



ORIGINAL

Perception of the impact of emotional intelligence on the academic performance of university students

Percepción del impacto de la inteligencia emocional en el desempeño académico de estudiantes universitarios

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ABSTRACT

Introduction: emotional intelligence in university students is crucial for managing stress, improving relationships, and making effective decisions, which optimizes their academic performance and personal well-being.

Objective: to analyze the perception of the impact of Emotional Intelligence on the academic performance of students from the Faculty of Mechanical Engineering at a public institution in Ecuador.

Method: a quantitative approach with a descriptive scope was adopted. Additionally, a cross-sectional observational design facilitated data collection at a single point in time, evaluating ordinal variables through a structured questionnaire; a chi-square test was applied to analyze differences in proportions, and the adjusted Bonferroni method was used to determine the magnitude of these differences. The significance level for both tests was set at $p < 0,05$.

Results: regarding self-regulation, more than half of the students, 51,06 %, believe that this dimension contributes to having self-discipline. Furthermore, 42,55 % consider that authorities show interest in Emotional Intelligence to control students' emotions. Also, 72,46 % of students believe that understanding and guiding feelings effectively and positively motivates participation and improves academic performance. Similarly, 72,33 % consider that teachers, as advisors, should observe the problems students face.

Conclusions: students consider that Emotional Intelligence has a positive and significant impact on managing their learning process.

Keywords: Self-Regulation; Communication; Understanding of Feelings; Academic Performance; Emotional Intelligence; Motivation.

RESUMEN

Introducción: la inteligencia emocional en estudiantes universitarios es crucial para gestionar el estrés, mejorar las relaciones y tomar decisiones efectivas, lo que optimiza su desempeño académico y bienestar personal.

Objetivo: analizar la percepción del impacto de la Inteligencia Emocional en el desempeño académico de los estudiantes de la Facultad de Ingeniería Mecánica en una institución pública de Ecuador.

Método: se adoptó un enfoque cuantitativo y alcance descriptivo. Por otra parte, el diseño transversal observacional facilitó la recolección de datos en un único momento temporal, evaluando variables ordinales mediante un cuestionario estructurado; se aplicó un análisis de diferencias de proporciones a través de la prueba de X^2 y para conocer la magnitud de las diferencias entre ellas se empleó el método ajustado de Bonferroni, el nivel de significación en ambas pruebas se estableció para $p < 0,05$.

Resultados: en cuanto a la autorregulación, más de la mitad de los estudiantes, el 51,06 %, cree que esta dimensión contribuye a que tengan autodisciplina. Además, el 42,55 %, considera que las autoridades muestran interés en la Inteligencia Emocional para controlar las emociones de los estudiantes. Además, el 72,46 % de los estudiantes cree que entender y orientar los sentimientos de manera efectiva y positiva motiva la participación y mejora el desempeño académico. Asimismo, el 72,33 %, considera que los docentes, como orientadores, deberían observar los problemas que afrontan los estudiantes.

Conclusiones: los estudiantes consideran que la Inteligencia Emocional tiene un impacto positivo y significativo en la gestión de su proceso de aprendizaje.

Palabras clave: Autorregulación; Comunicación; Comprensión de los Sentimientos; Desempeño Académico; Inteligencia Emocional; Motivación.

INTRODUCTION

Structured learning and the accreditation of educational levels can involve overcoming several challenges for students, where emotional aspects are crucial. Several studies have explored how Emotional Intelligence affects academic performance.^(1,2) Emotional Intelligence refers to an individual's ability to understand and manage their own emotions and recognize those of others to achieve positive social, professional, and relational results.

In this sense, the definition of Emotional Intelligence proposed by Goleman⁽³⁾ in 1997 is based on five key components: emotional self-awareness, self-regulation, self-motivation, empathy, and relationship management skills. These aspects go beyond the traditional concept of Intelligence, deepening the understanding of educational processes. Nowadays, emotional Intelligence is vital for academic success, as it facilitates the recognition, learning, and management of one's own and other people's emotions, which are fundamental to students' development and academic achievement.^(4,5)

The interaction between the emotional and cognitive dimensions of learning has aroused increasing interest in the academic field.⁽⁶⁾ Researchers, teachers, and educational psychologists have emphasized that emotions play a crucial role in how students face academic challenges, process information, and participate in learning environments. The ability to manage and use emotions effectively has been linked to improved concentration, problem-solving, and decision-making, essential skills in both the educational context and future professional life.⁽⁷⁾

On the other hand, Emotional Intelligence not only complements the cognitive dimension of education but can also enhance it considerably. By understanding how emotions impact students' motivation, attention, and resilience, educators can adapt their teaching methods to foster more profound and lasting learning. This allows for creating a more inclusive and effective educational environment where students can develop skills that benefit them academically and personally.⁽⁸⁾

Likewise, a high level of EI protects students from harmful situations, promoting psychological well-being in the face of adverse everyday events.^(4,9,10) Neuroscience shows that the brain responds better to changes in a relaxed but challenging environment, facilitating learning.⁽¹¹⁾ On the contrary, threatening or disinterested situations inhibit learning, highlighting the importance of a positive educational environment.

In this sense, neuroscience emphasizes that EI is a set of skills different from cognitive skills, highlighting the importance of recognizing emotions such as sadness, fear, and joy, which connect the mind, brain, and body.⁽¹²⁾ Bar-On's model relates knowledge and skills to deal with situations effectively. This approach emphasizes the need to develop self-awareness and emotional control skills to facilitate social interaction and adaptation.^(3,7)

In Latin America, the development of EI has recently gained interest and is associated with benefits such as better stress management, greater motivation, and better interpersonal relationships. However, many face difficulties due to a lack of knowledge about developing and managing negative emotions. Strategies such as recreational activities, emotional education, social skills development, and teacher training are proposed to address these challenges.⁽¹³⁾ These initiatives can help overcome barriers and foster a more effective educational environment.⁽¹⁴⁾

In Ecuador, research has been conducted to assess the relationship between EI and its dimensions and

indicators to determine its impact on academic achievement.^(15,16) In this sense, Rodríguez⁽¹⁷⁾, in 2024, investigated the connection between Emotional Intelligence (EI) and the self-regulation of learning in sixth-cycle Economics students at an Ecuadorian university. His results show a highly positive relationship between EI and self-regulated learning. In addition, the dimensions of intrapersonal and interpersonal ability, adaptability, stress management, and general mood showed a moderately positive relationship with self-regulated learning in the students studied. These results highlight the importance of EI in autonomous and practical knowledge.

Given the importance and relevance of EI, both in decision-making and in the rest of the psychosocial variables of university students, the objective of the present research is to analyze the perception of the impact of EI on the academic performance of students of the Faculty of Mechanical Engineering in a public institution in Ecuador.

METHOD

A quantitative approach and descriptive scope were adopted. On the other hand, the cross-sectional observational design facilitated data collection at a single point in time, evaluating ordinal variables using a structured questionnaire. This approach guaranteed efficiency in terms of resources and time. Its limitation lies in the inability to infer temporality, but it was ideal for exploring perceptions and establishing a basis for longitudinal studies. The absence of experimental manipulation ensured that the results reflected natural conditions, minimizing intervention biases.

As for the target population, it included the 1,200 students enrolled at FIM-UNI during the first semester of 2024. The sample size ($n=100$) was calculated using the finite population formula, with a 95 % confidence level, 5 % margin of error, and an expected proportion of 50 %. The selection was probabilistic, applying simple random sampling from the official list of students, guaranteeing representativeness. Participants from all academic cohorts were included, excluding those who did not sign the informed consent or were absent during the application period.

In addition, a self-administered questionnaire with 12 ordinal items (five-level Likert scale: Almost always to Never) was used, designed to measure perceptions of EI, motivation, and performance. Three experts in psychometrics and education carried out content validation, and the wording was adjusted for clarity. The estimated value of Cronbach's alpha statistic was 0,8936, which gives the instrument a high degree of internal consistency. Its confidence intervals fluctuated between 0,8408 (CI: 2,5 %) and 0,9304 (CI: 97,5 %), obtained in a pilot test with 30 students, indicating high internal consistency ($\alpha > 0,7$). The items showed adequate discrimination (item-total correlations $> 0,3$), confirming the robustness of the instrument.

After evaluating the compiled database, we proceeded to detect possible outliers. Then, we analyzed the differences between the answers given to each question in the questionnaire, using the Chi-square test (X^2), applying Bonferroni correction to control type I errors in multiple comparisons ($p < 0,05$ adjusted). The magnitude of the differences was quantified with 95 % confidence intervals. The processing included estimating frequencies, proportions, and internal consistency (Cronbach's alpha). R v4.4.0 was used, with the psych library for psychometric analysis and the stats library for inferential tests, ensuring transparency and reproducibility.

RESULTS

The results in table 1 show that EI significantly impacts university academic performance. More than half of the students, 51,06 %, believe that self-regulation improves self-discipline, which suggests benefits for academic performance. 42,55 % consider that the authorities promote EI to manage emotions, reflected in workshops and communications. Understanding feelings is crucial, as 72,46 % believe understanding and guiding feelings motivates participation and improves performance. In addition, 72,33 % think teachers should use EI to assess students' emotional needs.

Likewise, students believe that social skills significantly influence academic development. Almost half, 49,93 %, believe these skills foster collaboration between students, teachers, and workers. The majority, 71,33 %, believe that delegates should promote cooperation to improve performance. Motivation and leadership are fundamental; 52,33 % suggest teachers should monitor academic progress using technology and social networks. Furthermore, 71,33 % value the ability to guide others to promote ideas. Communication is also crucial, as 64,46 % consider it essential for compelling motivation, and 71,71 % highlight the importance of cognitive control to avoid distractions and improve performance (table 1).

The results indicate that EI has a positive impact on university academic performance. Self-regulation, understanding of feelings, social skills, motivation, and communication are fundamental to improving results. EI is essential for teacher performance, enabling teachers to manage emotions effectively and creating a positive and motivating learning environment. This facilitates healthy relationships between teachers and students, which is crucial for students' personal and academic development.

Table 1. Intelligence dimensions and their effect on students' academic results

Dimensions	Ratios					X ²	p
	Almost always	Always	Sometimes	Almost never	Never		
Level of Emotional Intelligence at the FIM. The self-regulation dimension contributes to self-discipline. Soft skills workshops are held for students for this purpose.	0,2553 ^a	0,1063 ^a	0,5106 ^b	0,0851 ^a	0,0425 ^a	42,979	1,045e-08
The authorities are showing interest in the development of Emotional Intelligence and in the control of students' emotions.	0,1914 ^{ab}	0,1276 ^{ab}	0,4255 ^a	0,2340 ^a	0,0212 ^b	26,223	2,853e-05
Understanding feelings helps to achieve the objective of improving their academic performance.	0,3617 ^a	0,3829 ^a	0,2127 ^{ab}	0,0212 ^b	0,0212 ^b	36,33	2,475e-07
Teachers, as counselors, assertively observe the problems faced by students, assessing their strengths, weaknesses and emotional needs using Emotional Intelligence.	0,4042 ^a	0,3191 ^a	0,2340 ^a	0,0212 ^b	0,0212 ^b	35,532	3,612e-07
Social skills in FIM influence the development of mutual collaboration capacities between the educational community and the understanding of emotions.	0,3617 ^a	0,1276 ^{ab}	0,2553 ^a	0,2340 ^a	0,0212 ^b	19,84	0,000537
Classroom delegates promote cooperation among students in order to improve their academic performance.	0,5531 ^a	0,1702 ^b	0,1702 ^b	0,0851 ^b	0,0212 ^b	50,426	2,943e-10
Teachers observe their students' performance and development in the academic area, using social networks as a learning accompaniment and guide.	0,5106 ^a	0,2127 ^b	0,2127 ^b	0,0425 ^b	0,0212 ^b	45,106	3,779e-09
With motivation and the proper control of emotions, one contributes to the development of the skills necessary to achieve the expected success.	0,2340 ^{abc}	0,0851 ^{ac}	0,3617 ^b	0,2553 ^{ac}	0,0638 ^c	18,245	0,001105
Nowadays it is intentionally encouraged with the aim of achieving the profile of leadership and the solution of problems that students face in their environment.	0,3191 ^a	0,1063 ^{ab}	0,3404 ^a	0,1702 ^{ab}	0,0638 ^b	18,245	0,001105
The FIM is designed to improve communication skills, emotional intelligence and academic performance.	0,2127 ^{ab}	0,0851 ^{ab}	0,3829 ^a	0,2765 ^a	0,0425 ^b	22,766	0,000141
Emotional Intelligence is important for motivating academic achievement.	0,4255 ^a	0,3617 ^a	0,1489 ^{ab}	0,0425 ^b	0,0212 ^b	40,053	4,22e-08
Cognitive control avoids distractions and promotes ideas and encourages social skills, with the aim of improving academic performance.	0,4893 ^a	0,2978 ^{ac}	0,1702 ^{bc}	0,0212 ^b	0,0212 ^b	46,436	1,998e-09
Unpleasant emotions constitute barriers to success, which can be overcome by developing Emotional Intelligence.	0,4468 ^a	0,2127 ^{abc}	0,2553 ^{ab}	0,0638 ^{bc}	0,0212 ^c	33,67	8,707e-07
Students need to develop Emotional Intelligence and positive emotions properly in order to achieve their goals.	0,5319 ^a	0,2553 ^{ac}	0,1702 ^{bc}	0,0212 ^b	0,0212 ^b	52,287	1,201e-10
With motivation and proper control of emotions, one contributes to the development of the skills necessary to achieve the expected success.	0,4468 ^a	0,1914 ^{abc}	0,2978 ^b	0,0425 ^c	0,0212 ^c	37,394	1,494e-07
The entire university community works together to contribute to the resolution of problems in an assertive manner.	0,3617 ^a	0,1489 ^{ab}	0,4255 ^a	0,0425 ^b	0,0212 ^b	40,053	4,22e-08
The classroom delegate is necessary to provide students with information and adequate guidance.	0,7234 ^a	0,0638 ^b	0,1276 ^b	0,0638 ^b	0,0212 ^b	102,29	2,2e-16
The management team of the UNI and the FIM take into account the ideas and recommendations of their teachers in relation to academic motivation.	0,2553 ^{abc}	0,0638 ^{ac}	0,4255 ^b	0,1914 ^{ac}	0,0638 ^c	26,755	2,228e-05
The management of UNI and FIM support research into Emotional Intelligence.	0,2553 ^a	0,1276 ^a	0,2553 ^a	0,2765 ^a	0,0851 ^a	8,9362	0,06271

Note: Different subscripts within the same row differ for p<0,05.

DISCUSSION

The findings of this study reveal a significant relationship between EI and academic performance in university students, coinciding with previous research. Thus, 51,06 % of the students associated self-regulation with improvements in self-discipline, a finding that agrees with other authors (5). They identified that students with high EI are more effective in planning and evaluating their learning, reinforcing that self-regulation is a pillar for academic success. However, in contrast to their study, which emphasizes individual self-management, the present results highlight the institutional role: 42,55 % of those surveyed recognized the efforts of the authorities to promote EI through workshops, an aspect less explored in the previous literature. This divergence suggests that combining individual and institutional strategies could enhance academic results.

Regarding the perception that 72,33 % of teachers should use EI to assess emotional needs, previous research⁽¹⁸⁾ highlights the importance of teachers as facilitators of positive educational climates. However, our study adds a critical nuance: only 42,55 % perceive that the authorities prioritize EI, which contrasts with Bisquerra's proposal⁽¹⁹⁾ in 2005 on integrating emotional education into the formal curriculum. This discrepancy highlights an institutional challenge: although teachers are seen as key agents, greater coordination is required between their practices and educational policies to achieve a systemic impact.

On the other hand, 49,93 % of the students linked social skills with academic collaboration, coinciding with other authors,^(20,21,22) who identify that EI mediates between motivation and life goals. However, the present study delves deeper into group dynamics: 71,33 % highlighted delegates' leadership in fostering cooperation, a factor not addressed in previous studies. This difference suggests that student leadership could be an additional catalyst for academic performance in technical environments such as engineering, complementing individual emotional management mechanisms.

The high rating of communication (64,46 %) and cognitive control (71,71 %) as performance facilitators are similar to the proposal of other authors,⁽²³⁾ who demonstrated that autodidactic strategies improve communication skills in engineering. However, our results broaden this perspective: 52,33 % proposed integrating technology and social networks into academic monitoring, an innovative approach that has not yet been widely explored in the literature on HE. This finding reinforces Condori's (24) idea in 2023 about motivation as a dynamic process but adds a technological dimension relevant to post-pandemic contexts.

CONCLUSIONS

EI has a positive impact on university academic performance. Key aspects such as self-regulation, understanding of feelings, social skills, motivation, and communication improve results. Self-regulation promotes self-discipline while understanding feelings motivates participation and enhances performance. Social skills foster collaboration between students and teachers. Effective communication is essential for motivation, and cognitive control avoids distractions, promoting a positive learning environment. Emotional intelligence allows teachers to manage emotions and assess emotional needs, facilitating healthy relationships and developing skills necessary for academic success. It is vital for teacher performance and the personal development of students.

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