Impact of Emotional Intelligence on Academic Achievement among University Students: A Systematic Literature Review

Avaneesh Vishwakarma[a], Dr. Janhvi Srivastava[b]

[a]Research Scholar, Department of Applied Psychology, Veer Bahadur Singh Purvanchal University, Jaunpur, Uttar Pradesh, India, vavaneesh665@gmail.com, ORCID ID: 0009-0007-5551-0787

[b]Assistant Professor, Department of Applied Psychology, Veer Bahadur Singh Purvanchal University, Jaunpur, Uttar Pradesh, India, drjanhvisrivastava@gmail.com, ORCID ID: 0009- 0001-1866-5102

Abstract:

The present paper is an attempt to study the relationship between level of emotional intelligence and academic achievement of university students by review of authentic studies done both domestically in the nation India and internationally, with particular focus on the impact of emotional intelligence on academic achievement of students. We use an integrated selection method of literature reviews related to intentional field of the study, most of the studies selected followed by "open access" criteria within the years between 2010 to 2024. 27 studies were included in the study. According to mentioned studies in this paper it can be concluded that there be significant positive correlation between the emotional intelligence and academic achievement, also emotional intelligence is a significant predictor of academic achievement. Result of studies indicates practicing emotional intelligence can improve academic performance of students.

Keywords: *Emotional Intelligence, Academic Achievement, University Students.*

INTRODUCTION:

It's been a long time and entangled problem of every school, institution or university to enhance their students' academic achievement. This achievement can be in various forms like marks obtained in examination, the selection in job etc. It starts from preschools and goes-on up to higher education. Many researchers have been conducted research related to academic achievement and they find that many factors like emotional quotient or intelligence (E.Q.), intelligence quotient (I.Q.), socioeconomic status, parental support, peer support, self-efficacy etc. influence academic achievement of students. It's a generalization in public that IQ is most effective factor of academic achievement but the scenario is different.

Famous American psychologist and author Dr. Daniel Goleman stated in his best-selling book "Emotional Intelligence: Why it can matter more than IQ?" that an individual's lifelong achievement is determined by their IQ (20%), EQ (40%), and AQ (adversity quotient). Emotional intelligence plays an important role in determination of academic success or any other success. Thus, the authors were inspired to study the impact of emotional intelligence on academic achievement among university students.

Emotional Intelligence:

Peter Solovey and John D. Mayer introduced emotional intelligence in 1990 in their published paper named 'emotional intelligence'. In 1990, Solovey and Mayer defined Emotional Intelligence as a type of social intelligence that involves the ability to monitor one's own and other's emotion, to discriminate among them, and to use the information to guide one's thinking and actions.[1] They claimed that emotional intelligence is an ability which is an interrelation of three innate abilities: appraisal and expression of emotion, regulation of emotion and utilization of emotion to motivate and plan respectively.

Academic Achievement:

In 1969, Crow and Crow defined academic achievement as "the extent to which a learner is profiting from instructions in a given area of learning" [2] i.e. the degree to which a person learned a new skill or acquired the knowledge. It can be assessed through exams, unit test, practice test etc. H.E. Mitzel (1984), defined "Academic achievement is often defined in relation to the concept of aptitude, in other words measuring the learning that takes place during definable course of instruction." [3] In very simple words,

we can say academic achievement or success is the success level of student or it can be summed up as what a student completes or accomplishes at educational institution.

Objective: This study aimed to find the impact of emotional intelligence on academic achievement among university students.

REVIEW OF LITERATURE:

The review of literature in this study has been limited between the years from 2010 to 2024.

Nasir and Masrur (2010) did a correlational study and they found that emotional intelligence is a significant predictor of academic achievement (F=17.14, p<0.01) and both these variables are positively correlated (r=0.34 & R^2 =0.12)[4]. Shipley, N.L., Jackson, M.J. & Segrest, S.L. (2010) conducted a study on 193 UG business students with standard tools and on result they found that global trait of emotional intelligence is not connected so strongly with academic achievement.[5] Adetayo, J. Oyebola and Kiadese, Adeola Lukman (2010) conducted a correlational survey on 200 senior High school II Financial Accounting students. They concluded that there is high, positive and substantial link exist between emotional intelligence and academic achievement of students (r=0.69).[6] Akbar et. al. (2011) reveals in their correlational study conducted on 200 samples that there is an existence of significant positive relationship between the emotional intelligence and academic achievement (r= 0.81, p<0.001).[7] A survey was conducted by Fernandez, R., Salamonson, Y., & Griffiths, R. (2012) among 81 nursing students. The outcome of survey was emotional Intelligence is significant predictor of academic achievement (β=0.25, p=0.023).[8]

Cristiana, Cicei & Dan Florin, Stanescu & Mohorea, Laura (2012) conducted an exploratory study to examine Romanian students' academic self-efficacy, emotional intelligence and academic achievement. For this they collected many samples of 92 college students aged between 18 to 25 years old. Is statistical analysis they found there in no significant relationship between emotional intelligence and academic achievement (r= -0.075).[9] Dr. Chamundeswari (2013) investigated a study on Emotional intelligence and academic performance with the sample of 321 samples and find out significant positive relationship between these two constructs (r=0.25, p=0.01).[10] G.N. Tiwari & Dr. Harjot Dhatt (2014) applied regression analysis and revealed that emotional intelligence is the strong predictor of academic achievement (R=0.286 R^2=0.082).[11] Bhaskaran Unnikrishnan et. al. (2015) performed a study to measure the relationship between emotional intelligence (E.I.) with academic performance among students of medical sector and observed that there is a significant association between Emotional Intelligence and Academic Performance. [12]

Gharetepeh, A. et. al. (2015) found that the students with high academic achievement was higher in both self-efficacy (39.78±5.82) and emotional intelligence (117.07±10.33). Hence, emotional intelligence and self-efficacy play an important role in achievement of academic success.[13] Bukhari & Khanam (2016) stated that emotional Intelligence is major predictor of academic performance (R=0.161 & R^2=0.026) in both males and females. This study was conducted on 161 males and 152 females between the range of 19 to 30 years old.[14] Wijekoon et. al. (2017) conducted cross-sectional study on MBBS students (148 eligible for sampling but 130 responded) with the objective to study the pattern of EI, define its determinants, and estimate the effect of E.I. on academic achievement among medical undergraduates. Final MBBS score was treated as academic performance in study. After application of multi linear regression analysis they observed that socializing well in university, excellent family support and being satisfied with learning facilities with values respectively (p = 0.024), (p = 0.002), and (p = 0.002) were all found to be independent predictors of E.I. A one-way ANOVA revealed that students with better academic performance had an overall EI score that was higher so it's clear that emotional intelligence will enhance academic performance among MBBS medical students.[15] Nasution, W.N. (2018) investigated a study to find out "The Effect of Enquiry-Based Learning Approach and Emotional Intelligence on students' Science Achievement Levels" by applying a quasi-experimental research design, the study's research sample comprised 56 grade-7 students, who were selected from two classrooms at various schools in Binjai, Indonesia. Data were analysed using both descriptive and inferential statistics using a two-way ANOVA. The study's conclusions show that the experimental group of pupils who used the inquiry learning approach achieved the highest levels in science. Children with high emotional intelligence who

were taught science using an inquiry-based approach outperformed students taught science through a standard technique (control group). When exposed to the traditional learning style, students with low emotional intelligence outperformed the experimental group in science. The results showed that there is an there be an impact of methods of learning and emotional intelligence on science accomplishment.[16] Suleman Q. et. al. (2019) conducted a cross-sectional study on 186 UG students in Kohat University of Science and Technology, Kohat, Pakistan to study association between emotional intelligence and academic success among undergraduates. Standardized tool named "Emotional Intelligence Scale" was used for data collection and Cumulative Grade Point Average (CGPA) of students was considered as academic success. Pearson Product Moment Correlation and Multiple Regression Analysis were employed to reach the objectives of the study. Statistical implications revealed that there was a strong positive correlation (r=0.880) between emotional intelligence and academic success. As shown by multiple regression analysis, undergraduates' academic achievement is positively predicted by self-development, (β = 0.296), emotional stability (β = 0.197), managing relationships (β = 0.170), altruistic conduct (β = 0.145), and commitment (β = 0.117).[17] Afifi, Mustafa & Amalshehata, & Abdelaziz, Enas (2019) studied on emotional intelligence, self-efficacy and academic performance among university students. Their study included 152 nursing students and 194 media and mass communication students from Cairo University, overall, 346 students. The data were collected during the second semester of academic session of 2015-2016 by using TEIQue-SF and GSE. The study outcome was that female university students had higher GPA and emotional intelligence score than male students. This study also revealed that among the group with the top 10th percentile of GPA, the mean EI score was higher.[18] Christian, Sunday & Okeke, Chinedu & Asomugha, Chinyere (2020) studied to see how mathematical achievement of students effected by three psychological variables viz. emotional intelligence, self-esteem, and self-efficacy affect. They took sample of 400 Senior secondary 2 students. the correlational survey research design was used and simple linear regression analysis was used to analyse the data. Emotional intelligence was found to have strong predictive powers on students' mathematical achievement (R= 0.503) as well as self-esteem, and self-efficacy were found to have strong predictive powers on students' achievement in mathematics.[19]A study conducted by Constantinos M. Kokkinos & Ekaterini Vlavianou (2021) conducted study and revealed that influence of parenting methods on academic accomplishment in language for male students & and science for female students was enhanced by overall trait emotional intelligence, well-being and self-control as per moderation analysis. [20]

Abdo Hasan Al-Qadri & Wei Zhao (2021) conducted a correlational study on emotional intelligence and student's academic achievement. Total 303 students ranging in age from 12 years to 16 years old participated with consent in the study. A considerable positive correlation between emotional intelligence with academic achievement have been found (F value = 7.91), (β =.80), (R^2 =0.64), and (p≤0.0001). Hence, it's possible to predict academic achievement score of students through emotional intelligence scores. Additionally, they tried to find the correlation among factors of emotional intelligence and academic achievement. The first factor, "Intrapersonal Skills" has values of (F value = 4.47), (β =.59), and (R =.35). The second factor "Interpersonal Skills" has values of (F value = 9.37), (β =.71), and (R =.50). The third factors "Stress Management" (F value = 8.92), (β =.70), and (R^2 =0.49). So, there was a noticeable effect of emotional intelligence with all its factor models on the academic achievement.[21] Shafait Z, Khan MA, Sahibzada UF, Dacko-Pikiewicz Z, Popp J. (2021) stated that Emotional Intelligence highly influences learning outcomes. Their study shows a significant positive and direct effect of Emotional Intelligence on Learning outcomes (β = 0.13, t = 3.23, p<0.001). the research was aimed to assess student's emotional intelligence, learning outcome and academic self-efficacy by using a correlation design. A total of 454 students from Chinese research universities chosen as sample. To obtain the goal of research objective the structural equation modelling (SEM) method of partial least squares was used.[22] The study by Usán Supervía and Robres (2021) concentrated on the connections between academic success, self-efficacy, and emotional regulation, as well as the function of self-efficacy as a mediating element in both. They contend that adolescents experience a range of motivational and emotional states during the learning process, which is crucial to their growth both academically and personally. There were 2204 male and female students in the study, ages 12 to 18. This research shows that there is a direct and indirect effect of emotional regulation if combined with self-efficacy on academic performance (p<0.001) (adjR²=0.29).[23]

Ononye, Uzoma & Ogbeta et. al. (2022) conducted a study on academic resilience, emotional intelligence, and academic performance among undergraduate students. The stated assumptions were tested using the partial least square (PLS) modelling approach using data collected from 179 final-year undergraduate students enrolled in Delta State University's traditional B.Sc. Business Administration and B.Sc. Marken marketing programmes. According to the PLS results, academic resilience mediated the positive relationship between academic resilience and academic performance (r= 0.057, p =0.005). Academic resilience was positively related to emotional intelligence (r=0.125, p =0.007), academic resilience (r= 0.231, p = 0.000), and emotional intelligence (r=0.260, p=0.000). Academic performance was predicted by both academic resilience and emotional intelligence, the latter of which had a significant and positive influence on academic achievement.[24] Palaniswamy, Udhayakumar & Veeramani, Vithya & Padmanaban, Srinivasan. (2019) conducted a study titled with "Emotional Intelligence of Rural Undergraduate Students". The purpose of this study determine how emotionally intelligent rural UGs are. For the study, 100 rural undergraduate students from the Thirüvarur district were selected using a random sample technique. An instrument with a set design was used to evaluate the student's emotional intelligence. A significant proportion of the students achieved 'high' ratings in emotion regulation, self-motivation, social skills, empathy, and self-awareness. Among undergraduate students from rural areas, there was no gender difference in emotional intelligence.[25] Jothilakshmi & Jesinda (2023) conducted a correlational study to assess emotional intelligence and academic performance among B.Sc. Nursing final year students. Descriptive correlational design and a quantitative approach were applied. A purposive sample strategy was used to choose 62 nursing students, and an emotional intelligence questionnaire was used to gather data. The results of this study suggest that developing emotional skills may improve nursing students' academic achievement.[26] Lelyana Y., Amelia D.P. & Marindra F. (2023) suggested conducting research on the impact of emotional and intellectual intelligence on medical students' academic performance. They used a cross-sectional viewpoint and a descriptive analytical observation design. A modified version of the Sternberg Triarchic Abilities Test and an emotional intelligence questionnaire were used to measure the participants' intellectual and emotional intelligence, respectively. They employed R square value and the t-statistic value for statistical computations. The results of their study showed that children achieve more academically when they had higher degrees of intellectual and emotional intelligence.[27]

Aisha Kiran, Umar Farroq & Gulnaz Akbar (2023) investigated a correlational study on emotional intelligence and academic achievement of intermediate level students. The relationship between academic achievement and emotional intelligence of intermediate-level students was examined in this study. Three hundred fifty (350) students in the intermediate level. 1/10 of District Attock's public institutions took part in the study. Information was gathered through surveys in order to evaluate emotional intelligence. Percentage of students who completed their first year of college was used to gauge academic progress. To organize and assess the collected data statistically, the Mean, SD, and Pearson's correlation were calculated. The study found a considerably positive link i.e. significant correlation between college students' emotional intelligence (EI) and their academic success.[28]

N. Ballukera, A. Aritzeta, A. Gorostiaga, L. Gartzia and G. Soroa (2013) found in their study that there was negative relationship between class emotional intelligence and depressed mood[29]. Another study conducted by Mohammad, Murtuza and Fariha (2024) reveals that CGPA as a measure of academic performance is negatively correlated with depression[30] (r=-22.8, p<0.05). Considering these two mentioned studies, since, emotional intelligence is negatively correlated with depressed mood and as well as depression is negatively correlated with academic performance, we can conclude that higher score on emotional intelligence tends to less or non-depressed and less or non-depressed student tends to perform academically high. Hence, students with good emotional intelligence can achieve higher on academic performance.

METHODOLOGY:

The present research was developed in the review modality withholding the purpose to collect information through a process of reviewing articles on a particular topic. In January 2024, we used an integrative selection method of related literature, choosing most of the studies from "open access"
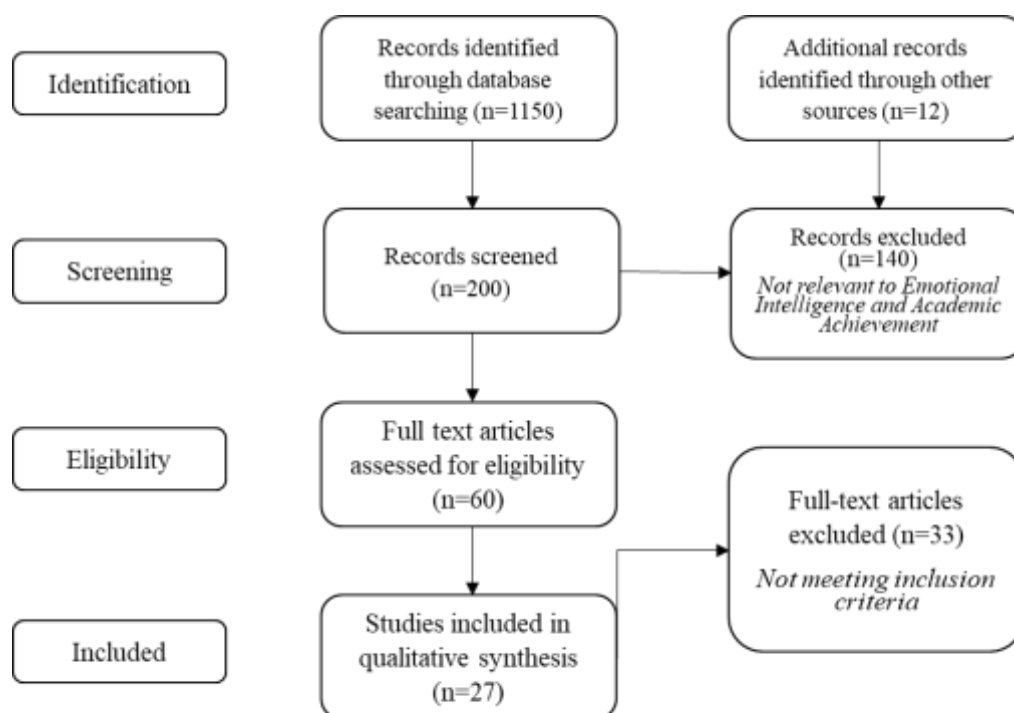
Figure 1: PRISMA Flow Chart

journals and peer reviewed publications, because these are highly approachable to summarise the information on the impact of emotional intelligence on academic achievement among university students. In order to perform a reliable search, we used a number of terms, keywords: "Emotional Intelligence", "Academic Achievement" and "University students". Search filters ranged between years from 2010 to 2024. Google scholar, PubMed®, ScienceDirect® and other sources were searched with an intention to ensure that, most of the literature in related field could be identified, while concentrating on the material that is most relevant to the goal of the study.

The three main keywords were included in the titles or abstracts of the papers that were found and downloaded. The references list of the publications that were downloaded, the frequency of authors, the journals in which the studies were published, those journals, the articles from the reference list, and the authors themselves were further investigated in order to find another research in the field. The goal was to find research articles that examined the connection between academic achievement and emotional intelligence among university students. Therefore, a total number of 27 papers remaining were included in the review. All of the 27 papers are quantitative in nature. The first author carried out the search.

The PRISMA flow diagram adopted as a standardized methodological framework to make sure transparency and rigor in the process of identification, screening, eligibility assessment, and inclusion of relevant sources (Moher et.al., 2009)[31] – as illustrated in figure:1. A PRISMA flow-chart illustrated below, which demonstrates the procedure of selection of articles for systematic literature review. Identification, Screening, Eligibility and Inclusion steps were part of the procedure. In this SLR, studies only between years 2010-2024 were included. In identification section, we have identified 1150 articles through database searching *(n=1150)*. During the process of screening many duplicate articles, available on various sources, removed. Now, 200 articles left to screen out *(n=200)*. Going through eligibility procedure 140 articles were not met the relevancy of the desired study *(n=140)*. After these 60 full text articles assessed for eligibility *(n=60)*. Then we have excluded 33 articles because not meeting the inclusion criteria as they were not following the minimum outcomes *(n=33)*. Furthermore, excluded qualitative articles from this study. At the final step of inclusion criteria 27 articles chosen for final study *(n=27)*, which were quantitative in nature.

Analysis:

Table:1 contains a descriptive assessment of each study included in this review. It also illustrates the summary of researches conducted with students' Emotional Intelligence and academic Achievement. It comprises information of the study's methodology, number of participants, applied tools and measurements, and conclusions. The twenty-seven papers that satisfies the inclusion criteria underwent well examination, analysis, and grouping according to the recurring patterns and themes.

Table 1: *Characteristics of the studies selected for review*

S.N.	Author/Year	Sample Size	Method/Tools used	Conclusion
1.	Naseer & Masrur (2010)	132 Students	Regression analysis and t-test	• Emotional Intelligence is a significant predictor of academic achievement (F=17.14, p<0.01) (r=0.34 & R^2 =0.12). • No correlation found between the age and emotional intelligence. • There was no significant difference in mean EQi scores of male and female students.
2.	Shipley et.al. (2010)	193 UG business students	Pearson correlation/ Trait Emotional Intelligence Questionnaire Short Form (TEIQue SF)	Academic achievement was not strongly connected with global trait of emotional intelligence whether the work experience was found to be favourably associated with emotional intelligence.
3.	Adetayo, Janet & Kiadese, Adeola (2011)	200 senior Highschool II Financial Accounting Students	Financial Accounting Achievement Test (FAAT) Student emotional Intelligence and Parental Involvement Rating Scale (SEIPIRS)	• Result revealed a strong positive significant correlation between students' emotional intelligence and academic achievement (r=0.69). • Positive and substantial link exist between students' accomplishment and parental involvement (r=0.74)
4.	Akbar et.al. (2011)	200 HSSC Students (M=100, F=100)	Pearson Correlation/ Bar-On Emotional Quotient Inventory.	Significant positive correlation found between the emotional intelligence and academic achievement (r= 0.81, p<0.001)
5.	Fernandez R. Salamonson Y. & Griffiths R. (2012)	81 Nursing students	144 item Trait Emotional Intelligence Questionnaire	Emotional Intelligence is significant predictor of academic achievement (β=0.25, p=0.023).
6.	Cristiana C., Dan Florin & Mohorea L, (2012)	92 College students.	Person correlation and Regression analysis/ College Academic Self Efficacy Scale and Schutte Emotional Intelligence Scale	No significant relationship between emotional intelligence and academic achievement (r= -0.075).
7.	Dr. Chamundeswari (2013)	321 students' different education systems.	Mean, SD, t-test, F-ratio, Pearson's Product Moment Correlation/ The Emotional Intelligence Scale	Significant positive relationship between emotional intelligence and academic achievement among students.
8.	G.N. Tiwari & H.K. Dhatt (2014)	300 B.Ed. Student-teachers	Multiple Linear Regression Analysis	Emotional intelligence is the strong predictor of academic achievement (R=0.286 R^2 =0.082) rather than self-efficacy and spiritual intelligence.

9.	Bhaskaran Unnikrishnan et. al. (2015)	532 MBBS students	Cross-sectional survey/Schutte Self-Report E.I. Test	Significant association was found between Emotional Intelligence and Academic Performance.
10.	Gharetepeh et.al. (2015)	129 students	Descriptive Statistics and Regression Analysis/	The mean score of students with high academic achievement was higher in both self-efficacy (39.78±5.82) and emotional intelligence (117.07±10.33). Hence, emotional intelligence and self-efficacy play an important role in achievement of academic success.
11.	Bukhari & Khanam (2016)	313 Samples; 161 Males and 152 Females	Linear Regression Analysis/ TEIQue-SF	Emotional Intelligence is major predictor of academic performance in both males and females.
12.	Nirmala Wijekoon et. al. (2017)	148 eligible for sampling but 130 responded.	Cross-sectional survey	● Emotional intelligence will enhance academic performance among MBBS medical students. ● Emotional intelligence and academic performance were higher in female students than male students. ● Excellent family support (p=0.002), well socialization in university (p=0.024) and being satisfied with learning facilities (p=0.002) were seemed to be independent predictors of emotional intelligence.
13.	Nasution, W.N. (2018)	56 students of 7th grade.	Two-way ANOVA	● Students with high emotional intelligence performed better in science when exposed to Enquiry-Based Learning whether those students with low emotional intellege performed better in science when learned from tradition learning style. ● Enquiry-Based Learning enhances science achievement.
14.	Suleman Q. et. al. (2019)	186 UG students.	Pearson Product Moment Correlation, Regression analysis and ANOVA/ Emotional Intelligence Scale	● Strong positive correlation (r=0.880) has been found between emotional intelligence and academic success among UG students. ● Self-development (β=0.296), emotional stability (β=0.197), managing relationship (β=0.170), altruistic behaviour (β=0.145) and commitment (β=0.117) can be cause of academic success of UG students.
15.	Mustafa Afifi, Amalshehata and Enas M.A. (2019)	346 samples; 152 nursing students and 194 media and mass communication students	ANOVA/ TEIQue-SF & GSE	● Among the group with the top 10th percentile of GPA, the mean EI score was higher. ● Females obtained higher score on emotional intelligence and GPA than males.
16.	Sunday Christian, Chinedu Okele and Chinyere Asomugha (2020)	400 Senior secondary 2 students	Simple linear regression analysis/ EI, Self-esteem and Self-	In students' academic success in mathematics, emotional intelligence (R=0.503), self-efficacy, and self-esteem had great predictive power.

			efficacy questionnaires and SAASF	
17.	M. Kokkinos & Vlavianou (2021)	250 HS students (108 Boys & 142 Girls)	Correlation	The influence of parenting methods on academic accomplishment in language (for males) and science (for females) was enhanced by overall trait emotional intelligence, well-being, and self-control.
18.	Abdo al-Qadri & Wei Zhao (2021)	303 students	Correlation	Students' academic achievement and emotional intelligence were positively correlated, with a statistically significant difference at the 0.01 level (F value = 7.91), (β =.80), (R2 =0.64), and (p≤0.0001)
19.	Z. Shafait et. al.(2021)	454 students	SEM	● EI significantly affects the learning outcomes. ● Academic efficacy of students and learning outcomes are directly correlated, as well.
20.	Supervia, P. U., & Robres, A. Q. (2021)	2204 students aged between 12 to 18 years, (Male & Female)	Emotion Regulation Questionnaire (ERQ), Academic Self-Efficacy Scale (ASES),	Academic self-efficacy is acknowledged as having an influence as a mediator between the dimensions under study, and it is highlighted how important it is to support students' adaptive behaviours in the classroom so that they can achieve both optimal academic achievement and sufficient personal growth (p<0.001) (adjR^2=0.29).
21.	Ononye, U., Ogbeta, M., Ndudi, F., Bereprebofa, D., & Maduemezia, L.(2022)	179 final-year UG students	Correlation/ PLS	● Academic resilience is positively related to emotional intelligence (β=0.125, p=0.007). ● Academic resilience (β=0.231, p=0.000) and emotional intelligence (β=0.260, p=0.000) are positively related to academic performance. ● The positive relation between academic resilience and academic performance (β=0.057, p=0.000) was mediated by emotional resilience.
22.	Palaniswamy et al. (2019)	100 Rural UG students	Descriptive analysis & t-test/ Emotional Intelligence Scale (EIS)	● Majority of the sampled students were high in terms of emotional management, self-motivation and self-competence. ● No gender difference between male and female students identified.
23.	Dr. R. Jothilakshmi and Dr. V. Jesinda Vedanayagi (2023)	62 nursing students	Correlation/ Emotional Intelligence Questionnaires.	Emotionally intelligent students performed better in both continuous assessment and the final professional examination (r=0.0926).
24.	Lelyana Y., Amelia D.P. & Marindra F. (2023)	152 Medical students	t- value and R square value/ The Sternberg Triarchic Abilities Test and Emotional Intelligence questionnaires, EPPS	Academic achievement increases in students who possess higher degrees of intellectual and emotional intelligence.
25.	Aisha Kiran, Umar Farroq & Gulnaz Akbar (2023)	350 students	Pearson's correlation	Significant correlation between college students' emotional intelligence (EI) and their academic success has been found.

26.	N. Ballukera et. al. (2013)	2182 Adolescents (1127 female students & 1055 male students)	Pearson Correlation/ Trait Meta-Mood Scale for Adolescents	Significant negative relationship between class emotional intelligence and depressed mood was found.
27.	Mohammad, Murtuza & Fariha (2024)	200 respondents (90 Female & 110 Males)	Pearson Correlation/ Beck Depression Inventory & CGPA as Academic Performance.	Academic performance is significantly negative correlated with depression (r=-22.8, p<0.05).

Remark: *Conclusion section with bullet indicates multiple conclusions drawn from research and no bullet indicates single conclusion drawn from research.*

RESULT:
The table:1 clarifies the fact that twenty-seven studies included in this review were found qualified. Studies with variables emotional intelligence and academic achievement were bring into 27 researches. Total sum of participants from all studied are 10,047 people. The maximum and minimum number of participants were 2204 students {Usán Supervía P, Quílez Robres (2021)} and 56 students {Nasution, W.N. (2018)} respectively. Both the genders male and female students were participated in the studies. The present review-based study revealed that numerous studies demonstrate emotional intelligence positively or favorably affects academic achievement of university students.

CONCLUSION:
From the above study of the review of various literature, we identify that emotional intelligence can be viewed as a collection of multiple aspects of emotion and day to day life skills, which include the ability for clear communication, understanding of self and others' emotions and also to control the emotions, additionally being able handle the various changes in surroundings. All the included studies focus to find the link between emotional intelligence and academic achievement of the students. We can understand that the students with higher levels of emotional intelligence appear to be better able to cope with the social and emotional demands of within an academic condition than students who score low on emotional intelligence abilities. Most of the studies collected in this study show significant positive correlation between the emotional intelligence and academic achievement but in some cases it's not always positive and few studies show not so strong connection (Shipley et.al., 2010), also no direct relationship seen between these. (Cristiana C., Dan Florin & Mohorea L. 2012). Some studies reveal that female students have higher level of emotional intelligence than male students. It can be elaborated as the students with high emotional intelligence or the students who achieves high scores on emotional intelligence tests can obtain higher academic achievement rather than the students who achieves low score on emotional intelligence. Mr. A. Stephen Harris Paul, Dr. H. Samual Thavaraj (2015) stated that emotionally intelligent teachers can produce emotionally intelligent citizens. Being a teacher with high emotional intellenge can design the pupils mind very powerfully. On the basis of various research evidences, we can say that it should be practiced regularly by students to enhance emotional intelligence so that they gain positive enhancement in their academic achievement aspects. Future research can focus on how each factor of emotional intelligence can separately influence academic achievement.

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