

# Emotional Intelligence and Student Performance: A New Perspective

Arti Chauhan<sup>1</sup>; Pragya Tomar<sup>2</sup>; Dr. Ila Dvivedi<sup>3</sup>

<sup>1,2,3</sup>PGT, Delhi Public School, Roorkee Research Associate, Dev Sanskriti Vishwavidyalaya, Haridwar TGT, Delhi Public School, Roorkee, Uttarakhand

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**Abstract:** Emotional Intelligence is the ability to manage one's own emotions and understand the emotions of people around. It is an adapted or developed quality which can enhance or change the perspective of an individual. By using this knowledge, a person can navigate social and personal situations impactfully. It entails five key elements; self-awareness, Self-regulation, motivation, empathy and social skills.

**Keywords:** Emotional Intelligence, Well-Being, Education, Learning Patterns, Social Media, Psychological Impact, Communication.

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## I. INTRODUCTION

Emotions play an important role in attitude formation as well as attitude change. Manipulating the emotional part is an important technique of persuasion. Our ethical behavior also sees a vast decline especially in negative mood states like anger, rage, irritation etc. Imagine a world where you could not understand when a friend was feeling sad or when a coworker was angry. Psychologists refer to this ability as emotional intelligence, and some experts even suggest that it can be more important than IQ. For this we need to understand initially the concept of emotional intelligence.

Emotional Intelligence (EI) is the ability to understand, manage, and express one's own emotions, as well as recognize and influence the other people's emotions, to discriminate between different emotions and label them appropriately. It is an adapted or developed quality which can enhance or change the perspective of an individual. By using this knowledge, a person can navigate social and personal situations impactfully. It refers to the array of personal management and social skills that allows one to succeed in the workplace and life in general. It entails five key elements; self-awareness, Self-Regulation, motivation, empathy and social skills. Thus, EI encompasses intuition, character, integrity and motivation. It also includes good communication and relationship skills. Studies have shown that people with high EI have greater mental health, exemplary job performance, and more potent leadership skills.

## II. DANIEL GOLEMAN'S THEORY OF EMOTIONAL INTELLIGENCE (EI)

Daniel Goleman, a psychologist, and science journalist popularized the concept of Emotional Intelligence in his groundbreaking 1995 book

Emotional Intelligence: Why It Can Matter More Than IQ. Goleman argued that success in life isn't solely determined by IQ (Intelligence Quotient) — rather, the ability to recognize, understand, and manage emotions plays an equally vital role. *Significance of Emotional Intelligence according to Goleman's Theory.*

Goleman suggested that Emotional Intelligence can predict success in life better than raw intelligence. People with high EI are better at leadership, teamwork, stress management, and personal well-being. Schools, businesses, and even governments now promote Social-Emotional Learning (SEL), which is directly inspired by his work.

Psychologist Daniel Goleman developed and popularized the framework of EI and outlined five key components: *Self-awareness* — Recognizing your own emotions. *Self-regulation* — Managing your emotions in healthy ways. *Motivation* — Using emotions to pursue goals. *Empathy* — Understanding others' feelings. *Social skills* — Building positive relationships.

### III. UTILITY IN SCHOOL CURRICULUM

*Improves academic performance* Students with high EI can manage stress, focus better, and handle failure constructively, which improves learning and performance.

*Enhances communication and teamwork* Emotional intelligence helps students collaborate, resolve conflicts peacefully, and work well in group projects.

*Strengthens mental health* Learning to regulate emotions can reduce anxiety, depression, and social withdrawal.

*Builds empathy and social responsibility* EI encourages students to understand and respect different perspectives, which is key for fostering inclusive and respectful communities.

*Prepares for real-world success* in both personal and professional life, emotional intelligence is often more important than IQ for leadership, relationships, and problem-solving.

### IV. OBJECTIVES

To develop emotional intelligence in the context of a student's performance is a highly constructive skill. After the pandemic, it has been observed at a global level that students' interest in study and their attention span is waning. This meandering is precarious. By developing or using emotional intelligence educators and parents can become capable of understanding the frame of mind of their students or children. By understanding the multiple emotional statuses of students, their problems can be resolved. They can award time for fruitful study, using the internet as an apparatus rather than mind-numbing brain rot and excel in academics

Schools usually focus on cognitive skills (math, science, language) but success in life often hinges on emotional and social competence. Integrating EI can make students more balanced, compassionate, and resilient.

### V. METHODOLOGY

Quantitative analysis of a group of students to understand their common routine which distances them from studies and to locate the exact requirement of emotional intelligence in their educational and social life.

A group of 90 students (50 boys 40 girls aged 14 to 17) from ages 14 to 17 years from the same school took part in this study. No difference was found across age groups, in these categories.

We used Macale, J. Emotional intelligence questionnaire LAL1. Questionnaire, with only 20 questions, having options with five options (1= does not apply to 5= always applies). The questions were centered around all five components of emotional intelligence. First being Social Awareness with questions like "I realize immediately when I'm enraged"; "When I am being 'emotional' I am aware of this". The second being Management of Emotions, "I can 'tackle' bad situations easily"; "Others rarely get to know what kind of mood I am in". The next component is Motivating Oneself with statements like "I usually prioritize important activities at work and get on with them"; "I always inspire myself to do difficult tasks". Empathy is the fourth component and has statements such as "I am always considering the other person's perception"; "I am excellent at empathizing with someone else's problem". Social Skill with statements like "People are the most interesting thing in life for me"; "I never interrupt other people's conversations" as the last component of emotional intelligence.

Out of the 20 questions, all students were to select options from 1 to 5, each scored out of 20 for every component. Score of 17 and above out of 20 (above 85%) depicted an emotional strength, a score between 10 to 16 (50-85%) highlighted the need for attention in that component. And any score below 10 was considered as a developmental area. **Emotional Intelligence Questionnaire** The following questions are arranged from

Macale, J. Emotional intelligence questionnaire LAL1. Questionnaire. These are to help assess one's basis of emotional intelligence, highlight the strengths and weaknesses of their emotional regulations. This will help to understand one's emotional needs and address them in a way required for one's emotional well-being.

#### ➤ Emotional Intelligence Questionnaire

Table 1 Emotional Intelligence Questionnaire

Age:	Gender:
Which of these statements apply to you	Mark your score
Read the following statements and mark the number which strongly applies to YOU. 1= does not work                      3=mediumly works                      5= always works	Circle the number
1. I realize immediately when I'm enraged	1   2   3   4   5
2. I can 'tackle' bad situations easily	1   2   3   4   5

3.I always inspire myself to do difficult tasks	1	2	3	4	5
4. I am always considering the other person's perception	1	2	3	4	5
5. I am an exceptional listener	1	2	3	4	5
6. I often feel that I am happy	1	2	3	4	5
7. I do not wear my 'heart on my sleeve'	1	2	3	4	5
8.I am usually prioritizing important activities at work and get on with them	1	2	3	4	5
9. I am excellent at empathizing with someone else's problem	1	2	3	4	5
10. I never interrupt other people's conversations	1	2	3	4	5
11. I usually have recognition when I am stressed	1	2	3	4	5
12. Others rarely get to know what kind of mood I am in	1	2	3	4	5
13. I always meet deadlines	1	2	3	4	5
14. I can get easily if someone is not happy with me	1	2	3	4	5
15.I am good at adapting and mixing with a variety of people	1	2	3	4	5
16. When I am being 'emotional' I am aware of this	1	2	3	4	5
17. I rarely 'fly off the handle' at other people	1	2	3	4	5
18. I never waste time	1	2	3	4	5
19. I can tell if a team of people are not getting along with each other	1	2	3	4	5
20. People are the most interesting thing in life for me	1	2	3	4	5

## RESULTS

Table 2 Evaluation of 90 Students and The Outcome

No of students	Emotional strength (out of 5)	Remark
07	03	Good
25	02	Average
58	0-1	Below average

From the above conducted research with a group of 90 students between ages 14-17 years of the same school who took this questionnaire of 20 questions the following result was analyzed. It has been found out that a sizable number of students have shown lack of awareness in the major components of emotional intelligence. Many of them had an average inclination towards no one particular component and the result was sublime. Though a handful of students showed characteristic disposition for empathy and social awareness, which could be regarded as their strengths. The next group of students has an emotional average of 2 out of 5 components. The larger leaning was towards social awareness, empathy and social skills. This group had lesser individuals showing management of emotions and motivating oneself as their strong suit but not minute. The last group of students showcased an impeccable emotional strength averaging 3 out of 5 components. These emotional strengths are in the areas of empathy, social awareness and management of emotions.

## VI. CONCLUSION

**"What really matters for success, character, happiness and life long achievements is a definite set of emotional skills- your EQ- not just purely cognitive abilities that are measured by conventional IQ Test."- Daniel Goleman.** This highlights the importance of the emotional quotient of individuals in our present and future. Emotional intelligence in our personal and professional life impacts decision making, disaster management, stress management, risk taking capabilities and conflict resolution. These qualities should be present in our future leader and policy maker.

The purpose of this research was to assess how individuals from ages 14-17 conduct their emotional needs and regulate their actions based on their emotional components. Out of 90 students 58 of them have shown one

or none component being their strong suit. This highlights the lack of emotional intelligence at such a vulnerable age in adolescence. The ignorance shown to emotional intelligence is also evident with the increasing difficulty of corporate life sectors, stress related illnesses, mental health disruption affecting work-life balance in metropolitan cities.

The above example put forward the sheer need of including emotional intelligence in school curriculum. Another study from a newspaper also suggests formation of support groups at school level by teachers' counselors and social workers, conducting weekly workshops and exercises imparting key components of emotional intelligence.

The problems and promises of the future require emotionally intelligent individuals who can direct towards sustainable development, creative use of Ai, gender equality and sensitivity, lowering the crime rate. It is the youth of tomorrow in need of the tenets of emotional intelligence to form a society of equality, a nation of sustainability and a world of empathy and social commune.

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