

Emotional Intelligence as a Predictor of Academic Achievement among College Students: Evidence from Mayurbhanj, Odisha, India

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Abstract: The present study investigated the relationship between emotional intelligence and academic achievement among college students in Mayurbhanj District, Odisha. The study also examined differences in academic achievement with respect to gender, stream, and locality. A descriptive survey research design was adopted for the study. The sample comprised 100 undergraduate students selected through the simple random sampling technique from five degree colleges in Mayurbhanj District. Data were collected using the Emotional Intelligence Inventory (EII-MM) developed by Mangal and Mangal, while academic achievement was measured through students' university examination scores obtained from official college records. The collected data were analysed using descriptive statistics (mean, standard deviation, frequency, and percentage) and inferential statistics (Student's *t*-test and Pearson's Product Moment Correlation Coefficient). The findings revealed that the majority of the students possessed an average level of emotional intelligence. A significant difference in academic achievement was observed between boys and girls, with girls outperforming boys. Similarly, Science students demonstrated significantly higher academic achievement than Arts students. However, no significant difference was found between rural and urban students with respect to academic achievement. Furthermore, the study established a significant positive correlation ($r = 0.322$, $p < 0.05$) between emotional intelligence and academic achievement, indicating that students with higher emotional intelligence tend to achieve better academic performance. The study concludes that emotional intelligence plays a vital role in enhancing students' academic achievement. Therefore, educational institutions should promote emotional intelligence through counselling services, life skills education, and socio-emotional learning programmes to foster students' academic success and holistic development.

Key Words: Academic Achievement, Emotional Intelligence, College Students, Higher Education.

1. Introduction

Higher education serves as a fundamental stimulus for individual and societal advancement, equipping learners with the knowledge, competencies, values and adaptive capacities required to navigate the multifaceted challenges of an increasingly complex, interconnected and rapidly evolving global landscape (UNESCO, 2021; OECD, 2023). Beyond the transmission of disciplinary knowledge, contemporary higher education institutions are entrusted with fostering intellectual growth, critical thinking, emotional maturity, social responsibility, and professional competence, thereby promoting the holistic development

of students. In an era marked by globalization, technological innovation and dynamic labour market demands, universities play a pivotal role in preparing learners not only to thrive academically and professionally but also to demonstrate emotional adaptability, resilience, ethical judgment, and effective interpersonal skills needed for lifelong learning and responsible societal contribution.

Within this extensive educational landscape, academic achievement remains a central indicator of both institutional effectiveness and student success in higher education. It represents the extent to which students successfully attain the intended learning outcomes through the acquisition and application of disciplinary knowledge, transferable competencies and higher-order cognitive abilities developed during their academic journey (OECD, 2023; UNESCO, 2021). As a multidimensional construct, academic achievement is widely acknowledged as a significant predictor of educational persistence, career advancement, employability and lifelong learning, while simultaneously serving as a critical benchmark for measuring the effectiveness and quality of higher education systems (World Economic Forum, 2023; Yorke, 2006). Traditionally, academic achievement has been predominantly attributed to student's cognitive determinants including intelligence quotient (IQ), aptitude, prior academic preparation and domain-specific knowledge. However, a growing body of contemporary educational and psychological research emphasize that cognitive abilities alone are insufficient to explain the considerable variability observed in academic performance of students across diverse educational contexts. Rather, academic achievement derives from the dynamic interplay of psychological, cognitive, behavioural, emotional, motivational and social factors that collectively influence students' engagement, learning processes, and educational outcomes (Richardson et al., 2012; Mega et al., 2014; Credé & Kuncel, 2008). Recent empirical evidence further demonstrates that learners' emotional competencies, motivation, self-regulation, resilience, interpersonal functioning and well-being exert substantial influence on persistence, academic engagement and achievement, thereby highlighting the necessity of adopting a more integrated perspective on student achievement in higher education (OECD, 2021; Pekrun, 2021).

Among the array of non-cognitive determinants of student success, emotional intelligence (EI) has reflected as one of the most prominent and extensively researched constructs in contemporary educational psychology. The increasing acknowledgement of emotions as integral to learning, cognition and adaptive functioning has prompted scholarly attention in examining the role of emotional competencies contribute to students' academic development and overall well-being. The theoretical and conceptual foundation of emotional intelligence was attributed by Salovey and Mayer (1990), who conceptualized EI as a bunch of cognitive-emotional abilities including the accurate expression, appraisal, understanding, perception, regulation and facilitation of emotions to promote adaptive behaviour and thinking. Extending this ability-based perspective, Goleman (1995) reconceptualized emotional intelligence by prioritising the role of emotional competencies such as self-awareness, self-regulation, intrinsic motivation, empathy, and social skills which enhances academic achievement, personal effectiveness, interpersonal relationships and professional success. Subsequently, Bar-On (1997) proposed a socio-emotional model of emotional intelligence that encompasses social and emotional competencies essential for psychological well-being, effective adaptation and successful coping with environmental demands. Collectively, these theoretical perspectives have established emotional intelligence as a multidomain construct that explains how individuals recognize, regulate, understand, and utilize emotions to facilitate cognitive functioning, decision-making, social interactions, and adaptive behaviour (Mayer et al., 2016). Consequently, emotional intelligence has emerged as a robust theoretical framework for understanding individual differences in learning, academic engagement, psychological adjustment, resilience and educational success within higher educational settings (MacCann et al., 2020; Keefer et al., 2024). The relevance of emotional intelligence is mainly evident in higher education, where college students encounter increasing academic expectations along with various psychological and social transitions. The transition to college is often characterized by increased academic workload, financial concerns, competitive learning environments, career uncertainty, and evolving interpersonal relationships. These challenges expect learners to possess not only intellectual competence but also to prominently cope up with stress, regulate emotions, sustain motivation, positive social interactions and maintain. Students with higher emotional intelligence. Therefore, they are more likely to demonstrate adaptive coping strategies, self-regulated learning, resilience and constructive problem-solving behaviours that facilitate educational achievement and academic engagement (Shengyao et al., 2024).

The theoretical linkage between emotional intelligence and academic achievement is underpinned by the growing understanding that learning emerges from the interplay between cognition and emotion. Emotional intelligence equips learners with necessary skills to regulate academic emotions, maintain proper attention, confront difficulties and establish positive interpersonal relationships that foster effective learning. These emotional competencies enhance academic motivation, improve self-efficacy, strengthen classroom engagement and promote psychological well-being, all of which are related with successful academic performance (MacCann et al., 2020; Shengyao et al., 2024). A growing body of empirical research has investigated the relationship between emotional intelligence and academic achievement across different educational settings. Studies like recent systematic reviews and meta-analyses consistently demonstrate that emotional intelligence reflects a positive and statistically significant relation with students' academic achievement. Zhou et al. (2024), in a systematic review and meta-analysis, found that emotional intelligence is positively correlated with students' academic achievement across diverse educational levels. Similarly, a recent systematic review highlighted emotional intelligence as an important predictor of academic performance among university students, through its impact on emotional regulation, learning motivation, and adaptive learning behaviours.

Although a substantial body of evidence supports the relationship between emotional intelligence and academic achievement, the relationship remains inconsistent across educational contexts. While many studies have reported moderate

positive associations, others have found relatively weaker or context-dependent association between academic achievement and emotional intelligence, suggesting that the influence of emotional intelligence may vary according to institutional characteristics, disciplinary backgrounds, cultural contexts and individual learner differences. These inconsistencies underpin the need for further empirical research, particularly within specific higher education contexts where contextual factors may influence both emotional competence and academic performance. Against this background, the present study investigates the relationship between emotional intelligence and academic achievement among college students by contributing context-specific empirical evidence to the growing literature that may assist educators, policymakers and counsellors in strengthening students' emotional competencies alongside their academic development.

2. Review of Literature

The antecedents of academic achievement have undergone a substantial conceptual transformation over the past few decades. Traditionally, educational success was predominantly attributed to intellectual aptitude and cognitive ability with intelligence quotient (IQ) regarded as the key predictor of students' academic performance. However, developments in educational psychology have increasingly questioned this perspective by indicating that cognitive intelligence alone is insufficient to account for the substantial variability in educational outcomes. Contemporary educational research recognizes academic achievement as a multifaceted construct shaped by the dynamic interplay of cognitive, behavioural, emotional, motivational and environmental factors (Arora & Singh, 2017; Moore, 2019; Steinmayr et al., 2014). Within this evolving framework, emotional intelligence (EI) has gained considerable recognition as one of the most influential non-cognitive constructs owing to its role in enhancing emotional regulation, interpersonal competence, adaptive coping, psychological well-being and academic engagement, thereby improving educational outcomes (Mayer et al., 2016).

The growing recognition of emotional intelligence (EI) in higher education reflects that academic success largely depends on effective emotional and social capabilities in addition to cognitive competence (Mayer et al., 2016). Supporting this perspective, MacCann et al. (2020) demonstrated a consistent positive association between emotional intelligence and academic achievement, particularly when EI was measured using ability-based assessments. The findings indicate that emotionally intelligent students achieve superior academic outcomes through effectively regulating their emotions, managing stress and maintaining constructive interpersonal relationships.

Subsequent studies conducted across various higher education settings have consistently corroborated these conclusions. Collectively, recent investigations demonstrate that students with higher emotional intelligence show superior academic achievement through enhanced emotional regulation, motivation, resilience and adaptive coping (Shengyao et al., 2024; Pashchenko et al., 2024; Castro-Lopez et al., 2026; Naseem et al., 2026; Bereded et al., 2025). Rather than serving as a direct predictor on its own, emotional intelligence appears to influence through multiple interconnected psychological processes. Recent studies indicate that the association between emotional intelligence and academic achievement is majorly mediated through interconnected psychological and behavioural mechanisms. Academic motivation, resilience, self-efficacy, academic engagement and psychological well-being have been identified as key mediating pathways through which emotional intelligence enhances students' learning, academic performance and stress management (Bereded et al., 2025; Castro-Lopez et al., 2026; Naseem et al., 2026; Pashchenko et al., 2024; Shengyao et al., 2024).

Beyond academic achievement, emotional intelligence equips students with the ability to manage the intellectual and emotional needs of higher education through effective emotional regulation, adaptive decision-making and self-appraisal thereby fostering sustained academic success (Pandey et al., 2019; Halimi et al., 2021). Moreover, its contribution also extends to students' long-term professional and personal development, highlighting emotional intelligence as an essential component for holistic education and lifelong success (Preeti, 2013). Furthermore, evidence suggests that emotional intelligence has consistently been emerged as a significant predictor of students' psychological well-being. Research studies indicate that emotionally intelligent students tend to have lower psychological distress including anxiety, depression, emotional exhaustion and academic burnout while demonstrating higher levels of self-esteem, resilience, optimism and life satisfaction (Sánchez-Álvarez et al., 2020). These emotional competencies equip students to cope up effectively with academic setbacks, regulate emotions under stressful situations and remain committed to their educational aspirations. In contemporary research, emotional intelligence is regarded as a developable competency. Educational interventions designed to enhance emotional intelligence have showed significant improvements in emotional regulation, academic engagement, communication skills, resilience and social competence, thereby enhancing both educational performance and psychological adjustment (Nelis et al., 2011). These research findings provide strong empirical evidence for incorporating emotional intelligence into higher education curricula as well as student support programmes. Despite this positive evidence, findings remain inconclusive. Roy et al. (2024) reporting no statistically significant relationship between emotional intelligence and academic achievement although observed differences across gender and locality. This inconsistency underpins the need for further contextual research to clarify how the emotional intelligence predicts academic success across diverse higher educational settings.

Academic achievement has traditionally been claimed as primary indicator of both educational effectiveness and student success. While academic achievement traditionally viewed as the interplay of cognitive ability and scholastic aptitude, recent educational investigations increasingly conceptualize academic achievement as a multifaceted construct shaped by cognitive, behavioural, psychological and environmental factors. That academic achievement of student is determined by the interaction of multiple factors such as study habits, learning interests, personality characteristics and the teacher's instructional competency, highlighting that educational outcomes cannot be resulted from a single determinant (Arora & Singh, 2017). Although academic

achievement continues to be regarded as the principal outcome of formal education, contemporary educational discourse has progressively transformed towards understanding the significance of social and emotional competencies in shaping students' overall development as well as educational success (Moore, 2019). This perspective is further supported by Kell et al. (2013), who highlighted that academic performance remains a major predictor of students' future educational and occupational progression. Expanding this conceptualization, Steinmayr et al. (2014) argued academic achievement as the degree to which learners successfully attain predetermined educational objectives through the acquisition and application of knowledge, higher-order thinking skills and subject-specific competencies developed within instructional environments. Collectively, this existing literature suggests that academic achievement is best understood as a multifaceted educational outcome resulted from the integrated effect of intellectual abilities with emotional, motivational, and contextual factors.

The literature further suggests that demographic characteristics may impact academic achievement, although findings remain inconsistent. With regard to gender, various studies have argued that female students generally outperform academically than their male counterparts (Carvalho, 2016; Hadjar et al., 2014; Khwaileh et al., 2011; Sheard, 2009; Tarabashkina & Lietz, 2011). Similar findings were reached by Alfarhan et al. (2017), who demonstrated that gender differences in academic achievement varied across academic disciplines, while Pirmohamed et al. (2017) reported that the factors affecting academic achievement differed between male and female students, with self-efficacy as the strongest predictor among females. Again this study is contradicted by Abubakar et al. (2012), who reported that there exist no statistically significant differences in academic achievement based on gender, whereas Balkis and Duru (2017) argued that gender influences academic performance indirectly through academic life satisfaction and academic procrastination rather than exerting a direct effect. Furthermore, Eddy et al. (2014) reported that differences in academic achievement in relation to gender may vary across disciplinary and classroom contexts, with female students showing lower classroom participation as well as lower examination performance despite their higher enrolment in educational institutions. Collectively, these results indicate that gender variations in academic achievement are likely influenced by psychological, behavioural and motivational variables rather than gender as an independent factor.

Similarly, empirical evidence concerning the impact of locality on academic achievement remains inconsistent. Several studies have reported significant differences between urban and rural students, with urban students generally showing higher academic achievement (Geethadevi, 2019; Sharma, 2016). In contrast, other investigations have found little or no significant impact of locality on students' academic performance (Banda et al., 2023; Ekpenyong, 2017; Rana et al., 2017; Wang et al., 2024). Supporting this perspective, Bæck (2016) argued that educational outcomes appear to be less influenced by geographical location than by contextual factors such as parental school resources, involvement, institutional quality and community characteristics. These findings demonstrate that locality operates majorly through socioeconomic and educational contexts rather than functioning as an independent predictor of academic achievement.

Overall, the literature consistently recognizes emotional intelligence as a significant non-cognitive determinant that improves students' academic achievement through improved emotional regulation, psychological well-being, adaptive coping, academic engagement, motivation, resilience. However, variability regarding the strength of this relationship most particularly across demographic groups and educational contexts, remain apparent. Furthermore, existing literature has been derived within Western or international higher educational settings, whereas comparatively limited empirical study has investigated these association among college students in the Indian context. This contextual limitation, together with the inconclusive findings regarding gender and locality, emphasized the need for further research to examine whether emotional intelligence significantly influences academic achievement among Indian college students and whether demographic characteristics affect this relationship. Addressing these gaps will extend the existing understanding of the role of emotional intelligence in higher educational setting and provide contextually relevant evidence to support educational practice and policy.

Objective of the study:

- i. To find out the emotional intelligence of college students.
- ii. To find out the academic achievement of college students with respect to their gender.
- iii. To find out the academic achievement of college students with respect to their stream like science and arts.
- iv. To find out the academic achievement of college students with respect to their locality.
- v. To find out the emotional intelligence and its impact on academic achievement of college students.

Hypothesis of the Study:

- i. There is no significant difference between academic achievement of boys and girls college students.
- ii. There is no significant difference between academic achievement of college students taking science and arts stream.
- iii. There is no significant difference between academic achievement of college students with respect to their locality.
- iv. There is no significance relationship between emotional intelligence and academic achievement of college students.

3. Methodology of the study

Research Design: The present study adopted a descriptive survey research design. This design was considered appropriate because it aimed to examine the existing relationship between the academic achievement of college students and their emotional intelligence without manipulating any variables.

Population and Sample: The population of the study comprised all undergraduate (degree) college students studying in degree

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colleges of Mayurbhanj District, Odisha. A sample of 100 undergraduate students was selected through the Simple Random Sampling Technique. The sample was drawn from five-degree colleges situated in four blocks of Mayurbhanj District, namely Baripada, Betnoti, Udala, and Kostha. Each college contributed 20 students, including an equal representation of boys (10) and girls (10) as well as Science (5) and Arts (5) students.

Instruments: Two instruments were used for collecting data.

(i) Emotional Intelligence Inventory (EII-MM): The Emotional Intelligence Inventory developed and standardized by Dr. S. K. Mangal and Mrs. Shubhra Mangal was used to measure the emotional intelligence of college students. The inventory consists of 100 items covering four dimensions: i) Intrapersonal Awareness, ii) Interpersonal Awareness iii) Intrapersonal Management, iv) Interpersonal Management.

The inventory possesses satisfactory psychometric properties, with a split-half reliability of 0.89, KR-20 reliability of 0.90, and test-retest reliability of 0.92, indicating high reliability and validity.

(ii) Academic Achievement: Academic achievement was assessed through the marks obtained by the students in their +3 University Examination, collected from the official academic records maintained by the respective colleges.

Data Collection Procedure: Before collecting the data, formal permission was obtained from the Principals of the selected colleges. The purpose and significance of the study were clearly explained to the authorities and participants. The Emotional Intelligence Inventory was administered personally to the selected students, and they were instructed to respond honestly and independently. The academic achievement scores were collected from the official college record with due permission. After data collection, the responses were scored according to the prescribed scoring key, coded, tabulated, and prepared for statistical analysis.

Data Analysis: The collected data were analysed using both descriptive and inferential statistics. The following statistical techniques were employed: Mean, Standard Deviation, Student's *t*-test & Pearson's Product Moment Correlation Coefficient. Descriptive statistics were used to determine the level of emotional intelligence among college students, whereas the *t*-test was employed to compare academic achievement across gender, stream, and locality. Pearson's correlation coefficient was used to examine the relationship between emotional intelligence and academic achievement.

4. Results

1. Analysis of Emotional Intelligence among College Students

SI. No.	Level of Emotional Intelligence	Range	Percentage
1	Low(Q_1)	Below 120	25%
2	Average	120-144	48%
3	High(Q_3)	Above 144	27%

Table 1: Level of Emotional Intelligence of College Students

Students scoring below 120 (Q_1) were classified as having low emotional intelligence, those scoring between 120 and 144 as average, and those scoring above 144 (Q_3) as high. The results show that 25% of the students have low emotional intelligence, 48% have an average level, and 27% have a high level. Thus, the majority of the college students possess an average level of emotional intelligence.

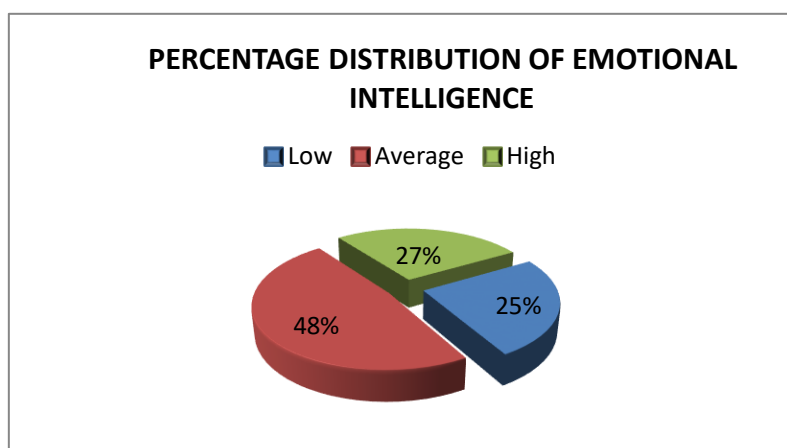


Fig.1 shows the percentage distribution of college students based on emotional intelligence.

2. Gender-wise Analysis of Academic Achievement of College Students

Variable	Group	N	Mean	SD	df	't' value	Remark
Academic Achievement	Boys	50	75.3	10.69	98	2.02	Significant at 0.05 level
	Girls	50	79.9	12.02			

Table 2: Academic achievement of college students with respect to their gender.

Table 2 shows the mean, standard deviation, and *t*-value for the academic achievement of boys and girls. The obtained *t*-value (2.02) is significant at the 0.05 level; therefore, the null hypothesis is rejected. This indicates a significant difference in academic achievement between boys and girls. The mean score of girls (79.9, SD = 12.02) is higher than that of boys (75.3, SD = 10.69), indicating that girls performed better academically than boys.

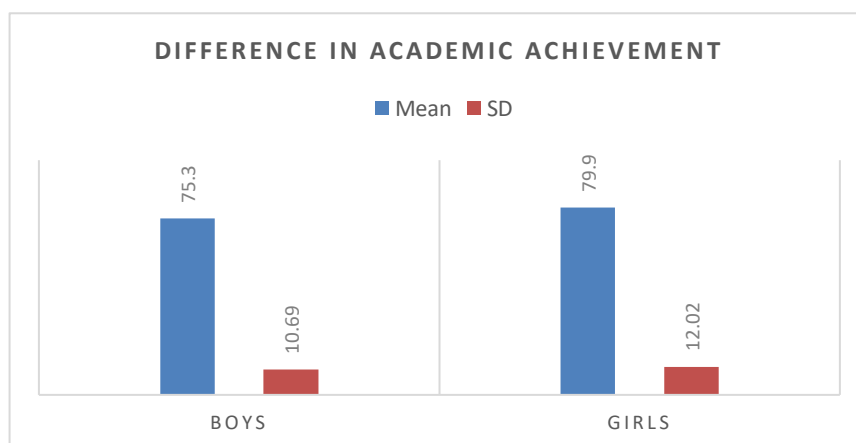


Fig.2 shows the graphic representation of difference in mean score and standard deviation of academic achievement of boys and girls.

3. To compare the academic achievement of Science and Arts college students.

Variable	Group	N	Mean	SD	df	't' value	Remark
Academic Achievement	Science	50	77.6	11.19	98	3.5	Significant at 0.5 level
	Arts	50	69.7	11.24			

Table 3: Academic achievement of college students with respect to their stream, like science and arts.

Table 3 presents the mean, standard deviation, and *t*-test results for the academic achievement of Science and Arts students. The obtained *t*-value (3.50) is significant at the 0.05 level, leading to the rejection of the null hypothesis. Thus, a significant difference exists between the two groups. Science students (M = 77.6, SD = 11.19) scored higher than Arts students (M = 69.7, SD = 11.24), indicating better academic achievement among Science students.

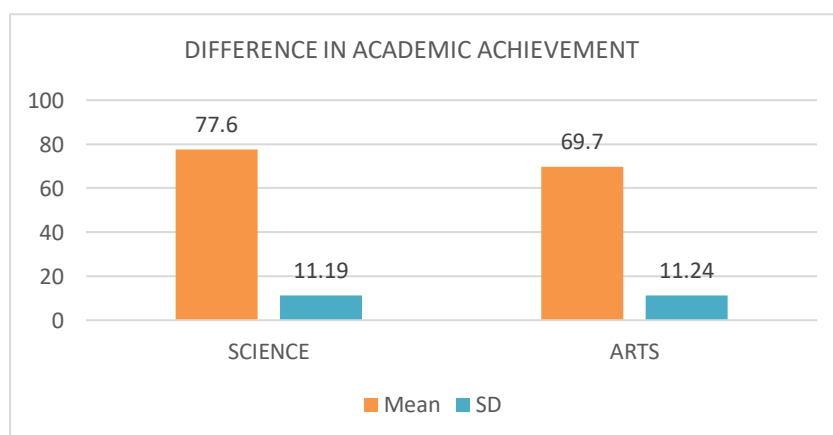


Fig.3 shows the graphic representation of difference in mean score and standard deviation of academic achievement of science and arts students.

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4. Analysis of Academic Achievement by Locality

Variable	Group	N	Mean	SD	df	't' value	Remark
Academic Achievement	Rural	50	72.2	11.36	98	1.27	Not significant at 0.05 level
	Urban	50	75.2	12.14			

Table 4: Academic achievement of college students with respect to their locality

Table 4 presents the mean, standard deviation, and *t*-test results for the academic achievement of rural and urban students. The obtained *t*-value (1.27) is not significant at the 0.05 level; therefore, the null hypothesis is accepted. Although urban students (*M* = 75.2, *SD* = 12.14) scored slightly higher than rural students (*M* = 72.2, *SD* = 11.36), the difference in academic achievement is not statistically significant.

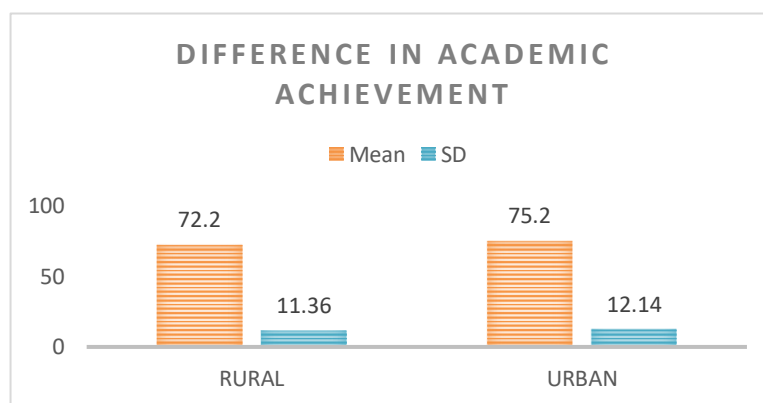


Fig. 4 shows the graphic representation of difference in mean score and standard deviation of academic achievement of rural and urban students.

5. Emotional Intelligence and Academic Achievement of College Students

Variables	Coefficient of Correlation	Remark
Academic Achievement	0.322	Highly Significant
Emotional Intelligence		

Table 5: Emotional intelligence and its impact on academic achievement of college students.

Table 5 shows that the correlation coefficient between emotional intelligence and academic achievement is $r = 0.322$, which is significant at the 0.05 level. Therefore, the null hypothesis is rejected. The findings indicate a significant positive relationship between the two variables, suggesting that students with higher emotional intelligence tend to have better academic achievement.

5. Discussion of the Results

The present study investigated the academic achievement of college students in relation to their emotional intelligence, considering demographic variables such as gender, stream, and locality. The findings revealed that the majority of college students possessed an average level of emotional intelligence, indicating that they had a moderate ability to understand, regulate, and manage their emotions effectively. This finding is consistent with the view that emotional wellbeing and effective emotion regulation are important determinants of educational outcomes (Tikader, 2025). The study further found a significant difference in academic achievement between boys and girls, with girls outperforming boys. This finding is in agreement with the studies of Martin (2004) and Raju (2013), who reported superior academic performance among female students, although it differs from the findings of Kaur and Jain (2016), who observed no significant gender difference in academic achievement. Academic achievement in higher education is influenced not only by cognitive and emotional factors but also by technology-enhanced teaching practices that improve student engagement and learning experiences (Tikader, 2023).

The analysis also showed a significant difference in academic achievement between Science and Arts students, with science students obtaining higher mean scores than Arts students. This suggests that students' academic performance varies according to their stream of study. However, no significant difference was found between rural and urban students with respect to academic achievement. Although urban students obtained slightly higher mean scores, the difference was not statistically

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significant, indicating that locality alone does not substantially influence students' academic performance.

The most important finding of the study was the significant positive relationship between emotional intelligence and academic achievement ($r = 0.322$, $p < 0.05$). This indicates that students with higher emotional intelligence tend to perform better academically. The finding supports earlier studies by Sridevi and Parveen (2008), Afolabi et al. (2009), and Upadhyay (2013), which also reported a positive association between emotional intelligence and academic achievement. The results suggest that emotionally intelligent students are better able to manage stress, regulate their emotions, maintain healthy interpersonal relationships, and remain motivated in academic activities, thereby enhancing their academic performance. Tikader and Mandal (2025) further emphasized that value-based education contributes significantly to students' psychological well-being and emotional development, which are essential for effective learning and academic success (Tikader & Mandal, 2025).

Similarly, Das, Acharya, and Mohanty (2026) reported that mindfulness and subjective well-being are positively associated with undergraduate students' overall development, highlighting the importance of psychological well-being in higher education (Das et al., 2026). Furthermore, academic achievement in higher education is influenced not only by cognitive and emotional factors but also by technology-enhanced teaching practices that improve student engagement and learning experiences (Tikader, 2023). In addition, workplace happiness and positive psychological environments have been identified as important contributors to educational effectiveness (Acharya et al., 2026).

Overall, the findings emphasize the importance of fostering emotional intelligence among college students to promote better academic achievement.

6. Conclusion

The present study concludes that emotional intelligence is an important factor influencing the academic achievement of college students. The findings revealed that most students possessed an average level of emotional intelligence, indicating a moderate ability to understand and regulate their emotions. A significant difference in academic achievement was observed between boys and girls, with girls performing better than boys. Similarly, Science students achieved significantly higher academic scores than Arts students. However, no significant difference was found between rural and urban students, suggesting that locality does not have a substantial influence on academic achievement.

The study also established a significant positive relationship between emotional intelligence and academic achievement, indicating that students with higher emotional intelligence tend to perform better academically. Emotional intelligence enables students to manage stress effectively, maintain positive interpersonal relationships, regulate emotions, and remain motivated towards their academic goals. Therefore, the development of emotional intelligence should be considered an essential component of higher education. Educational institutions should organize counselling services, life-skill training, emotional intelligence development programmes, and student support activities to enhance students' emotional competencies. Such initiatives are likely to improve not only academic performance but also students' overall personal, social, and emotional well-being. Thus, the study highlights the importance of integrating emotional intelligence into the educational process to promote holistic development and academic excellence among college students.

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