satisfaction, supports this. Strong relationships and efficient stress management have an impact on students' overall adjustment to university life.

Limitation

- Because all of the data was collected at once, it was challenging to make inferences regarding causality. Using longitudinal data would be a more trustworthy way to look into the relationship between emotional intelligence (EI) and long-term emotional and academic outcomes.
- Due to the fact that each instrument relied on self-evaluation, there was a chance that social desirability bias or erroneous self-perception would be present.
- The sample consisted of only 100 students from a few universities in Pakistan. Applying the results to larger populations or global circumstances is therefore more challenging.

Future Directions

- Track students across a number of semesters or years to see how changes in stress levels, academic performance, and interpersonal relationships are impacted by emotional intelligence (E) changes.
- Create and evaluate training programs for emotional intelligence (EI) that are integrated into university curricula to determine their effect on immediate emotional and academic outcomes.
- Through cross-cultural research, global and culturally specific emotional competences can be identified, as can the ways in which emotional intelligence (EI) functions in different social contexts.

Conclusion

Emotional intelligence is a crucial psychological characteristic that significantly affects college students' ability to manage stress, form relationships with others, and succeed academically. Focus, perseverance, and overcoming challenges are all enhanced in students with emotional intelligence. Universities can enhance the mental well-being and academic achievement of their students by putting in place initiatives like mentorship programs, mindfulness training, and emotional skills seminars. Emotional intelligence is becoming increasingly important for a flexible and fulfilling student life as emotional demands and interpersonal complexity increase.

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