




Hina¹, Lala Rukh², Amjad Reba³

¹Lecturer, Department of Home Economics, University of Swat, KP, Pakistan

²Assistant Professor, Center for Management and Commerce, University of Swat, Pakistan

³Assistant Professor, Institute of Education and Research, University of Peshawar, Pakistan

KEYWORDS	ABSTRACT
Emotional Intelligence, Academic Performance, Home Economics, Students	<p>For effective engagement of students in their academics and for enhancing their academic performance it is very necessary to develop the emotional intelligence capabilities of students. The purpose of study was to determine whether there is relationship between emotional intelligence and students' college-level academic performance by assessing the influence of both the individual elements of emotional intelligence and emotional intelligence as a whole. The total of 252 students from three different colleges of Khyber Pakhtunkhwa participated in study. The predictors have shown significant association with criterion variable. The students' academic performance and emotional intelligence were both positively and strongly correlated with relationship management. In predicting students' academic performance, a significant positive relationship amid emotional intelligence and academic performance was found. Emotional intelligence was a significant factor for students' academic performance that shows that achievement in academia depends not only on cognitive dimensions of intelligence but on emotional skills. Consequently, the institutions should focus upon aspect of emotional intelligence of the students which will result in good academic performance of the students.</p> 
<p>ARTICLE HISTORY</p> <p>Date of Submission: 26-01-2024 Date of Acceptance: 29-02-2024 Date of Publication: 01-03-2024</p>	
Corresponding Author	Lala Rukh
Email:	lalarukh@uswat.edu.pk
DOI	https://doi.org/10.53664/JSSD/03-01-2024-06-64-75

INTRODUCTION

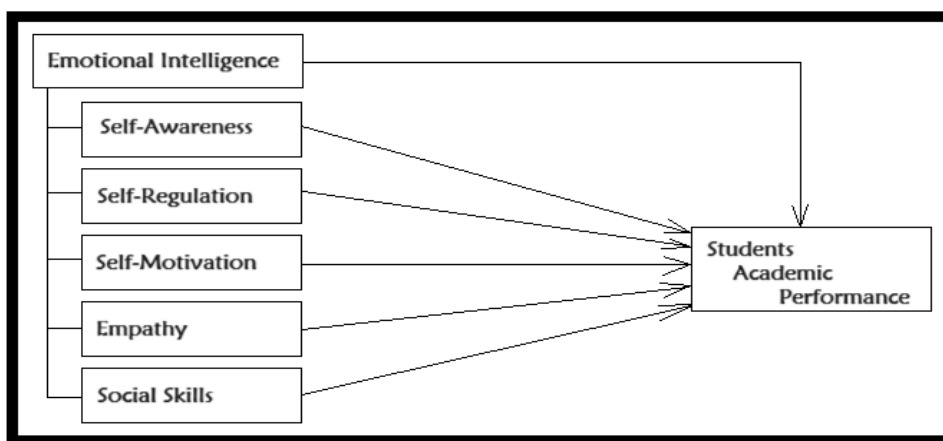
The emotional intelligence is ability to perceive, manage and control emotions, promoting adaptive thinking and understanding of the meaning and consequences of emotions (Quílez, Usan, Lozano & Salavera, 2023). In this linking, the ability to plan, adapt, engage and solve in intellectual thought to comprehend concepts, utilize skills effectively, and learn are leading parameters for students to realize academic outcomes (Herrera, Lal & Mohamed, 2020). Thus, correlational studies aimed at

Hina, Rukh, Reba ... The Correlational Study

examining linkages between emotional intelligence and academic performance in students could offer valued insights into impact of emotional intelligence upon academic success. The literature confirmed the importance of emotional intelligence in many life domains, including the academic performance and success (Pullu & Gomleksiz, 2021). In this linking, many studies have long been concerned with the determining factors that contribute to academic performance of the learners in educational organization, from as low as pre-school to as high as university level in diverse situation for diverse outcomes.

The results and findings of many investigations undertaken in this field of studies over an extensive time-period indicates various factors; student IQ, social class, determination, group-relationship, teacher student relationships, parent involvement and personality. Among all of these factors, IQ was generally seen as a determining factor and correlated with academic success. Several recent and evolving researches, however, show that Intelligence quotient is not always strong determinant of academic performance among students (Craggs, 2005). According to Goleman (1995), IQ is only directly related to 20% of person's achievement. This argument encouraged other researchers and academics to investigate and identify additional aspects that contribute to a person's achievement by an extra 80%. The publication of Goleman's first book led to the establishment of a new area of study not only in education, but it also has applications in the business, interpersonal interactions, professional development, leadership, commercial and organizational psychology, and hence forth. Thus, some researchers want to know how a student's EQ might help them enhance their academic learning & performance.

Figure 1 Conceptual Framework



LITERATURE REVIEW

Emotions

A person's emotions are their feelings towards something resulting from their interaction. Emotions are also built because of the happening of their lives and the experiences they face, and therefore positive and negative emotions towards a subject are built up. As defined by Reiff, Hatzes, Bramel and Gibbon (2001), emotions are main motivating forces that arise, sustain and can also be directly

directed towards various activities. The emotional intelligence is vital determining the students' attitudes and behaviors that impacts learning process overwhelmed at improved self-regulation leads to better concentration and focus (Herrera, Lal & Mohamed, 2020). The author also explains that the emotions are usually influenced by learning and different behaviors, i.e., communicating, helping, prioritizing other interests at the disbursement of ownership, compliance, and qualities of taking or avoiding risk. Emotions refers to the final outcome of an individual information assessment that he or she collects from the interaction of internal or external changes in the environment (Yang & Diefendorff, 2009).

A person's further emotional state is influenced by his or her thoughts resulting in learning and better performance (MacCann, Fogarty, Zeidner & Roberts 2011). The author also argued that the emotions typically influence students learning abilities and also allow them to show their academic more better results. The review of existing studies that have investigated the relationship between emotional intelligence and academic performance and thus highlight findings that demonstrate a positive correlation amid high emotional intelligence and academic success (Quílez, Usan, Lozano & Salavera, 2023). The emotional intelligence interacts with other factors influencing academic performance, student motivation, teacher-student relationships and classroom environment and emotional climates (Pullu & Gomleksiz, 2021). Oatly and Nundy (1998) postulated, that emotions have all needed potential to reinforce students thinking and learning skills. The author identified that they work faster and more hastily when students are confident and enthusiastic than working sensibly. Just as student negative emotions, i.e., anger, sadness and anxiety, become cause of student distraction in their learning efforts and affect their ability to fulfill the on-time tasks (Goetz, Pekrun, Hall & Haag, 2006).

Emotional Intelligence

Stone, Jensen, Freedman, and Rideout (1998) define emotional intelligence as the capacity to think, accomplish success, manage emotions, communicate effectively, make wise life choices, cope with challenges, and work with people in a way that wins friends and success. According to Elias (2003), these talents help a person to comprehend and regulate emotions, establish self-control, identify objectives, develop empathy, manage disputes, and build the leadership traits and successful team participation. In emotional-intelligence paradigm, three theories were challenged for acceptance by Bar, (2000); Goleman, (1995, 1998); Mayer, Caruso, and Salovey, (1997); and Mayer, Salovey, and Caruso, (1997). (2000). Each concept emerged during the last century as an attempt to define the emotional intelligence-related abilities, qualities, and competences. Mayer et al. (1997) model is a model of ability that puts an emphasis on the concepts via emotional awareness that increase intelligence. In whole model, EI reflects the capability for mastering specific skills in the emotional intelligence domain. Model Bar-On (2000) is a feature model for emotional intelligence. It assesses EI in five areas: interpersonal skills, intra-personal competence, stress management, adaptability, and overall viewpoint.

Relationship management is one of interpersonal skills. Intra-personal competencies show people' focus and engagement and their ability to manage and carry out independent goals. An individual stress-management competencies include the ability to remain optimistic, adopt healthy coping

Hina, Rukh, Reba ... The Correlational Study

techniques, and establish powerful support mechanism. Flexibility, good problem-solving abilities, and the capacity to reinterpret challenges and alternatives are examples of adaptability skills. In this linking, emotionally intelligent individuals are often positive, adaptable, sincere & competent at resolving problems and dealing with stress without giving up control" (Bar-On, 2006). Likewise, Goleman's EI model (1995, 1998) is a skill model, first broad but ultimately focused on EI abilities that enable an individual to attain job success. Goleman's approach was distinguished from those of Bar-On (2000) and Mayer et al. (1997), who focused on educational as well as work environment results. In this way, emotional work-related intelligence has appeared to inspire everyone to mend, communicate, coordinate, and seek for unbiased techniques to reach agreements that benefit both parties of a disagreement (Goleman, Boyatzis & McKee, 2002). Goleman (2001) have shown that agencies with more prominent efficiency, growth and devotion are maintained by the leaders who use EI aptitudes.

Specialists are supposed to give such leaders good news, to permit issues to be resolved, and to make significant changes. Each of three notable models of emotional intelligence is linked to a particular assessment strategy. Bar-On (2000) trait tactic system utilizes self-report assessment instruments such as Bar-On (EQ-I) (Emotional Quotient Inventory) to assess aspects of Emotional Intelligence. Studies classifying Emotional Intelligence development throughout this model shows a great level of similarity with conventional personality measurement (Saklofske, Austin & Minski, 2003). Thus, Goleman's (1998) skill model also serves "other-report" assessment techniques, occasionally helping a 360-degree evaluation model which assembles criticism from superiors, peers, as well as people reporting to the person being measured. Work have shown that 360-degree methodology such as Goleman's Emotional Competence Inventory (ECI 2.0) was thus reliable and valid, capturing the the perspectives of both themselves and others. Boyatzis, Goleman, and Rhee, (2000) claim that the present Emotional Competence Inventory (ECI) model reflects outcomes of current quantitative analysis that led to the acquisition of knowledge throughout the framework of social and emotional skills. Mayer et al. (2002) confirmed that skill model favors emotional intelligence performance-based measurements.

The whole approach is used by Mayer, Salovey, and Caruso Emotional Intelligence Test (MSCEIT v 2.0). Scores depend on performance of a person on either number of items to quantify the emotional intelligence model of four sections. Mayer et al. (2002) have provided evidence in recent studies to assist their Emotional Intelligence case as a different and distinct ability. As argued by Sternberg (2001), "An impressive aspect of this work is Salovey, Mayer, and the careful validation program of their colleagues to assess the construct validity of their theory and measures. They have created interventions in a comparatively short time and have given excellent proof of the convergent and discriminating legitimacy". An individual's stress-management competencies include the ability to remain optimistic, adopt healthy coping techniques, and establish powerful support mechanism. The whole inquiry investigated the coursework of Self Science Emotional Intelligence curriculum, theoretically dependent on the Mayer et al. (2004) competency model and Emotional Intelligence competency model Goleman (1998). Series of studies reviewing these two Emotional Intelligence models pursues two studies Izards, (2001); Greenberg, Kusche, Cook, and Quamma, (1995) assisting

Hina, Rukh, Reba ... The Correlational Study

Mayer and Salovey model (2002), showing the importance of creating EI skills in 32 elementary school students.

Such findings recommended that advancement of emotional understanding and the potential in the elementary levels to manage emotional responses right from the start expected strengthened academic performance in later elementary levels. Concentrates with Goleman's IEC (Inventory of Emotional Competence) Emmerling and Goleman, (2003) showed that individuals can strengthen their emotional and social skills with ongoing efforts and a purposeful program. For vast majority, in achieving accomplishment in their lives and careers, emotional intelligence (EQ) could easily compare with one's knowledge, IQ. As human beings, our prosperity and profession's achievement depend on our ability to peruse and react appropriately to the signs of other individuals. The studies classifying emotional intelligence development throughout model shows great level of similarity with conventional personality measurements. In this way, each of us should acquire the advanced emotional intelligence abilities required to understand and communicate more easily with others, especially as the economy has become increasingly international. Howard Gardner, the powerful scholar of Harvard, claims. "Your EQ is the extent of your capacity to comprehend other individuals, what motivates them, and how to cooperate with them," Scholars in this sector identify five main aspects of EI abilities.

Emotional Intelligence & Academic Performance

The emotional intelligence with the academic performance of students is examined by numerous specialists around the world. The majority of authors found emotional intelligence progressively critical. Their principle focal point of their examination was to investigate the factors as indicated by own nation setting and to discover that whether there is any connection among EI and Students academic achievements and their performances or not. As this investigation is simply identified with the distinguishing proof of EI and Students academic performances in the context of Pakistan, consequently it is essential to uncover a portion of confirmations from the existing literature which affirms positive and significant relationship amid EI and academic performance. Kolb and Hanley-Maxwell (2003) examined the academic performances of those adolescent students by considering their social abilities which add to emotional intelligence disabilities. The author recognized critical and solid linkages of emotional intelligence and inspires them in building up social and emotional aptitudes by talking the guardians of students. The author pinpoint that the guardians of students acknowledge the significance of their kids academic performance. The guardians are progressively intrigued to build up the inter and intrapersonal abilities and furthermore the ethical improvement of their youngsters.

As per guardians in this examination, students who are really successful during adolescence and grown-up life additionally have basic abilities of empathy, discernment, and intuition. Emotional intelligence and academic performance are likewise tried by Jaeger, (2003) in which the author considered responses of one hundred and fifty university students. Author found a more noteworthy correlation between academic performance of students and their emotional intelligence who were offered distinctive curriculums adding to emotional intelligence. The author likewise thinks about and found that the academic performance of those students who took dynamic part in emotional

Hina, Rukh, Reba ... The Correlational Study

intelligence curriculum are significant great than the individuals who denied or don't experience through those educational modules. [Berenson \(2008\)](#) led an investigation to discover relationship of EI and student's academic performance of those students who are worried about the online classes and web-based learning. The author examined the individual component of emotional intelligence and personality of the students of community colleges for the assurance grade point averages of the students. Consequently, for finding the association between emotional intelligence students grade point by applying step wise multiple regression, the author discovered EI as a best indicator and furthermore recognized that delicate abilities are increasingly relevant to the success of students in their academics.

Further the author likewise contended that in web based learning the serious issue that students more often than not confront is the late reaction and input of the teacher than the study hall learning in which they are in direct and face-to-face contact with their educator. [Nasir and Masrur \(2010\)](#) lead their examination in the International Islamic University Islamabad Pakistan with the principle point of analyzing relationship of emotional intelligence with the academic performance of students. The authors adopt the Bar-On Emotional Quotient Inventory for the measurement of emotional intelligence and academic performance through CGPA of students. The authors found a high reliability and validity of the adopted scale. By applying different t-test, correlations and regressions test it is identified that EQ and student's academic performance are strongly correlated and henceforth finish up the EQ as a solid indicator for the academic performance of students and furthermore help them out in the accomplishment of their own lives. Thus, [Yelkikalan et al., \(2012\)](#) conducted survey research which aims to identify the relationships of EQ with the demographic characteristics of five different university students and their faculty members. By breaking down the essential information/ data gathered through questionnaire the author additionally arrives at inference that when there comes perfection in emotional intelligence their academic performance likewise increases.

[Kolachina, \(2014\)](#) studied emotional intelligence of expatriate college students in Dubai with their high and low academic performances and found a positive relationship among the chose factors. The author found that high and low academic performances of expatriate students have distinction in emotional intelligence. The author likewise reasoned that student having positive emotional intelligence have characteristics of happiness, understanding the emotions of others, identifying managing own emotions, self-motivation towards their studies, low impulsiveness, management of uncertain situations that may leads toward pressure and so on which empowers them to show best performance in their academics. While those students having the negative emotional intelligence were increasingly indifferent, absence of ability to perceive others' emotions but having a very high self-empathy and stereotypical thinking. [Fayombo \(2012\)](#) expresses that some students' priorities their feelings and emotions in their day-by-day life choices and are consider motivation as opposed to logics. Further the author counted that those students are frequently progressively ready to limit their negative pressure force and discovered exceptional answers for their issues which turns into their reason for being success. [Rupande \(2015\)](#) stated that the emotional intelligence may help in

expanding academic performance till 80% about scholastic academic tasks intelligence quotients are likewise vital.

The author also clarified that emotional intelligence can help students to limit their feeling of the anxiety which they faced due to uncertain or unplanned situations through situational assessment, collaborations with dynamic groups and also for the demands of social and emotional demands in student's academic life. Singh (2009) discovered important positive correlation between learning styles and the Self Report Emotional Intelligence Test (SREIT) on a stratified random sample of 389 college learners. Using a Gregorc (1999) style delineator and the Mayer and Caruso (1997) EI test on convenience sample of 111 non-traditional and conventional university students, Johnson (2008) found no association between emotional intelligence and learning styles, as well as no statistical difference between emotional intelligence and GPA-based learning styles. An inquiry conducted by Rode et al. (2007) expected that for two purposes, emotional intelligence was associated with educational achievement. Therefore, this is because it has been soundly established that emotional intelligence is one of the major determinants of academic performance among learners and it is also what keeps them versatile officials once they join the work environment. This is particularly true and increasingly prevalent in the jobs that involve extremely mentally smart staff such as in the learning industry.

RESEARCH METHODOLOGY

Sample, Sampling & Measures

Total number of 252 students were selected from three different colleges of Khyber Pakhtunkhwa for the study, using proportionate stratification technique. A single questionnaire was designed by the researcher, which included: five components/elements to measurement of Goleman Emotional Intelligence, the items were adopted from EQ Index developed by Rahim et al. (2002) of 22 items. In order to measure conflict academic performance of students, items were added from 27 elements scale developed by (Gargallo, Suarez & Perez-Perez, 2009), for student's information, processing & strategies to identify their academic performance. All the antecedents were answered over five-point Likert scale.

Procedure & Analysis

The respondents (n=252) were approached for data collection with the approval of the respective departmental head. They were informed about the study's purpose. To encourage honest responses, the respondents were given the assurance of total confidentiality. Thus, the researcher personally distributed the designed questionnaires among the potential respondents whose views were thus considered for the conclusion and recommendations. In this study different elements of emotional intelligence were studied with academic performance of BS students. Therefore, the data were fed on statistical package for social sciences, Pearson's correlation coefficient was used to figure out the co-relationship/association of each element of emotional intelligence with academic performance of the students. Further the regression analysis was also used for the identification of relationship among the variables.

RESULTS OF STUDY

First the researcher modelled each factor of emotional intelligence with the students' academic performance separately, and then the researcher combined all sub-factors by adding them up and then compared it with students' academic performance using Pearson's correlation coefficient and regression analysis.

RH1: There is no relationship of emotional intelligence, elements of emotional intelligence with academic performance.

Table 1 Inter-correlations among Variables

	SA	SC	SM	E	MR	EI	SAP
SA	1	.204**	0.104	.200**	.127*	.479**	.221**
SC		1	.189**	.170**	0.098	.599**	0.04
SM			1	.317**	.266**	.653**	0.111
E				1	.217**	.669**	.212**
MR					1	.549**	.183**
EI						1	.245**
SAP							1

Note. * p<.05, ** p<.01, *** p<.001

SA = self-awareness, SC = self-control, SM = self-motivation, E = empathy, MR = managing relationship, EI = emotional intelligence, SAP= student's academic performance.

Pearson correlation coefficient between SA and SC was positive and significant (r = .204, p<.01). E had a positive correlation with SA (r = .200, p<.01). There was a positive and significant relationship between MR and SA (r = .127, p<.05). EI and SAP were positively correlated to SA (r=0.479, p<0.01; r=0.221, p<0.01 respectively). SC was positively and significantly related to SM (r=0.189, p<0.01), E (r = 0.170, p<.01), EI (r = 0.599, p<.001). MR, EI, and SAP were positively correlated to E (r = 0.217, p<.01; r=0.669, p<0.01; r=0.212, p<0.01 respectively), EI, SAP were positive and significantly correlated to MR with (r = 0.549, p<.01; r=0.183, p<0.05). Still, EI was positively and significantly correlated to SAP (r=0.245, p<.001).

RH2: There is no significant association of the element's emotional intelligence with the academic performance.

Table 2 Regression Analysis for Variables

Predictor variables	B	Standard Error	b	Adjusted (R2)	F
Constant	32.239	3.608			
Self-Awareness	0.663	0.23	0.180*		
Self-Control	-0.083	0.149	-0.038	0.077	7.341***
Self-Motivation	0.047	0.171	0.018		
Empathy	0.364	0.160	0.150		
Managing Relation	0.381	0.192	0.126		

Note. * p<.05, ** p<.01, *** p<.001

In table 2 taken together and controlled for other factors, a group of emotional intelligence (EI) factors accounted for about 7% of the variance in the severity of SAP (adjusted R square= 0.077, F

= 7.341, $p < .001$). In this model, SA was a significant predictor of SAP ($b = 0.180, p < .05$). Therefore, the assumed null hypothesis is rejected. Research Hypothesis 3: There is no significant association between Emotional Intelligence and Academic Performance of the Students enrolled in BS Home Economics.

Table 3 Regression Analysis

Predictor variables	B	Standard Error	b	Adjusted (R2)	F
Constant	34.307	3.495			
Emotional Int.	0.224	0.56	0.245***	0.056	15.977***

Note. * $p < .05$, ** $p < .01$, *** $p < .001$

In table 3, when set of emotional intelligence elements, which were SA, SC, SM, E and MR and were added, then modelled, they accounted for 56% of variance in predicting SAP (adjusted R square = 0.056, $F = 15.977, p < .000$). EI was significant factor for SAP with ($b = 0.245, p < .001$). Null hypothesis is not accepted.

DISCUSSION

The relationship between emotional intelligence and academic performance of the students were planned to investigate in the present study at college level. Findings of the study revealed that Self Awareness was a significant predictor of students' academic performance ($b = 0.180, p < .05$). thus, emotional Intelligence was a significant factor for students' academic performance with ($b = 0.245, p < .001$). These results are in line with the outcomes of the study conducted by the [Nasir and Masrur \(2010\)](#) which identified that emotional intelligence and the student's academic performance are strongly correlated and henceforth finish up the emotional intelligence as a solid indicator for the academic performance of students and furthermore help them out in the accomplishment of their own lives. Thus, the Pearson correlations coefficient between self-awareness and self-control were positive and significant ($r = .204, p < .01$). Empathy had a positive correlation with Self Awareness ($r = .200, p < .01$).

Also, there was a positive and significant relationship between managing relationships and self-awareness ($r = .127, p < .05$). emotional intelligence, students' academic performance was positively related to self-awareness ($r = 0.479, p < .01; r = 0.221, p < .01$). Self-control was positively significantly related to self-motivation ($r = 0.189, p < .01$), E ($r = 0.170, p < .01$), emotional intelligence ($r = 0.599, p < .001$). Similarly, managing relationships, emotional intelligence, student academic performance was positive and significantly associated with empathy ($r = 0.217, p < .01; r = 0.669, p < .01; r = 0.212, p < .01$), emotional intelligence, the students' academic performance was positive and significantly associated with managing relationships with ($r = 0.549, p < .01; r = 0.183, p < .05$). However, emotional intelligence was positively and significantly related to students' academic performance ($r = 0.245, p < .001$). In fact, 80% of life successes in a person's life can be attributed to emotional intelligence ([Goleman, 1995](#)).

CONCLUSION

The preceding discussion of the current study leads to the conclusion that emotional intelligence is a strong predictor of students' academic performance. Therefore, the focus of the institutions should

be on students' emotional intelligence, which will lead to high academic performance. A significant positive association between emotional intelligence and academic performance accounted for 56% of the variance in predicting SAP (adjusted R square= 0.056, $F = 15.977$, $p < .000$). EI was a significant factor for SAP with ($b = 0.245$, $p < .001$) which shows that success in academia depends not on cognitive dimensions of intelligence but on emotional skills. Regression analysis proved that emotional intelligence is an important determinant of academic performance. Thus, assumed null hypotheses are rejected.

Limitations & Future Directions

The study has various limitations that should be mentioned. First, this study's samples were confined to undergraduate female students from a single discipline. As a result, more research would be required to see whether the findings could be extrapolated to various age groups and educational levels of both genders. Similarly, considering that the study was done in the context of Pakistan, additional investigations across diverse cultures might be beneficial. Furthermore, our study relied on self-report data, which might be subject to response biases. Future research should investigate using various sources of data and behavioral measurements, to correctly depict full picture. Finally, our research is based on cross-sectional data. Future researchers can use a longitudinal study design to replicate our findings.

REFERENCES

- Bar-On, R. (2000). Emotional and social intelligence: Insights from the Emotional Quotient Inventory. In R. Bar-On & A. Parker (Eds.), *The handbook of emotional intelligence: Theory, development, assessment, and application at home, school, and in workplace*. San Francisco, California: Jossey-Bass, 363-388.
- Bar-On, R. (2006). The Bar-On model of emotional-social intelligence (ESI). *Psicothema*, 18, 13-25.
- Berenson, R. (2008). The Emotional Intelligence as Predictor for the Success in Online Learning. *International Review of Research in Open and Distance Learning*, 9 (2), 1-17.
- Boyatzis, R. E., Goleman, D., & Rhee, K. (2000). Clustering competence in emotional intelligence: Insights in Emotional Competence Inventory. *Handbook of emotional intelligence*, 99(6), 343-362.
- Craggs, J. G. (2005). Developing a coherent model of intelligence: A mechanism for understanding neurolinguistic processing (Doctoral dissertation, PhD Thesis. The University of Georgia. Retrieved December 9, 2018.
- Elias, M. J. (2003). Academic and social-emotional learning: educational practices series, booklet# 11. Geneva, Switzerland: International Academy of Education (IAE) and the International Bureau of Education. UNESCO. Retrieved on September, 15, 2018.
- Emmerling, J., & Goleman, D. (2003). Emotional intelligence: Issues & misunderstandings. *Issues and Recent Developments in Emotional Intelligence*, 1(1), 1-32.
- Fayombo, G. (2012). Relating emotional intelligence to academic achievement among university students in Barbados. *The International Journal of Emotional Education*, 4 (2), 43-54.
- Goleman D. (1995a). *Emotional intelligence: why it can matter more than IQ*, New York: Bantam Books.

Hina, Rukh, Reba ... The Correlational Study

- Goetz, T., Pekrun, R., Hall, N., & Haag, L. (2006). Academic emotions from a social-cognitive perspective: Antecedents and domain specificity of students' affect in the context of Latin instruction. *British Journal of Educational Psychology*, 76(2), 289-308.
- Goleman, D. (1995b). What's your emotional intelligence quotient? You'll soon find out. New York, NY: Utne Reader. Goleman, D. (1998). Working with emotional intelligence. New York, NY: Bantam Books.
- Goleman, D. (2001). An EI-based theory of performance. The emotionally intelligent workplace: How to select for, measure, and improve emotional intelligence in individuals, groups, and organizations, 1(1), 27-44.
- Goleman, D., Boyatzis, R., & McKee, A. (2002). The emotional reality of teams. *The Journal of Organizational Excellence*, 21(2), 55-65.
- Greenberg, T., Kusche, C. A., Cook, E. T., & Quamma, J. P. (1995). Promoting emotional competence in school aged children: the effects of PATHS curriculum. *Development & Psychopathology*, 7, 117-136.
- Herrera, L., Lal, M., & Mohamed, L. (2020). Academic achievement, self-concept, personality and emotional intelligence in primary education. Analysis by gender and cultural group. *Frontiers in Psychology*, 10, 1-13.
- Izard, C. E. (2001). Emotional intelligence or adaptive emotions? *Emotion* (Washington, DC), 1(3), 249-257.
- Jaeger, A. J. (2003). Job Competencies and the Curriculum: An Inquiry into emotional intelligence in graduate professional education. *Research in Higher Education*, 44(6), 615-639.
- Johnson, G. D. K. (2008). Learning styles and emotional intelligence of adult learner. Unpublished doctoral dissertation, Auburn University, Alabama, USA. Retrieved November 9, 2018, from <http://etd.auburn.edu/etd/handle/10415/1066?show=full>.
- Kolachina, A. (2014). Impact of Emotional Intelligence on Academic Achievements of Expatriate College Students in the Dubai. *International Journal of Social Science and Humanities Research*, 2, (2), 97-103.
- Kolb, S. M., & Hanley-Maxwell, C. D. (2003). Critical social skills for adolescents with high incidence disabilities: Parental perspectives. *Exceptional Children*, 69(2), 163-179
- MacCann, C., Fogarty, G. J., Zeidner, M., & Roberts, R. D. (2011). Coping mediates the relationship between emotional intelligence and academic achievement. *Contemporary Educational Psychology*, 36(1), 60-70.
- Mayer, J. D., Salovey, P., & Caruso, D. (2000). Models of emotional intelligence. In R. J. Sternberg (Ed.), *Handbook of human intelligence* (2nd ed.) New York: Cambridge University Press.
- Mayer, J. D., Salovey, P., & Caruso, D. R. (1997). Emotional intelligence test. Needham, MA: Virtual Knowledge (Producer and Distributor) (CD-ROM). *Y Evaluación. Revista Electrónica de Motivación Y Emoción*, 3, 1-28.
- Mayer, J. D., Salovey, P., & Caruso, D. R. (2004). TARGET ARTICLES: "Emotional Intelligence: Theory, Findings, and Implications". *Psychological inquiry*, 15(3), 197-215.
- Nasir, M. & Masrur, R. (2010). An Exploration of Emotional Intelligence of the Students of IIUM in Relation to Gender, Age and Academic Achievement. *Bulletin of Education and Research*, 32, (1), 37-51.

- Oatley, K., & Nundy, S. (1998). Rethinking the role of emotions in education. The handbook of education and human development. *New models of learning, teaching and schooling*, 247-262.
- Pullu, E. K., & Gomleksiz, M. N. (2021). Authentic teaching tasks for academic success, attitude, problem solving, and creative thinking skills. *Discourse and Communication for Sustainable Education*, 12(2), 108-123.
- Quílez, A., Usan, P., Lozano, B., & Salavera, C. (2023). Emotional intelligence and academic performance: A systematic review and meta-analysis. *Thinking Skills and Creativity*, 49, 101355.
- Reiff, H. B., Hatzes, N. M., Bramel, M. H., & Gibbon, T. (2001). The Relation of LD and Gender with Emotional Intelligence in College Students. *Journal of Learning Disabilities*, 34(1), 66-78.
- Rode, J. C., Mooney, C. H., Arthuad-Day, M. L., Near, J. P., Baldwin, T. T., Rubin, R. S., et al. (2007). Emotional intelligence and individual performance: Evidence of direct and moderated effects. *Journal of Organizational Behavior*, 28, 399-421.
- Rupande, G. (2015). The Impact of Emotional Intelligence on Student Learning. *International Journal of Managerial Studies and Research (IJMSR)*, 3(9), 133-136.
- Saklofske, D. H., Austin, E. J., & Minski, P. S. (2003). Factor structure and validity of a trait emotional intelligence measure. *Personality and Individual Differences*, 34, 707-721.
- Singh, B., Singh, M., & Singh, K. (2009). The influence of emotional intelligence and learning style on student's academic achievement.
- Sternberg, R. J. (2001). The Successful intelligence: A new approach to leadership. In *Multiple intelligences and leadership*. Psychology Press.
- Stone-McCown, K., Freedman, J. M., Jensen, A. L., & Rideout, M. C. (1998). Self-science: The emotional intelligence curriculum.
- Yang, J., & Diefendorff, J. M. (2009). The relations of daily counterproductive workplace behavior with emotions, situational antecedents, and personality moderators: A diary study in Hong Kong. *Personnel Psychology*, 62(2), 259-295.
- Yelkikalan, N., Hacıoğlu, G., Kıray, A., Ezilmez, B., Soylemezoğlu, E., Cetin, H., ... & Ozturk, S. (2012). Emotional intelligence characteristics of students studying at various faculties and colleges of universities. *European Scientific Journal, April edition*, 8(8), 1857-7881.