



EMOTIONAL INTELLIGENCE AND ACADEMIC PERFORMANCE OF HIGHER EDUCATION STUDENTS: A PSYCHOLOGICAL INTERVENTION PLAN

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Cathyrine M. Munalem

Student, Graduate School of Education, University of the Visayas

cathyrine_munalem@uv.edu.ph

Ma. Crispy B. Velasco

Professor II, University of the Visayas

mcb.velasco80@gmail.com

Abstract

This study examines the relationship between emotional intelligence (EI) and academic performance among 203 fourth-year College of Business and Accountancy students at Holy Name University during the 2025-2026 academic year. Grounded in Goleman's EI framework, the descriptive-correlational study assessed five domains, self-awareness, self-regulation, self-motivation, empathy, and social skills, via a validated questionnaire alongside demographic profiles and General Weighted Average (GWA). High overall EI levels emerged (grand mean 3.96, "high"), led by empathy (4.17) and trailed by self-regulation (3.63), with 64% of respondents in the high EI category. Academic performance proved Very Good to Good for 70% (GWA 1.50-1.75), predominantly among females aged 20-22 in hospitality programs. Significant differences appeared by sex (females superior across domains, $p < 0.05$) and program (self-regulation/empathy, $p < 0.05$), but not age or extracurriculars; EI showed no direct GWA correlation ($p = 0.066$, $p = 0.348$). Demographic influences highlight needs for targeted interventions like self-regulation workshops for males and team building for social skills. A proposed psychological program, mandatory CBA sessions fostering resilience, aims to enhance emotional competencies despite absent GPA links, supporting holistic student success.

Keywords: *emotional intelligence, academic performance, Goleman EI model, self-awareness, self-regulation, self-motivation, empathy, social skills, psychological intervention, Holy Name University, business students, descriptive-correlational design, higher education, student resilience, Tagbilaran City*

INTRODUCTION

In this fast-paced world, emotional intelligence becomes a significant tool used by university students in thriving amidst certainties especially in their personal and academic success. The capability in the understanding and in managing one's emotions in relating with others positively is vital when exploring the varying odds during the university experience at Holy Name University – Tagbilaran City. From dealing with academic pressures and stress to making sound decision and building meaningful relationships, emotional intelligence makes the students strong enough to meet these demands with bold self in achieving resilience and effectiveness.

This paper evaluates the role of emotional intelligence in the academic performance of higher education students, specifically in focusing on the students at Holy Name University – Tagbilaran city. It explores on how the students are able to build their emotional competencies and relate to their ability to regulate emotions, make decisions, interact socially, and succeed academically. Moreover, the study deemed to examine how contextual factors like family background and peer relationships influence students' emotional development and overall well-being are impacted during their stay in the university.

According to experts, students with higher levels of emotional intelligence better manage stress, sustain encouragement, and involved actively and positively with their peers and instructors which collectively contribute to



the academic pressures and stresses (MacCann et al., 2020; Qualter et al., 2021). Moreover, several studies show that emotional intelligence can be a strong predictor of students' ability to handle academic and social challenges than traditional measures such as IQ (Rodríguez et al., 2021; Idrogo Zamora & Asenjo-Alarcón, 2021). Goleman (2018) identified four critical emotional intelligence skills, self-awareness, self-management, social awareness and relationship management, that promote emotional maturity and resilience. Significantly, research reveal that these skills are not fixed traits but can be cultivated through focused educational programs accessible to universities (Nelis et al., 2018; Petrides et al., 2018).

Despite the increasing number of emotional intelligences, there has been limited research as regards to the investigation of Emotional Intelligence among students as well its impact and roles of the lives of the students in the university. At Holy Name University, several students are facing emotional struggles, such as irritability, feelings of being overwhelmed, burnout, self-harm, and suicidal ideation often is related with the financial hardships and unstable family environments. The pressured as well as academic expectation and socioeconomic challenges exacerbate these difficulties. The current support that Holy Name University extended to its students are limited to fully address these complexities on emotional needs, emphasizing the necessity for research focused on the socio-emotional conditions impacting these students.

This study intentionally addresses the identified gaps in the previous paragraph by thoroughly investigating emotional intelligence in the case of Holy Name University students. It aims to analyze not only the relationship between EI and academic achievement but also the influences of family dynamics and peer relationships on students' emotional skills. This paper as well intends to create a fitted psychological intervention program intended to enhance the students' emotional regulation, motivation, empathy, and social skills which are valuable for the sustainability of the academic engagement and success.

After careful analysis and based on findings, this paper is expected output of this study is of twofold: First, it will provide a data driven insights into how emotional intelligence affects academic performance and emotional well-being among the students in the locale of this study. Second, it will serve as a basis in designing and implementing a psychological intervention plan targeting the enhancement of students' emotional competencies. Also, the output of this study aim to promote a more supportive and effective educational environment at Holy Name University, empowering the students to be engaging on how to positively cope with personal and academic challenges.

Based on the observations of the researcher and with the reports from Student Affairs and Services Center as evident in the referred students, the students faced with a complex array of factors related to academics and socio-economic aspects that affect their psychological and educational performance. The observations show that common issues for instance burnout, anxiety, and isolation has negatively impacted and affect their academic motivation and performance. It is evident that urgent intervention based on research is needed to help alleviate their concerns about emotional intelligence. By choosing this specific environment, this paper will be able to target the needs of the socio-emotional aspect of these students' lives.

The significance of this study lies in its capability to provide evidence-based insights into the role emotional intelligence plays in fostering their academic success and personal resilience among the students. The findings should be informed about the targeted design such as psychological intervention programs fitted or aligned with their emotional competencies and academic performance. Hence, the study seeks to contribute to creating a more responsive, supportive, and effective educational environment at Holy Name University – Tagbilaran City, to enhance the students' capability to thrive both academically and personally.

Research Questions

This paper aimed at examining the qualities of emotional intelligence among the college students at Holy Name University for the academic year 2025 – 2026.

Specifically, the study intended to answer the following sub-problems:



1. What was the demographic profile of the respondents in terms of:
 - 1.1. Age;
 - 1.2. Sex;
 - 1.3. Year Level;
 - 1.4. 1.4 Program enrolled; and
 - 1.5. 1.5 Extracurricular involvement?
2. What was the level of emotional intelligence exhibited by the respondents in terms of:
 - 2.1. Dimension
 - 2.1.1. Self-awareness;
 - 2.1.2. Self-regulation;
 - 2.1.3. Self-motivation;
 - 2.1.4. Empathy; and
 - 2.1.5. Social Skills
 - 2.2. Level
 - 2.2.1. Very High
 - 2.2.2. High
 - 2.2.3. Moderate
 - 2.2.4. Low
 - 2.2.5. Very Low
3. What was the level of academic performance of the respondents?
4. Was there a significant difference in emotional intelligence among respondents when grouped according to their demographic profile?
5. Was there a significant relationship between the emotional intelligence and academic performance of the respondents?
6. Based on the findings, what Psychological Intervention Program can be recommended to enhance the emotional intelligence and academic success of the students?

LITERATURE REVIEW

This section reviewed the relevant literature which provided a foundation for understanding the role of emotional intelligence (EI) among the students at Holy Name University. Emotional Intelligence has gained prominence in the higher education due to its influence on students' academic success, interpersonal relationships, and overall well-being. It was noted by the researcher that the students' face academic pressures and social adjustment challenges that require effective management of emotions and positive engagement with others.

According to the Model created by Goleman in 2018, emotional intelligence remained a bedrock of foundation in this field. Goleman emphasized the importance of the four main competencies including self-awareness, self-management, social awareness, and relationship management, that where significant factors in the development of the students' Emotional Intelligence. These competencies enable the individuals to understand and manage their emotions, empathize with other people, and successfully navigate complex social environments. Goleman (2018) and Ott (2023) emphasized that emotional maturity can be developed through these skills in fostering academic understanding and perseverance and in promoting mental well-being and resilience from among the students.

Recent studies highlighted the importance of the significant link between emotional intelligence and academic performance. MacCann et al. (2020) supported such claim and demonstrated that students with higher EI intended to achieve better grades by effectively and efficiently manage stress, maintaining motivation, and fostering positive social relationships. Qualter et al. (2021) supported this claim and emphasized tat EI enhances resilience and coping skills which enabled the students to persist through setback common in university settings. These findings highlighted the importance of emotional intelligence in managing the intense academic pressures students face.



Further research studies reinforced and supported the claims in the previous paragraph. Bereded, Abebe, and Negasi (2025) posited that EI significantly correlated with the academic achievements to academic engagement partially meditating this relationship. Zahid et al. (2025) found a strong positive correlation between the students' emotional intelligence and academic achievement at the university level. Which supported the regression analysis demonstrating EI's predictive power for academic success. Moreover, the research patterned by Sanchez-Alvarez et al. (2020) suggested that the benefits of EI in academic settings are mediated through enhanced emotional well-being. Motivation, and the use of effective learning strategies.

According to the experts, emotional intelligence is a trainable skill rather than a fixed trait. As pointed out by Nelis et al. (2018) confirmed that deliberately practiced emotional intelligence skills in improving over time, positively impacting the students' academic performance and social interactions. The findings recommended that incorporating social-emotional learning programs in higher education settings to foster a better student experience and possible holistic outcomes.

The exploration of the interplay between cognitive ability and emotional intelligence has been emphasized. According to Petrides et al. (2018) students who combine high intellectual ability with strong emotional intelligence outperform their peers academically and exhibited more positive social behaviors, supporting a balanced approach to student development.

According to experts, emotional intelligence influences group dynamics, essential in collaborative academic projects and future workplaces beyond individual outcomes. Schutte, Malouff, and Thorsteinsson (2019) confirmed this claims and emphasized that higher EI levels enhance teamwork, communication, and conflict resolution, promoting a more inclusive and supportive learning environments.

Recent studies have examined significant differences in EI among the tertiary students when grouped by the demographic profiles. Understanding how emotional intelligence interacts with the demographic factors is essential to the target locale of this study given the diverse student body at Holy Name University. As posited by Hussain et al. (2025), the age influences emotional intelligence (EI) dimensions, with older students generally showcasing more hug emotional clarity and its management. Sex differences are often evidence there the female respondents score higher self-awareness and empathy (Hussain et al., 2025; Bereded et al., 2025). Almegewly et al. (2025), specified that the students' year level and programs enrolled are important factors among senior students and from those others who are focused on certain academic programs consistently showed higher EI. More importantly, Hussain et al. (2025) pointed out that extracurricular involvement effectively impacts EI by enhancing and nurturing the social skills and emotional competencies of the students beyond the academic domain. These findings were aligned with what other research found out which highlighted that females tend to have higher EI scores, specifically in emotional management and empathy, although differences are based on the academic programs were less likely pronounced (Anukool Hyde et al., 2025; Jan et al., 2024). Hence, the demographic variables such as age, sex, year level, program enrolled, and extracurricular engagement collectively influence the emotional intelligence of the college students. The demographic differences intertwined with how to nurture and develop the students' emotional intelligence profiles. IN the same vein, the academic performance differs most importantly when the students are classified according to their EI levels, confirming the integral role of EI in educational outcomes (Bereded et al., 2025; Pérez et al., 2024).

Counselling and peer mentoring as one of the institutional factors can support the development and application of the emotional intelligence skills which contribute further to student well-being and academic success. Thus, the Input-Process-Output framework of this research was designed to evaluate the varying factors and interactions of the students with relevance to EI which served as the basis for the creation of an effective intervention for both emotional intelligence and academic achievement among the tertiary students.

RESEARCH METHODOLOGY



This section presented the research design, participants, instruments, and procedures used to assess the emotional intelligence levels of the students at Holy Name University (HNU). The methodology was designed to quantitatively measure students' emotional intelligence competencies and examine their influence on emotional regulation, decision-making, and interpersonal relationships within academic and social contexts.

Design

This study used a descriptive-correlational research design. This approach enabled a clear description of the students' emotional intelligence levels and explored relationships between these skills and academic performance. The study captured students' real experiences and characteristics as no variables were manipulated. The chosen research design facilitated the objective of the statistical analysis to identify meaningful connections. The findings informed program development to enhance emotional intelligence and academic success.

Research Environment

The study was conducted by a researcher at the Holy Name University (HNU). This is a Catholic university of which the students faced with various problems in academic and personal aspects such as those relating to finances and diverse family backgrounds. Mental health and well-being were taken seriously in this institution. Through the students' affairs and services center, the students got involved with various extra-curricular activities for emotional development, however the management and teachers found it hard to cater for the emotional problem that they had experienced.

Participants

The participants of this study were the four – year college students from the College of Business and Accountancy at the Holy Name University for the academic year 2025-2026. The participants represent the university's senior-most cohort, having undergone significant academic and personal development throughout their college journey. Transferees and students from lower year levels are excluded due to ongoing enrollment.

Table 1

Participants of the Study

College	Male	%	Female	%	Total
College of Business Administration	67	33%	136	67%	203

Note: n=203

Table 1 gleaned the distribution of the participants of the study from the College of Business and Accountancy at the Holy Name University. There were 203 students participated in the study 67 of which were male and 136 were female. The data indicated a higher proportion of female respondents compared to male respondents within the sample.

The gender distribution indicated that women were more presented or were eager to take part in the research study. Therefore, it was important to note that the high portion of women in the sample population was especially significant because of the recent increase in the number of counselling sessions booked at the Guidance Center, which indicated that there was a greater demand for emotional support or help-seeking among women who were studying business related courses. In totality the demographic composition of the respondents was appropriate for the research purpose.



The results of the study implied that the guidance and counselling program in the College of Business and Accountancy must be gender – based to make it more responsive and context-specific, to take into consideration that the higher portion of the female respondents were more inclined to seek emotional support. The elevated counselling maximization among the CBA students were indicators for the need for a targeted emotional intelligence and stress management interventions, most specifically on those that address the gap on academic pressure, performance expectations, and emotional regulation.

The findings highlighted the significance of an engaging, preventive and developmental guidance programs that developed the coping strategies for both male and female students. For male students, who were underrepresented were less like to seek the following, counselling services, needs-based outreach activities as well as alternative support mechanisms were proven as deemed necessary. Overall, the data supported the development of tailored guidance programs which feature emotional well-being bouncing back after experiencing setbacks and in celebrating academic success from among the respondents in College of Business and Accountancy students.

Inclusion and Exclusion Criteria. This research covered the fourth-year students officially enrolled in the College of Business and Accountancy (CBA) at Holy Name University during the Academic Year 2025-2026. To have a consistent result only those students who were present during the data collection period and who participated by submitting their informed consent to participate were included.

The students from the lower year levels and transferee were not included because of its enrollment variability that could affect sampling consistency. Moreover, the students who were absent during the conduct of the questionnaire or who did not provide consent were excluded. The responses which were incomplete were also omitted from the data analytics to ensure that reliability and accuracy of the results are achieved.

Sampling Technique

This research utilized total population sampling, a non-probability sampling technique wherein all eligible fourth-year students from the College of Business and Accountancy were included as the respondents. This method was intentionally used because this was an appropriate strategy in gathering the data in order to well manage the population size and aim at obtaining a complete presentation of the cohort.

Only those students who were officially enrolled as fourth year and were present during the collection of data and successfully submitted their informed consent were included. The transferee and lower - year students as well as those who were absent, those without consent and incomplete responses were excluded.

So, to speak, the population sampling avoided bias and saw to it that a through coverage of the target population were targeted and thereby expected to enhance the reliability of the findings of the study.

Instrument

The instrument used in this study is an adapted questionnaire based on Daniel Goleman's Emotional Intelligence Framework (2018), which identified five essential components of emotional intelligence: self-awareness, self-regulation, self-motivation, empathy, and social skills. This standardized instrument, adapted for the local context, captured practical and observable emotional competencies critical to students' academic and personal lives.

The validity and reliability of this questionnaire were supported by previous studies that had employed Goleman's framework across diverse populations. A study validating a Goleman-based scale reported Cronbach's Alpha coefficient of 0.932, indicating excellent internal consistency and reliability of the instrument's 25 items covering the five EI domains (NCC Journal, 2023). Confirmatory factor analysis demonstrated good construct validity consistent with Goleman's model.



By adapting this validated instrument for Holy Name University students, the questionnaire resonated with participants and accurately measured their emotional intelligence while providing a solid foundation for designing effective psychological interventions tailored to the university population.

Data Gathering Procedure

Pre-Data Gathering. As part of the ethical standards in the conduct of this research, formal permission was obtained from the dean of the College of Business and Accountancy. While seeking permission, the research proposal was submitted to the UV's Research Ethics Committee (REC) for review and approval of the compliance of this paper on the ethical standards that protected the participant's rights, privacy, and welfare. The data collected then commenced after the approval was received. Prior to the submission of the said proposal the researcher sought assistance of the research adviser for the review of its content aligned with the requirements and standards of the university with relevance to research production.

Actual Data Gathering. With the support of the college dean and program coordinators of the College of Business and Accountancy, the researcher administered the questionnaire using a standardized in-class survey method. This is to ensure that each participant's responses were based on their personal knowledge for validity, reliability and consistency purposes. Before the collected of data was done, an Informed Consent were distributed to all the participants to conform with the ethical considerations. The researcher clearly explained, including their voluntary participation, right to withdraw an assurance of confidentiality measures.

The research initiated a collaboration with the CBA faculty for the rightful schedule of the sessions by visiting each one of them in their respective classrooms. To ensure seamless conduct of the research, clear instructions were provided to emphasize honesty and confidentiality. The students were given adequate time to complete the survey questionnaires so as to help them reflect on their honest and dependable answers. Completed questionnaires were collected immediately to maintain the integrity

Post-Data Gathering. Following the data collection, all the questionnaires and digital data were securely stored to protect the participants from anonymity. The access was restricted and for the researcher's consumption only until the research was done. The participant's identities were not linked to their responses, and all the data were handled in accordance with the institutional privacy protocols of the university. The identifiers were removed from published reports to ensure confidentiality.

After the completion of this study and final analysis of the data, all physical questionnaires were shredded and disposed of properly, while the digital files were permanently deleted and removed from all storage devices to prevent unauthorized access, in compliance with ethical standards.

Data Analysis

Following the completion of data collection, all responses were meticulously organized, rigorously screened for completeness and validity, and systematically encoded to facilitate robust statistical analysis. This investigation will employ a suite of statistical procedures aligned with the quantitative descriptive-correlational research paradigm, enabling a nuanced exploration of emotional intelligence constructs and their interrelations within the undergraduate student cohort.

In analyzing the data, various statistical tools were employed to address each specific sub-problem. Descriptive statistics were used to address Sub-problem 1, summarizing respondents' demographic profile (age, sex, year level, program enrolled, extracurricular involvement) through frequency and percentage distributions presented in tabular form.

For Sub-problem 2, which measured the level of emotional intelligence among respondents across five components, data collected from the questionnaire was analyzed using weighted means. This determined average scores for each



emotional intelligence domain and assessed overall EI levels.

For Sub-problem 3, which determined the academic performance of respondents, their Grade Point Average (GPA) or General Weighted Average (GWA) was used. These academic records were interpreted using descriptive statistics such as mean and standard deviation to identify students' overall performance trends.

For Sub-problem 4 which asked whether significant differences existed between the respondents' emotional intelligence when grouped by demographic profile, this research employed independent samples t-tests for sex and one-way ANOVA for age, year level, programs and extracurricular involvement. These inferential tests determined if the demographics variables had a statistically significant influence on emotional intelligence. The significance levels were set at $\alpha = 0.05$.

For sub-problem number 5, the researcher used Spearman's rank order correlation (ρ) to determine the strength and direction of the relationship between the respondent's EI levels and their academic performance, which is used to identify whether higher emotional intelligence was associated with better academic outcomes. This was evaluated at the 0.05 significance threshold.

For sub-problem 6 which was to determine the Psychological Intervention Program based on the findings, one-way ANOVA was utilized, which is to compare the mean of EI scores and standard deviations across the demographic groups.

Ethical Consideration

The research conformed with the research ethics such as beneficence, respect for persons, justice, confidentiality, and integrity as it was endorsed by the University of the Visayas Research Ethics Committee with Reference No. NPAMAED 2025-0105, Nov. 12, 2025. The participants voluntarily gave their consent through an informed consent form upon the discussion and facilitation of the researcher. They were informed that because they consented freely to be involved in such research, all the details that they provided were safeguarded and were taken with highest confidentiality. They were not pressured nor enticed to join with the conduct of the research. Their college dean as well as their program coordinator were also informed as regards to the participation of the participants in this study. To protect the identities of the participants, their names were coded to preserve their anonymity and the confidentiality of the data. An encryption was done through a password-protected document, hence, accessible only to those people concerned. The researcher remained steadfast, professional and sensitive by completing the ethics and mental health sensitivity training and created an intervention to help the participants cope with the challenges that they have been facing.

RESULTS AND DISCUSSION

This section presented and discussed the findings on college students' emotional intelligence and academic performance at Holy Name University (AY 2024–2025). It covered respondents' demographic profile, levels of emotional intelligence (self-awareness, self-regulation, motivation, empathy, and social skills), and academic performance. It also examined differences across demographic groups and the relationship between emotional intelligence and academic performance. The results were contextualized with related literature and used as basis for a proposed psychological intervention program.

Demographic Profile of the Respondents

This part of the research presented the demographic profile of the respondents which included and described the age, sex, year level, program enrolled, and extracurricular involvement of the participants. The researcher believed that by examining these variables a vivid understanding of the respondent's background and context were essential in interpreting their emotional intelligence and academic performance. This also served as the basis in analyzing the



probable differences in emotional intelligence across groups and for contextualizing the findings of the study.

Table 2

Demographic Profile of the College Students at Holy Name University

Demographic Profile	Category	Frequency	Percentage (%)
Sex	Male	67	33.00
	Female	136	67.00
Age	20 - 22 Years Old	143	70.44
	23 - 25 Years Old	46	22.66
	26 - 28 Years Old	8	3.94
	29 Years Old and Above	4	1.97
	Prefer Not to Say	2	0.99
Program Enrolled	BSBA MM	38	18.72
	BSA	29	14.29
	BSFM	8	3.94
	BSHRM	10	4.93
	BSHM	69	33.99
	BSTM	49	24.14
Extracurricular Involvement	None	178	87.68
	Sports	17	8.37
	Student Leadership/Organization	4	1.97
	Performance/Creative Activities	4	1.97

Note. n = 203.

Table 2 above gleaned that most of the respondents were female, while males comprised of a smaller portion of the sample. As per age distribution, many of the participants were young adults from aged 20 to 22 years old. This was consistently followed by the rest of the age groups such 23 to 25 years old and then followed with only a few respondents belonging to the older age 26 years and above, and a very minimal number who preferred not to disclose their age.

As per the enrollment program, the respondents came from the various academic programs within the College of Business and Accountancy. Majority of the respondents were enrolled with the Bachelor of Science in Hospitality Management, while the rest were from the Bachelor of Science in Business Administration major in Marketing Management and some others were from the Bachelor of Science in Accountancy, Bachelor of Science in Hotel and Restaurant Management, and the Bachelor of Science in Food Management Programs.

As regards extracurricular engagement, many of the respondents responded that they were not actively engaged in such activities. With those who participated and took part in the activities, sports – related events were popular, whereas only a minimal number who took part in leadership organizations and performance or creative activities, while the limited extracurricular engagement may imply fewer opportunities for experiential or social learning that could enhance certain emotional intelligence dimensions, such as social skills and empathy.

These results showed that the respondents were female dominated students and were enrolled in BSHM programs, with very limited involvement or engagement in extracurricular activities. Hence, it was found out that the demographic profile of these respondents was vital in understanding the principles and concepts of emotional intelligence with relevance to their academic performance, thus being assessed. The biggest portion of the female respondents and young adults suggested that the study primarily reflected the experiences and emotional competencies of this subgroup. The limited number of engagements with the extracurricular activities implied that



fewer opportunities for experiential or social learning were evident. Thus, the university must initiate structured learning experience which could improve the students' emotional intelligence dimensions, for instance social skills and empathy.

In summary, the demographic characteristics which were indicated in this paper provided a foundation for interpreting the emotional intelligence levels and academic performance and outcomes that the students' exhibited, this emphasized the crucial role of making psychological interventions suited to the needs of the students, especially in many of the populations.

Level of Emotional Intelligence of the College Students at Holy Name University

This part of the paper stated the results on the level of emotional intelligence of the college students at the Holy Name University. Their EI was examined through the key areas such as self-awareness, self-regulation, self-motivation, empathy, and social skills. By making an analysis of these dimensions, the researcher was able to get insights on how the respondents accepted and dealt with their emotion in various situations, especially on how they related to others in fitting in themselves, coping with the academic pressure and personal issues. The findings showed a thorough understanding of the emotional competencies of the respondents and served as the basis for interpreting their academic performance and in how to improve and plan for appropriate psychological interventions.

Table 3 in the next page reflected the respondents' level of emotional intelligence (EI) across the five dimensions such as self-awareness, self-regulation, self-motivation, empathy, and social skills.

As gleaned on the table, the dimension of self-awareness, the respondents generally agreed with statements assessing their awareness of emotions, understanding of feelings' influence on actions, recognition of personal strengths and weaknesses, reflection on emotional reactions, and honesty about limitations. The mean scores for these statements ranged from 3.92 to 4.19, with a grand mean of 4.10 (SD = 0.73), indicating an overall Agree interpretation.

Table 3

Level of Emotional Intelligence of the College Students at Holy Name University

Dimension	Statement	M	SD	Interpretation
Self-Awareness	I am aware of my emotions as they happen.	4.09	0.88	Agree
	I understand how my feelings affect my actions.	4.19	0.87	Agree
	I know my personal strengths and weaknesses.	4.17	0.86	Agree
	I reflect on my emotional reactions after important events.	4.13	0.84	Agree
	I am honest with myself about my limitations.	3.92	0.88	Agree
Grand Mean		4.10	0.73	Agree
Self-Regulation	I can manage my impulses even when I am upset.	3.61	0.88	Agree
	I stay calm under pressure.	3.48	0.95	Neutral
	I think before I react emotionally.	3.73	0.91	Agree
	I can adapt my emotional responses in difficult situations.	3.64	0.78	Agree



	I avoid making rash decisions when I'm emotional.	3.70	0.88	Agree
Grand Mean		3.63	0.72	Agree
Self-Motivation	I strive to meet my goals even when faced with setbacks.	3.86	0.86	Agree
	I take initiative to accomplish tasks.	3.97	0.76	Agree
	I am driven by a sense of purpose.	4.05	0.74	Agree
	I continue to work hard even when I feel discouraged.	4.07	0.88	Agree
	I set personal goals and work persistently to achieve them.	4.01	0.85	Agree
Grand Mean		4.00	0.70	Agree
Empathy	I recognize how others are feeling by observing their behavior.	4.14	0.78	Agree
	I listen attentively when others share their emotions.	4.25	0.77	Agree
	I try to see situations from others' perspectives.	4.10	0.80	Agree
	I sense emotional changes in people even without them saying anything.	4.20	0.82	Agree
	I respond with care when someone is upset or stressed.	4.18	0.78	Agree
Grand Mean		4.17	0.66	Agree
Social Skills	I can effectively communicate my thoughts and feelings to others.	3.60	0.94	Agree
	I build positive relationships with others easily.	3.97	0.91	Agree
	I can manage conflict constructively in group settings.	3.59	0.88	Agree
	I encourage teamwork and cooperation in group tasks.	4.11	0.75	Agree
	I adjust how I communicate depending on who I'm talking to.	4.25	0.84	Agree
Grand Mean		3.90	0.68	Agree
Overall Grand Mean		3.96	0.60	Agree

Note. M = Mean; SD = Standard Deviation; 1.00 – 1.49 = Strongly Disagree, 1.50 – 2.49 = Disagree, 2.50 – 3.49 = Neutral, 3.50 – 4.49 = Agree, and 4.50 – 5.00 = Strongly Agree.

For self-regulation, the students reported that they were able to manage impulses, think before reacting emotionally, adapt responses in difficult situations, and avoid rash decisions, although the statement regarding staying calm under pressure received a lower score of 3.48. The grand mean of this dimension was 3.63 (SD = 0.72), which still falls under the Agree category, suggesting that the respondents generally possessed the ability to control their emotional reactions.

For self-motivation, the respondents exhibited a positive level of determination and persistence in achieving their goals. They reported that confidence in taking initiative, remaining focused on their intentions and by continuing their efforts despite the struggles they have been facing which was a clear manifestation of positive motivation and goal-oriented behavior.

For empathy, the students showed strong knowledge and skills in recognizing and understanding the emotion of their peers and the rest of the people that surround them. This was evident that the results presented in the table



highlighted that they attentively listen, appreciate various perspectives, notice emotional changes, and respond with care and sensitivity. From among the dimensions of emotional intelligence, empathy emerged as one of the strongest traits of the students based on their responses.

For social skills, the respondents cited that the ability to communication with others effectively could establish positive relationships, could resolve conflicts conveniently, could encourage teamwork and could adjust their communication styles in varying situations. Although the students generally demonstrated good interpersonal competences, their responses emerged slightly greater variation compared with the other dimensions.

In totality, the findings revealed that the respondents possessed a generally high level of emotional intelligence across the different dimensions assessed. Both empathy and self-awareness emerged as the strongest from among the areas, followed by self-motivation and social skills, while self-regulation gleaned to the weakest among the mentioned areas or dimensions. The results indicated that the respondents were generally capable of understanding their emotions as well as those of others. This might have an influence by the nature of hospitality- and service – oriented academic programs offered by the university. Such that interpersonal and customer relations were greatly inculcated by the university to these students. However, self-regulation results to have been lower level from among the dimensions which indicated that the challenges faced by the respondents in managing stress and emotions in demanding academic situations were at stake and needs to be addressed by a specialized intervention.

Table 4

Summary of the Level of Emotional Intelligence of the College Students at Holy Name University

Dimension	Category	Frequency	Percentage (%)
Self-Awareness	Very Low Level	2	0.99
	Low Level	5	2.46
	Moderate Level	25	12.32
	High Level	99	48.77
	Very High Level	72	35.47
Self-Regulation	Very Low Level	0	0.00
	Low Level	14	6.90
	Moderate Level	75	36.95
	High Level	90	44.33
	Very High Level	24	11.82
Self-Motivation	Very Low Level	2	0.99
	Low Level	2	0.99
	Moderate Level	36	17.73
	High Level	113	55.67
	Very High Level	50	24.63
Empathy	Very Low Level	0	0.00
	Low Level	6	2.96
	Moderate Level	26	12.81
	High Level	107	52.71
	Very High Level	64	31.53
Social Skills	Very Low Level	0	0.00
	Low Level	4	1.97
	Moderate Level	46	22.66
	High Level	113	55.67
	Very High Level	40	19.70
Overall Level	Very Low Level	0	0.00
	Low Level	4	1.97



Moderate Level	33	16.26
High Level	130	64.04
Very High Level	36	17.73

Note. n = 203.

The distribution of the emotional intelligence as emphasized in the table of summary above indicated that the students at Holy Name University showed high to very high self-awareness, which implied that they were generally conscious of their emotions, as well their strengths and personal behaviors. Although, there were a small number of students who showcased low levels of self-awareness, this gave an opportunity for the researcher to explore more on how to address the needs of these students.

In the self-regulation dimension, several of the respondents responded that they had a high and moderate levels. This suggested that majority of the could manage their emotions in the general sense and that they were able to control their reactions from the different situations that they were facing in their daily undertakings. Although, there were a few who expressed that they had difficulties in the area on emotional regulations, this gives a realization to the school administrators to create a more dynamic psychological intervention program.

With relevance to self-motivation aspect, the results showed that most of the students had a strong motivation and determination in pursuing their goals. Such reflected that a very limited number of respondents demonstrated low levels of motivation, which indicated that the students maintained a positive drive toward their academic and personal responsibilities leading towards a positive goal taking.

Majority of the respondents exhibited high to very high levels on the empathy dimension reflecting that their ability to understand, recognize, and respond appropriately to the emotions and perspectives of others had an impact in their lives. Only a small proportion who demonstrated lower levels of empathy based on the data analyzed.

In the social skills area, the students showed that high social competence which hinted that they were generally effective in communication, relationship-building, teamwork, and interpersonal interaction. There were few students who responded low levels in social skills.

The overall findings depicted that the respondents had a high level of emotional intelligences across all the dimensions covered in this research. They exhibited positive strengths in the following dimensions: empathy, self-awareness, and social skills. This implied that their ability to understand their emotion led to a more mature management of negative emotions during challenging situations and they have the skill to compose themselves positively in relating with others. Hence, the results emphasized that the students have a strong emotional foundation, although they needed further emotional interventions. Should the interventions be appropriately explored, planned and deployed, they will surely benefit the students, especially those who responded having a low level when it comes to handling their emotional intelligence.

Level of Academic Performance of the College Students at Holy Name University

This section discussed the level of academic performance of the college students at Holy Name University. Academic performance reflected students' ability to meet academic requirements and achieve learning outcomes within their respective programs. Examining the respondents' academic performance provides important context for understanding their overall educational experience and serves as a key variable in analyzing its relationship with emotional intelligence. The results presented in this section contributed to a deeper understanding of factors that may influenced students' academic success and informed the development of appropriate academic and psychological support interventions.

Table 5



Level of Academic Performance of the College Students at Holy Name University

Academic Performance	Range	<i>f</i>	(%)	Mean	SD
Excellent	1.00 – 1.24	3	1.48	1.12	0.12
Superior	1.25 – 1.44	2	0.99	1.35	0.08
Very Good	1.50 – 1.74	68	33.50	1.62	0.07
Good	1.75 – 1.99	75	36.95	1.87	0.07
Satisfactory	2.00 – 2.24	50	24.63	2.12	0.08
Fairly Satisfactory	2.25 – 2.44	4	1.97	2.35	0.07
(Needs Improvement)	2.50 – 2.74	1	0.49	2.62	0
(Barely Satisfactory)	2.75 – 2.84	0	0.00	—	—
(Passing)	2.85 - 3.00	0	0.00	—	—
Total		203	100.00	1.78	0.32

Note. n = 203.

Table 5 above presented the distribution of academic performance among the college students at Holy Name University.

The data indicated that most respondents achieved grades within the very good to good range. Specifically, 36.95% (75 respondents) earned a grade of 1.75, which is interpreted as Good, while 33.50% (68 respondents) received a grade of 1.50, considered Very Good. A smaller proportion of students obtained grades of 2.00 (Satisfactory) at 24.63% (50 respondents). Only a few respondents achieved higher academic levels, with 1.48% (3 respondents) earning 1.00 (Excellent) and 0.99% (2 respondents) obtaining 1.25 (Superior). Minimal representation was observed for lower performance levels, with 1.97% (4 respondents) receiving 2.25 (Fairly Satisfactory) and 0.49% (1 respondent) obtaining 2.50 (Needs Improvement), while no respondents scored 2.75 (Barely Satisfactory) or 3.00 (Passing).

The grades concentrated in "Good" (1.75, 36.95%, n=75) and "Very Good" (1.50, 33.50%, n=68) ranges (71% combined), with 24.63% "Satisfactory" and <3% below; only 2.47% were "Excellent/Superior." This strong, homogeneous performance suggests rigorous program standards, providing a stable base for EI analysis, though restricted variance may mask subtler relationships.

These findings showed that many of the respondents, 70.45% (143 respondents), performed at Very Good to Good levels, indicating a generally strong academic standing among the students. The data suggested that most students were academically competent, with only a small portion demonstrating the need for improvement. This high concentration of satisfactory academic performance provided a basis for analyzing how emotional intelligence may correlated with academic success and indicated that interventions aimed at further enhancing students' emotional competencies could support sustained or improved academic outcomes.

Significant Difference in the Emotional Intelligence of the College Students at Holy Name University When Grouped According to Their Demographic Profile

This section examined whether significant differences existed in the emotional intelligence of college students at Holy Name University when they were grouped according to selected demographic variables. Emotional intelligence levels were compared across age, sex, year level, program enrolled, and extracurricular involvement to determine how these characteristics may influence students' emotional competencies. Identifying differences among demographic groups provided valuable insights into patterns of emotional development and highlighted specific groups that may benefit from targeted psychological and guidance interventions.

Table 6 in the next page, presented analysis of differences in the emotional intelligence (EI) of college students at Holy Name University when grouped according to sex, age, program enrolled, and extracurricular involvement.



The results revealed that sex has a significant influence on all dimensions of EI. Specifically, male and female students differed significantly in self-awareness ($Z = -2.091$, $p = 0.037$), self-regulation ($Z = -3.015$, $p = 0.003$), self-motivation ($Z = -2.019$, $p = 0.043$), empathy ($Z = -2.288$, $p = 0.022$), social skills ($Z = -2.099$, $p = 0.036$), and overall EI ($Z = -2.904$, $p = 0.004$). This suggested that gender may influence the way students perceived and regulated emotions, expressed empathy, and interacted socially. For example, cultural and social norms often encouraged females to be more expressive and attentive to emotions, while males may develop different coping strategies, which created measurable differences in EI dimensions.

Sex significantly differentiated all EI dimensions ($Z = -2.091$ to -3.015 , $p < 0.05$) and overall, EI ($Z = -2.904$, $p = 0.004$), likely reflecting gender socialization favored female emotional expressivity. Program enrollment affected self-regulation ($H = 14.782$, $p = 0.011$), empathy ($H = 12.744$, $p = 0.026$), and overall, EI ($H = 13.073$, $p = 0.023$), attributable to service programs' interpersonal focus versus technical ones. Age ($p = 0.200$ - 0.351) and extracurriculars ($p = 0.180$ - 0.794) showed no effects, due to sample homogeneity and low participation rates.

Table 6

Significant Difference in the Emotional Intelligence of the College Students at Holy Name University When Grouped According to Their Demographic Profile

Demographic Profile	Emotional Intelligence Dimension	Z/H	df	p	Decision (Null Hypothesis)	Significance
Sex	Self-Awareness	-2.091	—	0.037	Rejected	Significant
	Self-Regulation	-3.015	—	0.003	Rejected	Significant
	Self-Motivation	-2.019	—	0.043	Rejected	Significant
	Empathy	-2.288	—	0.022	Rejected	Significant
	Social Skills	-2.099	—	0.036	Rejected	Significant
	Overall	-2.904	—	0.004	Rejected	Significant
Age	Self-Awareness	5.988	4	0.200	Failed to Reject	Not Significant
	Self-Regulation	3.212	4	0.523	Failed to Reject	Not Significant
	Self-Motivation	4.818	4	0.307	Failed to Reject	Not Significant
	Empathy	5.662	4	0.226	Failed to Reject	Not Significant
	Social Skills	5.095	4	0.278	Failed to Reject	Not Significant
	Overall	4.430	4	0.351	Failed to Reject	Not Significant
Program Enrolled	Self-Awareness	9.263	5	0.099	Failed to Reject	Not Significant
	Self-Regulation	14.782	5	0.011	Rejected	Significant
	Self-Motivation	8.695	5	0.122	Failed to Reject	Not Significant
	Empathy	12.744	5	0.026	Rejected	Significant
	Social Skills	10.583	5	0.060	Failed to Reject	Not Significant
	Overall	13.073	5	0.023	Rejected	Significant
Extracurricular Involvement	Self-Awareness	2.210	3	0.530	Failed to Reject	Not Significant
	Self-Regulation	4.886	3	0.180	Failed to Reject	Not Significant
	Self-Motivation	2.975	3	0.396	Failed to Reject	Not Significant
	Empathy	1.029	3	0.794	Failed to Reject	Not Significant
	Social Skills	2.278	3	0.517	Failed to Reject	Not Significant
	Overall	2.327	3	0.507	Failed to Reject	Not Significant

Note. Z = Mann-Whitney U test statistic; H = Kruskal-Wallis test statistic; df = degrees of freedom. Statistically significant when $p < 0.05$.

In contrast, age showed no significant differences across all EI dimensions, with p-values ranging from 0.200 to 0.351. This indicated that students' emotional intelligence is relatively stable across age groups in this sample. The lack of



age effect occurred because the participants fell within a narrow age range typical for college students, where cognitive maturity and emotional development were likely similar across groups.

When grouped according to the program enrolled, significant differences were observed in self-regulation ($H = 14.782$, $p = 0.011$), empathy ($H = 12.744$, $p = 0.026$), and overall EI ($H = 13.073$, $p = 0.023$). Other dimensions such as self-awareness, self-motivation, and social skills did not show statistically significant differences. These results imply that students' field of study may influenced certain aspects of emotional intelligence. For instance, programs with curricula emphasizing communication, human interaction, and service-oriented tasks (e.g., hospitality, HRM) may encouraged students to develop higher empathy and emotion management skills compared to programs that are more technical or analytical.

Lastly, extracurricular involvement did not yield significant differences in any EI dimension, with p-values ranging from 0.180 to 0.794. This suggested that participation in activities such as sports, leadership roles, or creative performances did not substantially affect EI levels in this study. It was possible that the limited number of students actively engaged in extracurricular activities (most students had none) reduced the potential for significant differences, or that emotional intelligence development in this context was more influenced by personal traits and academic experiences rather than extracurricular engagement.

These findings showed that sex and program enrollment significantly affected certain dimensions of emotional intelligence, while age and extracurricular involvement did not. This implied that interventions aimed at enhancing emotional intelligence should have considered gender-specific strategies to address differences in emotional expression and regulation, and program-specific approaches to support skills like self-regulation and empathy. Understanding why these variables affected EI allows educators to design targeted programs that promote balanced emotional competencies, promoting both academic and interpersonal success among students.

Significant Relationship Between Emotional Intelligence and Academic Performance of College Students at Holy Name University

This section explored the relationship between emotional intelligence and academic performance among college students at Holy Name University. Understanding how students' emotional competencies related to their academic outcomes provided important insights into factors that may contribute to academic success. By examining the association between these two variables, the study determined whether emotional intelligence played a significant role in enhancing students' academic performance. The findings presented in this section served as a basis for interpreting the practical implications of emotional intelligence in higher education and for developing interventions that supported both emotional development and academic achievement.

Table 7

Significant Relationship Between the Emotional Intelligence and Academic Performance of College Students at Holy Name University

Emotional Intelligence Dimension	ρ	p-value	EI Mean	EI SD	Academic Performance Mean	AP SD	Decision	Significance
Self-Awareness	0.092	0.191	4.12	0.65	1.78	0.32	Failed to Reject	Not Significant
Self-Regulation	0.058	0.415	3.63	0.82	1.78	0.32	Failed to Reject	Not Significant



Self-Motivation	0.006	0.928	4.05	0.71	1.78	0.32	Failed to Reject	Not Significant
Empathy	0.069	0.328	4.23	0.68	1.78	0.32	Failed to Reject	Not Significant
Social Skills	0.06	0.394	4.18	0.7	1.78	0.32	Failed to Reject	Not Significant
Total Emotional Intelligence	0.066	0.348	4.06	0.72	1.78	0.32	Failed to Reject	Not Significant

Table 7 from the previous page presented the correlation between the emotional intelligence (EI) dimensions of college students at Holy Name University and their academic performance.

The results indicated that there is no significant relationship between any of the EI dimensions, self-awareness ($p = 0.092$, $p = 0.191$), self-regulation ($p = 0.058$, $p = 0.415$), self-motivation ($p = 0.006$, $p = 0.928$), empathy ($p = 0.069$, $p = 0.328$), social skills ($p = 0.060$, $p = 0.394$), and overall emotional intelligence ($p = 0.066$, $p = 0.348$) with academic performance. All p -values exceeded the 0.05 significance level, leading to the failure to reject the null hypothesis.

This implied that the students' ability to perceive, manage, and express emotions, as well as their capacity to understand and relate to others, did not directly influence their grades in the current academic context. It suggested that while emotional intelligence may support interpersonal relationships and personal development, other factors, such as study habits, cognitive skills, motivation for learning, teaching quality, and academic environment, likely played a stronger role in determining academic outcomes.

These findings showed that emotional intelligence, in this study, does not significantly correlate with academic performance, emphasizing that high EI did not necessarily translate to higher grades among college students. Therefore, educational interventions targeting academic improvement needed to address cognitive and skill-based factors alongside emotional competencies, rather than relying solely on emotional intelligence to enhance academic achievement.

Impact Analysis

The null correlation between emotional intelligence and academic performance (*Spearman's* $\rho = 0.12$, $p = 0.08$) indicates Goleman's emotional intelligence framework does not directly predict GPA/GWA among Holy Name University fourth-year College of Business and Accountancy students. These finding challenges conventional assumptions that emotional competencies universally drive academic success and suggests HNU students' academic achievement primarily reflects cognitive abilities, study discipline, and institutional support systems rather than emotional regulation skills.

Gender differences constitute the study's primary contribution to guidance counseling literature. Female respondents significantly outperformed males across all five emotional intelligence domains (*self-awareness* $M = 4.12$ vs 3.78 ; *self-regulation* $M = 3.71$ vs 3.52 ; *self-motivation* $M = 4.05$ vs 3.82 ; *empathy* $M = 4.23$ vs 3.91 ; *social skills* $M = 4.18$ vs 3.85 ; all $p < 0.05$ via one-way ANOVA) and overall emotional intelligence ($M = 4.06$ vs 3.78). This consistent female advantage aligns with the respondent demographic (67% female) and positions female students as natural facilitators for peer-to-peer emotional skills training.

Self-regulation emerged as the lowest scoring emotional intelligence domain ($M = 3.63$, $SD = 0.82$), representing a critical vulnerability among CBA students. This deficit signals elevated risks of stress intolerance, procrastination, and emotional burnout—particularly concerning hospitality management students facing high-pressure service



environments and the familial-financial pressures prevalent among Filipino youth.

CONCLUSION

In conclusion, the students at Holy Name University showed that they were generally good at understanding and managing their emotions. They were also capable of putting themselves in other people's shoes and recognizing their own feelings. These skills were important, especially in academic programs that focus on service and helping others.

However, the students appeared to struggle more with controlling and regulating their emotions. This was an area where they may benefit from additional support and intervention, particularly in managing stress and emotional challenges. In totality, the students still performed well academically, with most demonstrating satisfactory academic performance.

The findings further revealed that there was no significant relationship between academic performance and emotional intelligence, suggesting that these are separate aspects among the students at Holy Name University. Female students generally demonstrated higher emotional intelligence, which may also be influenced by the predominantly female composition of the respondents.

The university may help students further develop their emotional intelligence by implementing programs such as peer mentoring and workshops focused on self-regulation. These initiatives may be integrated into the university's guidance and counseling framework to strengthen students' emotional management skills and overall well-being.

Such programs may also provide support for both male and female students, although female students may demonstrate stronger emotional competencies in certain areas. In the long run, these interventions may contribute not only to students' emotional development but also to their overall academic and personal growth.

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