



Emotional Intelligence, Leadership, and Academic Performance

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Abstract:

The psychology of intelligence is one of the most divisive subjects. Although some also see intelligence as an essential concept for understanding differences among people, others deny its usefulness and conceptual coherence (Deary, 2014). Emotional intelligence (EI) is a construct that has gained particular prominence in the current discussion. Psychology of Intelligence is one of the most controversial topic. Although there are even people who believe that intelligence is a very important concept to explain variation in people, on the contrary there are others and yes, they exist who also even refuse its utility and conceptual coherence (Deary 2014). This has risen to special prominence in the present debate, a concept known as emotional intelligence (EI).

One strand of research has examined the effect of EI on students' academic performance. In a study of Human Resource Management students, certain scales were employed including the Learning Potential Computerised Adaptive Test (LPCAT) and Jerabek's Body - Mind Emotional Intelligence Test. Results A positive relationship was found between EI and academic performance, while inferential statistics suggested that the study variables were not significantly different in terms of gender. These findings highlight EI as a potential incremental predictor of success beyond cognitive.

Still another line of investigation shows how EI is affecting leadership style and then influencing how leadership influences subordinates' perceptions of the organizational climate. Some researchers have suggested models in which the leadership style mediates between leaders' EI and employees' attitudes regarding responsibility, reward systems, warmth and support at work. By the means of a questionnaire-based quantitative approach, research has confirmed that leaders high in EI are more likely to assume leadership styles that promote positive organizational climates. It is noteworthy that the effects of various leadership styles on employee perceptions were only marginally different, but that of EI on leadership effectiveness was significant in general.

However, limitations exist. Many studies have been encountered with the small sample size, only cross-validation used and unable to make comparisons among various industries or economic sub-sectors. These limitations limit the ability to generalize results and imply that a larger, more heterogeneous sample should be studied. In addition, although EI is known to be associated with occupational success and leadership capabilities, the evidence for an association between EI and academic achievement has been mixed. For example, one study conducted amongst business undergraduates (N=193) utilising the Trait Emotional Intelligence Questionnaire-Short Form (TEIQue-SF; Petrides 2009a) found that participants' sex did not impact on their performance during an SJT.

They discovered that worldwide EI scores did not predict GPA. Surprisingly, medium GPA students also scored significantly higher on well-being compared to both low and high GPA students thereby suggesting the potential of a two-way interaction of EI with academic performance.

In conclusion, although emotional intelligence may not be powerful overall predictor of academic success its influence on leadership styles, work setting and career advancement should not be diminished. Future studies should employ larger samples, between-industry comparisons and longitudinal research.

Introduction:

Intelligence has been a contested topic in psychology for more than a century, with

believers and skeptics. Traditional views although focus on cognitive intelligence as a source of individual differences, now however, represents

the discussion about emotional intelligence (EI). Emotional intelligence, presented by Salovey and Mayer (1990), is the ability of a person to know, perceive, control and utilize both his/her own emotions as those of others. This is more than a the cognitive by illustrating how emotions organize, orientate and give G. Petroni et al.

EI is a phenomenon of increasing interest that in recent decades, has significantly risen up in the importance of both educational and organizational institutions. In the academic literature, researchers have studied its role in relation to student performance, motivation, and well-being; they posit that being able to regulate emotions could be as important as cognitive competencies in school success. Meanwhile, as indicated in the leadership literature, emotionally intelligent leaders can contribute to trust, communication and cooperation which will affect employee satisfaction and organizational climate. Such evidence had put data profile-related EI at the intersection of psychological theory, professional practice, and social dynamics.

Even amidst all this progress, there continues to be debate about the extent to which EI results in measurable outcomes such as academic performance or productivity within organizations. In the literature, some studies show moderate, consistent associations while others identify context-based moderating variables (such as age, grade level, or leadership style) which explain the influence of EI. These varying findings suggest that, instead of being irrelevant or a silver bullet, EI is a complex construct, whose influence is contextually based.

The present review draws on empirical studies and meta-analytic evidence to understand the influence of EI on academic performance, leadership behavior, and wider domains of well being. The review aims to integrate the findings across domains, clarify the role of EI in shaping individual and group outcomes, and highlight

areas for future research

Methodology:

This piece uses a narrative review method in an attempt to review the existing literature and research on emotional intelligence, leadership, and academic performance. The narrative review's goal is to synthesize and summarize the literature discussed in prior research experiences - as opposed to reviewing nor collecting original data.

The literature review included:

1. Literature:

The relevant literature was obtained and/or located from the most appropriate academic databases namely Google Scholar, JSTOR, Scopus, and ResearchGate. The literature utilized the keywords emotional intelligence, academic performance, leadership style, organizational climate AND/OR student well-being. The focus will be on peer-reviewed journals, meta analysis, and reputable books from the years 1990-2024.

2. Inclusion Criteria:

Research studies would be included in the review if: - The research study is scholarly based on emotional intelligence, and [related to] academic success, leadership, OR workplace success/performance. - The research study utilized a valid or reliable measure of emotional intelligence (i.e. Mayer-Salovey-Caruso Emotional Intelligence Test, Trait Emotional Intelligence Questionnaire, OR self-report EI scale). - The research study included empirical data -- quantitative OR qualitative.

3. Exclusion Criteria:

We omitted publications if they:

Were focused exclusively on cognitive intelligence related to EI.

Did not have empirical support, e.g., an opinion piece, non-scholarly papers. Were published prior to 1990 unless foundational to EI

theory.

4. Analytical Approach:

For the final studies selected, an analysis of the studies compared thematically in three broad domains (a) EI and academic performance, (b) EI and behavior in leadership, and (c) EI and well-being and relationships at work. Patterns, similarities, and contradictions were noted to create a balanced synthesis of the current state of knowledge.

Following this structured review method, this study provides balanced and critical understanding of the contribution EI has to individual performance and organization success.

Literature Review:

The concept of intelligence has been one of the most contested ideas in psychology for some time. Some researchers maintain that cognitive intelligence is the most significant predictor of individual differences and outcomes. Other researchers argue that in real-world settings, cognitive intelligence starts to fall short for many reasons (Deary, 2014). In conjunction with this debate, the idea of emotional intelligence (EI) has arisen as an additional dimension of human capacity. Defined by Salovey and Mayer (1990), EI is defined as a branch of social intelligence that integrates the individual's ability to perceive, regulate, and express emotion, and the ability to access and employ emotions and emotion-related knowledge in the process of solving problems and in meeting goals.

Emotional Intelligence and Academic Performance:

The early research analysis of the connection between emotional intelligence (EI) and academic performance has yielded some valuable perspectives. For instance, the research involving the Learning Potential Computerised Adaptive Test (LPCAT), in addition to Jerabek's

(1996) emotional intelligence test, using undergraduate students enrolled in a human resource management course, demonstrated that students with higher EI scores performed better academically. Also, there were no significant differences observed for male and female students. This indicates that regardless of gender, EI will provide similar academic achievement. In other words, EI is an important asset that contributes to academic performance beyond intelligence.

The supportive evidence is also found in the meta-analytic work. For example, a meta-analytic study, investigating 48 independent samples ($N = 10,292$), reported a moderate, but consistent relationship between trait EI and academic achievement ($r = .20$, 95% CI = .16 - .24). Additionally to this correlational evidence, the effect ability of EI as a predictor of outcomes was found to be even stronger for younger children, and at earlier educational stages, suggesting that EI may provide a support for learning during formative years of education. In summary, while EI is not a guarantee of successful performance, EI can support sustained performance through the development of self-regulation, motivation, and resilience.

Complementary results from studies of business undergraduates ($N = 193$) further clarify the complex role of EI. Although global EI was not shown to be a strong predictor of grades, it was positively related to their work experience and the general well-being of students. In addition, students with mid-level grades reported improved life satisfaction than those with grades at the extremes. This suggests the complex possibilities EI may influence, in addition to both academic outcomes and students' emotional balance and adaptability to academic life.

Emotional Intelligence and Leadership:

Beyond scholarship in education, numerous studies have focused on EI and

leadership. Several empirical studies provide support for EI models positing a direct influence on leadership behaviors and employee perceptions of the organizational climate. Survey responses indicate leaders with greater levels of EI are more likely to do things like lead with inquiry-led and relationship-oriented leadership based on effective communication, empathic listening, and mediation strategies that overall have a more constructive organizational climate than more transactional leadership styles.

There are practical applications for organizations. There is a sizeable literature demonstrating that leaders with higher degrees of EI, increase employee motivation, job satisfaction, and performance, and decrease retention. From a social perspective, EI leaders are also better able to build trust, enhance collaboration, and foster workplace interpersonal relationships. Methodological weaknesses are acknowledged in the body of evidenced-based research including small samples and limited qualitative validation (e.g., interviews). Nonetheless, it is clear when considered together, the science strongly supports the importance of EI as an underpinning component of effective leadership.

Incorporating EI into Education and Workplaces:

When combined, the aforementioned studies suggest that instead of EI being a unique predictor of success, it is an important complement to the work and educational outcomes achieved. In education, that EI typically contributes to persistence and self-awareness, while in organizational contexts, EI augments leadership quality and workplace relationships.

Therefore, targeting EI to cultivate students and professionals through programs and curriculums may yield fruitful outcomes.

Conclusion:

Current academic research has shown relevance of EI on artificial prototype contexts, but in many settings EI is relevant for understanding how people adjust, achieve, and thrive in schools or workplaces. There is some evidence of EI as a construct in relation to leadership success, organizational climate, and student well-being. Therefore, moving forward, we recommend any new research builds on and refines theoretical models and investigates EI in applied settings.

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