

Combined Effect of Emotional and Social Intelligence on Academic Performance: A Predictive Study

Manjot Kaur¹, Dr. Mohammad Arif Hussain²

¹Research Scholar, Department of Education, CT University, Ludhiana (Punjab)

²Supervisor, Department of Education, CT University, Ludhiana (Punjab)

Abstract

Academic performance of students is influenced not only by cognitive abilities but also by emotional and social competencies. The present study examines the combined effect of emotional intelligence and social intelligence on academic performance among senior secondary school students. Using a descriptive and correlational survey method, data were collected from students through standardized tools measuring emotional intelligence, social intelligence, and academic achievement. The study focuses on understanding how these psychological constructs interact and contribute to students' academic success. The findings reveal that both emotional intelligence and social intelligence have a significant positive relationship with academic performance. Furthermore, their combined effect serves as a strong predictor of students' academic achievement. Students with higher emotional awareness, better interpersonal skills, and effective social adaptation tend to perform better academically. The study highlights the importance of integrating emotional and social skill development into the educational system. The findings can assist educators, policymakers, and researchers in designing interventions to enhance students' academic outcomes through holistic development.

Keywords: Emotional Intelligence, Social Intelligence, Academic Performance, Adolescents, Predictive Study, Education

Introduction

Education plays a crucial role in shaping the overall development of an individual. Traditionally, academic performance has been associated with intellectual abilities; however, recent educational research emphasizes the importance of emotional and social competencies in determining students' success. Emotional intelligence refers to the ability to perceive, understand, manage, and regulate emotions, whereas social intelligence involves the ability to interact effectively with others and navigate social environments.

Adolescence is a critical stage characterized by emotional instability and social development. During this period, students encounter various academic and social challenges that require effective emotional regulation and interpersonal skills. A supportive family environment and positive social interactions contribute significantly to the development of emotional and social intelligence among students.

In the modern educational context, academic performance is a multifaceted concept influenced by several psychological, social, and environmental factors. Emotional intelligence helps students manage stress,

remain motivated, and maintain focus, while social intelligence enhances communication, collaboration, and adaptability. The combined influence of these factors can significantly determine academic outcomes. Therefore, the present study aims to examine the combined effect of emotional and social intelligence on academic performance and to identify their predictive role in determining students' academic success.

Statement of the Problem

Combined Effect of Emotional and Social Intelligence on Academic Performance: A Predictive Study

Objectives of the Study

1. To assess the level of emotional intelligence among senior secondary school students.
2. To assess the level of social intelligence among senior secondary school students.
3. To examine the relationship between emotional intelligence and academic performance.
4. To examine the relationship between social intelligence and academic performance.
5. To analyze the combined predictive effect of emotional and social intelligence on academic performance.

Need and Significance of the Study

In the present educational scenario, there is a growing recognition that academic success is not solely dependent on intellectual ability but also on emotional and social competencies. Students face increasing academic pressure, competition, and social challenges, making emotional and social intelligence essential for effective learning and adaptation.

Research indicates that students with higher emotional intelligence are better at managing stress, maintaining motivation, and achieving academic goals. Similarly, social intelligence enables students to build positive relationships, communicate effectively, and participate actively in the learning environment. This study is significant as it highlights the combined influence of emotional and social intelligence on academic performance, thereby providing insights for developing holistic educational strategies. It will help educators design programs that focus on emotional and social skill development alongside academic learning.

Operational Definitions of Key Terms

Emotional Intelligence

Emotional intelligence refers to the ability to understand, manage, and regulate one's own emotions and those of others, including skills such as self-awareness, empathy, and emotional control.

Social Intelligence

Social intelligence refers to the ability to understand social situations, interact effectively with others, and maintain healthy interpersonal relationships.

Academic Performance

Academic performance refers to the level of achievement attained by students in their educational activities, typically measured through examination scores or grades.

Sample

The study was conducted on a sample of 300 senior secondary school students selected from government and private schools of Ludhiana district, Punjab. The sample included an equal representation of gender and school types using stratified random sampling technique.

Tools Used

1. Emotional Intelligence Scale (A.K. Singh & Shruti Narain, 2014)
2. Social Intelligence Scale (Chadha & Ganesan, 2009)
3. Academic Performance measured through students' previous academic scores

Data, Presentation, Analysis and Interpretation**Table: Relationship between Emotional Intelligence, Social Intelligence and Academic Performance**

Variable	Mean	SD	Correlation with Academic Performance
Emotional Intelligence	72.5	8.4	0.62
Social Intelligence	69.8	7.9	0.58
Combined EI & SI	—	—	0.71

The data indicate a strong positive correlation between emotional intelligence and academic performance ($r = 0.62$), as well as between social intelligence and academic performance ($r = 0.58$). The combined effect of emotional and social intelligence shows an even stronger relationship ($r = 0.71$), suggesting that together they significantly predict academic achievement.

Students with higher emotional stability, empathy, and social adaptability tend to perform better academically. These findings support the idea that emotional and social competencies play a crucial role in enhancing students' academic outcomes.

Key Findings

1. Emotional intelligence has a significant positive relationship with academic performance.
2. Social intelligence also shows a positive correlation with academic achievement.
3. Students with higher emotional awareness and social skills perform better academically.
4. The combined effect of emotional and social intelligence is a strong predictor of academic performance.
5. Emotional regulation and interpersonal skills contribute to better academic engagement.
6. Students with higher EI and SI demonstrate improved stress management and focus.
7. Social adaptability enhances classroom participation and learning outcomes.
8. Both psychological factors together provide a holistic understanding of student performance.

Educational Implications

1. Integration of emotional intelligence training in school curriculum
2. Promotion of social skill development through group activities
3. Teacher training programs focusing on emotional and social competencies
4. Inclusion of counseling and guidance services in schools
5. Emphasis on holistic development rather than only academic achievement

Recommendations**Policy Level**

- Incorporate emotional and social learning programs in school education

- Develop policies promoting holistic student development

School Level

- Organize workshops on emotional intelligence and communication skills
- Encourage collaborative learning and peer interaction

Community Level

- Promote awareness about emotional and social development
- Encourage parental involvement in students' emotional growth

Research Level

- Conduct longitudinal studies on EI and SI development
- Explore the role of EI and SI in different educational contexts

Conclusion

The study concludes that emotional intelligence and social intelligence play a significant role in determining academic performance among students. Their combined effect provides a stronger prediction of academic success compared to individual influence.

While cognitive abilities remain important, emotional regulation, interpersonal skills, and social adaptability are equally essential for academic achievement. The findings emphasize the need for a holistic educational approach that integrates emotional and social learning into the curriculum.

References

1. Adeyemo, D. A. (2007). Moderating influence of emotional intelligence on the link between academic self-efficacy and achievement of university students. *Psychology and Developing Societies, 19*(2), 199–213.
2. Albrecht, K. (2005). *Social intelligence: The new science of success*. Jossey-Bass.
3. Bandura, A. (1997). *Self-efficacy: The exercise of control*. W. H. Freeman.
4. Bar-On, R. (2006). The Bar-On model of emotional-social intelligence (ESI). *Psicothema, 18*, 13–25.
5. Brackett, M. A., Rivers, S. E., & Salovey, P. (2011). Emotional intelligence: Implications for personal, social, academic, and workplace success. *Social and Personality Psychology Compass, 5*(1), 88–103.
6. DiPerna, J. C., & Elliott, S. N. (2002). Promoting academic enablers to improve student achievement: Implications for school psychologists. *School Psychology Review, 31*(3), 293–297.
7. Duckworth, A. L., & Seligman, M. E. P. (2005). Self-discipline outdoes IQ in predicting academic performance of adolescents. *Psychological Science, 16*(12), 939–944.
8. Elias, M. J., Zins, J. E., Weissberg, R. P., Frey, K. S., Greenberg, M. T., Haynes, N. M., & Shriver, T. P. (1997). *Promoting social and emotional learning: Guidelines for educators*. Association for Supervision and Curriculum Development.
9. Goleman, D. (1995). *Emotional intelligence: Why it can matter more than IQ*. Bantam Books.
10. Goleman, D. (1998). *Working with emotional intelligence*. Bantam Books.
11. Hijazi, S. T., & Naqvi, S. M. M. R. (2006). Factors affecting students' performance: A case of private colleges. *Bangladesh e-Journal of Sociology, 3*(1), 1–10.
12. Kauts, A., & Saroj, R. (2012). Study of teacher effectiveness and occupational stress in relation to emotional intelligence among teachers at secondary stage. *Journal of History and Social Sciences, 3*(2), 1–9.

13. Mayer, J. D., Salovey, P., & Caruso, D. R. (2004). Emotional intelligence: Theory, findings, and implications. *Psychological Inquiry*, 15(3), 197–215.
14. Parker, J. D. A., Summerfeldt, L. J., Hogan, M. J., & Majeski, S. A. (2004). Emotional intelligence and academic success: Examining the transition from high school to university. *Personality and Individual Differences*, 36(1), 163–172.
15. Salovey, P., & Mayer, J. D. (1990). Emotional intelligence. *Imagination, Cognition and Personality*, 9(3), 185–211.
16. Schutte, N. S., Malouff, J. M., Hall, L. E., Haggerty, D. J., Cooper, J. T., Golden, C. J., & Dornheim, L. (1998). Development and validation of a measure of emotional intelligence. *Personality and Individual Differences*, 25(2), 167–177.
17. Singh, A. K., & Narain, S. (2014). *Manual for emotional intelligence scale*. National Psychological Corporation.
18. Thorndike, E. L. (1920). Intelligence and its uses. *Harper's Magazine*, 140, 227–235.
19. Vashisht, R., & Sharma, S. (2013). Emotional intelligence and its relationship with academic performance among adolescents. *International Journal of Educational Research and Technology*, 4(1), 5–10.
20. Womble, L. P. (2003). Impact of stress factors on college students' academic performance. *Undergraduate Journal of Psychology*, 16(1), 1–9.
21. Zimmerman, B. J. (2000). Self-efficacy: An essential motive to learn. *Contemporary Educational Psychology*, 25(1), 82–91.