

The Role of Emotional Intelligence on the Well-Being of Students in Inter-Personal and Academic Performance

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ABSTRACT

Emotional intelligence (EI) differs from the traditional concept of general intelligence, particularly in its focus on the potential of cognitive abilities applied to emotions. EI enables individuals to develop proper awareness, appraisal, regulation, and expression of their emotions in the right way, at the right time, and in the right proportion. Goleman (1995) defined EI as the ability to recognize and manage one's own emotions, motivate oneself, and effectively handle interpersonal relationships. It is widely regarded as a strong predictor of success. Parents and teachers play an important role in helping children cultivate emotional understanding and regulation, thereby supporting their overall emotional health. By fostering motivation, empathy, interpersonal skills, and social competence, EI development becomes essential for maintaining positive emotional bonds and enhancing both personal and academic growth.

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INTRODUCTION

In recent decades, the concept of Emotional Intelligence (EI) has gained increasing attention in both psychology and education as a critical factor influencing human behavior, learning, and overall well-being. Unlike cognitive intelligence, which emphasizes intellectual capabilities, EI encompasses the ability to recognize, understand, regulate, and effectively use emotions in oneself and others. For students, this ability plays a vital role in managing the challenges of academic life, building healthy interpersonal relationships, and maintaining psychological balance. The history of emotional intelligence is as old as the evolution of the human society. Emotional intelligence is the capacity to be aware of, control, and express one's emotions, and to handle interpersonal relationships judiciously and empathetically. Daniel Goleman, father of emotional intelligence referred it as the ability to identify and manage one's own emotions and the emotions of others. It is generally said emotional awareness is the ability to harness emotions and apply them to tasks like thinking and problem solving, the ability to manage emotions which includes regulating one's own emotions and cheering up or calming down other people.

The well-being of students is closely tied to their capacity to handle stress, adapt to changing academic demands, and engage in meaningful social interactions. Research has shown that students with higher levels of EI demonstrate stronger resilience, improved communication skills, and greater academic motivation (Mayer, Roberts, & Barsade, 2008; Petrides et al., 2016). They are better equipped to resolve conflicts, collaborate in group activities, and establish positive relationships with peers and teachers. At the same time, EI has been linked to higher academic performance, as emotional regulation helps students stay focused, manage exam-related anxiety, and persist in the face of difficulties (Schutte et al., 2001).

As educational institutions increasingly emphasize holistic development, the integration of EI training into teaching practices has become essential. Beyond academic achievement, fostering EI among students contributes to their personal growth, mental health, and future professional success (Perera & DiGiacomo, 2013; MacCann et al., 2020). Understanding the role of emotional intelligence in shaping both interpersonal and academic dimensions of student life is therefore crucial for educators, policymakers, and researchers seeking to design effective interventions for student development.

Emotional Intelligence:

Emotional intelligence definitely differs from the traditional concept of general intelligence especially in the sense of the potential of cognitive abilities. The measurement of this type of intelligence is provided in term of Emotional Quotient (EQ) in place of the usually known term Intelligence Quotient (IQ). It makes persons get proper awareness, appraisal, application and expression of his emotion in the right way, right time and the right amount (Salovey & Mayer, 1990; Goleman, 1995). It helps an individual to use his/her emotions in getting desired success in their day-to-day life and the world of work. Emotional intelligent skills make a person seek proper synthesis of the activities of head and heart for taking a suitable action, the situation leading to the betterment of performance and getting success in realizing of self-defined goals. It helps to the individuals in recognition and regulation of emotion in oneself and others for the better performance and adjustment also utilize the social skills associated with such type of intelligence.

Emotional intelligence helps individual in the utilization of emotions for the realization of the self-defined goals and accusing the capacity to know and manage the emotions of the self and others in a proper way. The abilities of intra personal to the art of knowing and managing the emotions and realize the proper way of self-defined goals.

Goleman discussed emotional intelligence as the ability to know and manage one's own emotions, recognize them in others and to handle relationships, also include the ability of being able to motivated oneself and persist in the face of frustrations, to control impulses and delay gratifications and regulate one's mood and keep distress from overwhelm the ability to think etc. This definition also includes self-control, zeal and persistence, and the ability to motivate oneself. Goleman calls it "a master aptitude, a capacity that profoundly affects all other abilities, either facilitating or interfering with them".

- (a) **Emotional Self-awareness:** includes accurate self-assessment and self-confidence.
- (b) **Emotional Self-management:** includes self-control, trustworthiness, conscientiousness, adaptability, achievement, orientation, and initiative.
- (c) **Social awareness:** includes empathy, organizational awareness, and service orientation.
- (d) **Relationship management:** includes developing others, leadership, influence, communication, change catalyst, conflict management, building bonds, teamwork and collaborations.

Educational Values of Emotional Intelligence:

Emotional Intelligence (EI), often conceptualized as Emotional Quotient (EQ), has a profound educational and social impact on both individuals and society. It is considered a critical dimension of human non-cognitive intelligence that significantly contributes to academic achievement, professional development, and overall well-being (Salovey & Mayer, 1990; Goleman, 1995). While traditional intelligence (IQ) measures cognitive potential, EI emphasizes the capacity to perceive, understand, regulate, and utilize emotions effectively. Over the last three decades, psychologists and educators worldwide have acknowledged the importance of EI and incorporated it into educational practices, training programs, and workplace competencies.

The prominence of EI as a construct is largely attributed to the works of the American psychologist Daniel Goleman, who popularized the concept through his influential books *Emotional Intelligence: Why It Can Matter More Than IQ* (1995) and *Working with Emotional Intelligence* (1998). His research highlighted that EI often plays a stronger role than IQ in predicting success in education, career, and interpersonal relationships. The educational significance of EI can be summarized as follows:

A. Emotional Intelligence vs. IQ

Research indicates that IQ accounts for only about 20% of life success, while other factors—including EI, social competence, and situational opportunities—contribute the remaining 80% (Goleman, 1995). This underscores the role of EI as a more powerful determinant of holistic success compared to IQ alone.

B. Predictor of Success in Life

Children and adolescents with higher EI are more likely to succeed academically and socially. Early development of emotional competencies acts as a protective factor against maladaptive behaviors, such as aggression, impulsivity, or disengagement from learning (Mayer et al., 2016).

C. Role of Parents and Teachers

Parents and teachers play a vital role in cultivating EI by fostering self-awareness, empathy, and emotion regulation among children. Such skills enhance academic motivation, classroom participation,

and overall well-being, ultimately paving the way for long-term success (Brackett & Rivers, 2014).

D. Beyond IQ and Standardized Tests

Standardized measures such as IQ and SAT scores are limited predictors of life success. Instead, emotional and social competencies—including empathy, adaptability, and interpersonal skills—are better predictors of achievement in personal and professional domains (Boyatzis, 2006).

E. Workplace Success

In professional environments, EI is often more valuable than technical skills or IQ in determining effective leadership, teamwork, and conflict management. Professionals with poor EI may struggle with collaboration, even if they possess strong technical expertise (Cherniss, 2010).

F. Components of EI for Life Success

Goleman (1998) identified five core components of EI—self-awareness, self-regulation, motivation, empathy, and social skills—all of which are essential for building strong relationships, managing stress, and achieving personal and professional goals.

G. Need in the Age of Technological Revolution

In today's era of rapid technological advancement, human emotional needs are often overshadowed by technical achievements. Developing EI ensures a balance between rational problem-solving and emotional well-being, enabling individuals to approach life challenges with both intellect and compassion (Petrides et al., 2016).

H. Leadership, Communication, and Teamwork

EI enhances communication, fosters leadership potential, and promotes cooperative learning environments. Students with higher EI are better able to express their feelings appropriately, understand others' perspectives, and collaborate effectively (Brackett et al., 2011).

Development of emotional intelligence:

Parents or teachers may help the children to develop the ability to understand feelings in the right manners both in children and others. Self-awareness of the feelings and emotions are important; misgivings and misinterpretations of feelings should not be allowed. People who have a high EQ also have a high score on empathy and empathy occurs through effective listening. It is necessary to teach the children that all emotions are healthy because emotions unite the heart, mind, anger, fear, sadness, are as healthy as peace, courage and joy. Emotion is a desirable way at the desirable time in a desirable amount. Motivate learning, a lesson of empathy, inter-personal relationship with other, development of social skill to be a need for maintaining proper emotional bonds.

Following steps should be followed for developing emotional intelligence –

a. Presenting before the children's examples or models of emotional intelligence behavior:

Children learn many skills; assimilate many of their habits and personality traits, including the ability and skill associated with their emotional intelligence, by observing and imitating the behavior those who are intimate to them in their social circle. At the beginning age, children observe the behaviors of their parents, elder in the family and teachers in school and the friends. If pupils want their children to assimilate by using emotional intelligence, then they should have to be provided with appropriate experiences and opportunities to learn as useful lessons on their intelligent behavior. Renowned psychologist and author Gottman (1997) has commented in this manner. "Children learn emotional intelligence skills from their parents. Without the example of their parents, children miss out on the best source to learn from. Every moment you spend with your child is an opportunity to demonstrate emotional intelligence. When you refrain from yelling, your child will also. When you notice and ask about your child's sad feelings, your children learn to show sympathy for friends. Parents who practice emotional intelligence with children raise boys and girls who are happier and better socially adjusted, get better grades, and later achieve a higher level of professional success".

b. Making use of relevant literature and audio-video material: A Child's emotional intelligence skill can be developed by making them read autobiographies and biographies of the great laureate. The children will inspire, motivated from their story when they are in a difficult situation to achieve success. Sometimes children see a movie or television show or listen to audio recording then they may have a similar impressive experience. These inspiration sources help the children to assimilate the skills of

emotional intelligence.

c. Providing necessary training for dealing with emotions: For development of emotional intelligence in the proper way in children, we must try to teach and train them to control and deal with their feelings of emotions in a better way. We can demonstrate them the different type of emotional feelings.

d. Helping grown-ups in the enhancement of their emotional intelligence level: Children need to improve their level of emotional intelligence at any age. When children see others achieving success by using their developed EI skills then he or she may feel handicapped if skills are underdeveloped. In such situation, they should be aware to realize their aim to achieve the success.

e. Helping to know the present status of one's emotional intelligence: Emotional intelligence test to be needed to know the strengths and limitation regarding the level of emotions in various aspect or dimensions. It is the windows to know the current level of emotional intelligence and will help many things regarding the present status of emotional intelligence, which help to conscious us about it.

f. Analyses the requirement and identify needed skills for enhancement: After knowing the current status of emotional intelligence in raise skills to have a proper analysis needed. The certain type of emotional intelligence skill needs to be learned in a big way, some need refinement or modification. A proper list of these skills and mark task to be done, then the emotional behavior to be change or modification which is changeable.

g. Practice the identifying skills by taking one or a few at a time: In this step, children to have a proper practice of the identifying emotional intelligence skills to enhance, modifying and apply them in daily life. For better result appropriate arrangement of the skills are needs properly.

h. Have feedback, reinforcement and evaluation of one's practice efforts: When practicing emotional intelligence skills, it is essential to get feedback, reinforcement and evaluation for better output and effectiveness. These feedbacks can get from family members, trusted friend and colleagues. Self-evaluation is important; by this process children can carefully avoid the errors, engage in more powerful effort in positive direction and self-development of emotional intelligence skills as time consuming task etc.

CONCLUSION

Emotional Intelligence (EI) has become an essential dimension of modern education, shaping not only academic performance but also the overall well-being of students. In today's highly competitive and technology-driven school environment, students with strong EI are better equipped to manage stress, adapt to challenges, and sustain healthy peer relationships. High emotional intelligence fosters self-awareness, empathy, resilience, and cooperation—qualities that go beyond grades and prepare learners for real-world success.

Students who can regulate their emotions, handle setbacks constructively, and maintain positive attitudes are more likely to thrive both in the classroom and in their personal lives. By nurturing EI, schools can help students develop balanced personalities, improve classroom behavior, enhance teamwork, and reduce issues such as bullying, social isolation, or academic burnout.

In the context of 21st-century schooling, where academic pressure, social media influence, and peer competition often challenge students' emotional stability, fostering EI is not optional but a necessity. Educators, parents, and institutions must work collectively to provide structured opportunities for students to recognize, express, and manage their emotions in constructive ways. When emotional intelligence is cultivated alongside cognitive growth, students not only achieve academic excellence but also emerge as empathetic, responsible, and resilient individuals capable of contributing positively to society.

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