

Research Article

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Quantitative Analysis of Emotional Intelligence and Socialization as Predictors of Academic Performance among Secondary School Students

Muneeza Rehman ¹ Uzma Munawar ² Syed Zubair Haider ³



Abstract: This research examines the interrelation between Emotional Intelligence (EI) and socialization styles and their combined influence on secondary school students' academic achievement. Quantitative research was conducted with a structured questionnaire used to collect data. The sample comprised both male and female students from both government and private secondary schools. Simple random sampling was employed to collect diverse data across school type, gender, and academic achievement levels. The study was descriptive in nature and employed a quantitative approach. The targeted population was secondary school students, grades 9 and 10, due to their critical academic and social development stage. Analysis of the data was conducted through descriptive statistics and Chi-Square tests to examine the relationship between the variables.

Key Words: Students, Emotional Intelligence, Effective Social Skills, Socialization, Predictors, Academic Performance, Secondary School Students, Education

Introduction

The academic success of secondary school students has traditionally been attributed to cognitive abilities such as intelligence quotient (IQ), memory, and logical reasoning. However, contemporary educational research increasingly acknowledges that non-cognitive factors, particularly Emotional Intelligence (EI) and socialization processes, play a significant role in influencing students' academic outcomes (Petrides et al., 2004). Personal well-being and academic achievement by fostering better stress management, interpersonal relationships, and motivation toward academic tasks (Mayer et al., 2004). profoundly affects students' learning experiences and educational attainment (Wentzel, 1998). Within the context of secondary schooling, peer relationships, parental involvement, teacher-student interactions, and the broader school climate are central socializing agents that shape students' attitudes toward learning, self-discipline, cooperation, and engagement in academic activities (Bandura, 1977). social experiences become critical determinants of how well they adapt to academic demands, manage peer pressure, and navigate the complex emotional landscape of secondary school life (Goleman, 1995). Students with higher emotional intelligence tend to exhibit better academic resilience, stronger social bonds, and more effective coping strategies under academic stress, all of which contribute to enhanced educational performance (Parker et al., 2004). Similarly, positive socialization experiences, including supportive family environments, encouraging peer groups, and collaborative learning atmospheres, foster greater academic motivation and persistence.

¹ M.Phil. Scholar, Department of Education, The Women University Multan, Multan, Punjab, Pakistan.

✉ monajamio404@gmail.com

² Assistant Professor, Department of Education, The Women University Multan, Multan, Punjab, Pakistan.

✉ uzma.munawar@wum.edu.pk

³ Assistant Professor, Department of Educational Training, The Islamia University of Bahawalpur, Bahawalpur, Punjab, Pakistan. ✉ zubairiub@hotmail.com

▪ **Corresponding Author:** Muneeza Rehman (✉ monajamio404@gmail.com)

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Another definition of emotional intelligence is the ability to think and solve issues by comprehending the meanings of emotions and their relationships (Mayer, Caruso, & Salovey, 2000). [Almer, Donaldson, & Stough, 2002](#)). Think of "emotional intelligence" as being good at understanding your feelings and how they link together. It's also about using that understanding to think clearly and solve problems (Mayer, Caruso, & Salovey, 2000). More and more research shows that how students feel can really affect how well they learn, how much they participate in school, and whether they succeed or struggle throughout their time in education (Iuga, [2024](#)). The idea of emotional intelligence was first brought to the forefront by Salovey and Mayer back in 1990. When students are studying at the university level here in Pakistan, they go through a lot of different emotions – like being interested and enjoying their courses, but also feeling worried, angry, embarrassed, or just plain bored. All of these feelings have a big impact on how involved they are in their studies and how well they learn. If students have negative feelings, like being annoyed or stressed about an assignment, they often start to feel like they can't handle it and might want to give up (Ngigi, [2023](#)). Looking at Pakistan's education system, it's really important to understand how being emotionally smart (EI) and how well students socialize affects how they perform in school. It seems that how well they socialize (which they're calling SE here, maybe short for social-emotional skills) plays a big role in this connection. Students who are good at understanding their feelings are more, which in the end leads to better mental health and the ability to bounce back from tough times (Johnson & Njoku, [2024](#)). During high school, when kids in places like Multan are interacting with their friends, it shapes who they become friends with and how well they adjust and feel happy (Palmer et al., [2002](#)). Emotional intelligence (EI) is really about being able to notice, understand, and manage your feelings in different situations. This includes things like knowing yourself, controlling your reactions, staying motivated, understanding how other people feel, and getting along with others (Antonopoulou, [2024](#)). For example, a student here in Multan who understands how their brain works when they're taking exams can use strategies like relaxing or studying really hard to help themselves. Being aware of your own feelings helps you think clearly, make good decisions, communicate effectively, and be true to yourself in whatever you do. Think of "emotional intelligence" as being able to notice, understand, and handle your feelings in different ways. This includes knowing yourself well, managing your reactions, feeling motivated, understanding how others feel, and getting support from people around you (Antonopoulou, [2024](#)). For example, if a student here in Multan knows how their brain gets active during exams, they can use things like calming exercises or studying really hard to help themselves. Knowing your own feelings clearly helps you make good choices, talk to people effectively, and be genuine in whatever you do (Chon, [2021](#)).

Literature Review

Emotional intelligence is made up of five main skills, and one of them is knowing yourself – being able to recognize your own feelings. A good way to think about it is by focusing on emotions, knowing your own feelings, understanding what limits your thinking, and how emotions affect things like how you think, make decisions, and act (Carden et al., [2024](#)). People who are good at understanding their own feelings might know what emotional patterns come up in certain situations and can get ready for those feelings when they happen. Just like we talked about before And again, knowing yourself helps you think clearly, make smart choices, communicate well, and be yourself in what you do (Chon, [2021](#)).

According to some researchers (Sturm et al., [2013](#)), the information we gather about ourselves – both from our own thoughts and from guessing how other people see us – really comes from talking to others and the information we get from those interactions. Knowing yourself also means paying attention to what other people say and do and how that affects you. Then there's "social awareness," which is another part of being emotionally intelligent. This is about being able to understand and feel for other people's feelings, needs, and worries. It means paying attention to things like their body language and how they say things to really understand how they're feeling. One study used a special model to see how family life and someone's natural emotional intelligence work together to affect how well they do in school. This was to understand how parenting styles and academic success are linked. Another important thing about this kind of research is that it looks at not just the overall emotional intelligence score but also the different parts that make it up (like the four main parts described by Petrides et al. ([2016](#))). This helps get a more detailed picture. So, basically, this part of the research is saying that understanding ourselves and others is key to emotional intelligence and that things like family and the different aspects of emotional intelligence can all play a role in how well students do in their studies.

Trait EI and Academic Achievement

In recent years, research has included EI as one of the drivers of academic performance. Emotional intelligence is thought to contribute to cognitive progress and the ability to control emotions in stressful settings, such as taking standardized assessments (Brackett, 2011). In terms of trait EI, the findings of Greek and foreign studies differ since they do not achieve a common conclusion.

Thorndike's Concept of Social Intelligence

So, according to Gryn (2010), the idea of emotional intelligence actually started way back in the early 1900s. A researcher named Thorndike did some important work on something he called "social intelligence" in the 1920s. This was a big step towards what we now know as emotional intelligence (EI) (Thorndike, 1990). However, because his idea of social intelligence was quite broad and overlapped with things like how good you are with words and spatial reasoning, it was a bit tricky to separate the two. Later on, another researcher named Wechsler (1958) came up with the idea that there are both "intellectual" (the kind measured by IQ tests) and "non-intellectual" factors that lead to success in life. After years of studying IQ tests, he pointed out that these non-intellectual skills are really important. The way we understand emotional intelligence today is closely connected to how our understanding of general intelligence has grown over time. This part tells us that the idea of emotional intelligence didn't just pop up out of nowhere. It has roots in earlier ideas about social skills and the different things that contribute to how well people do in life beyond just traditional intelligence.

Goleman's Mixed Model of Emotional Intelligence (2020)

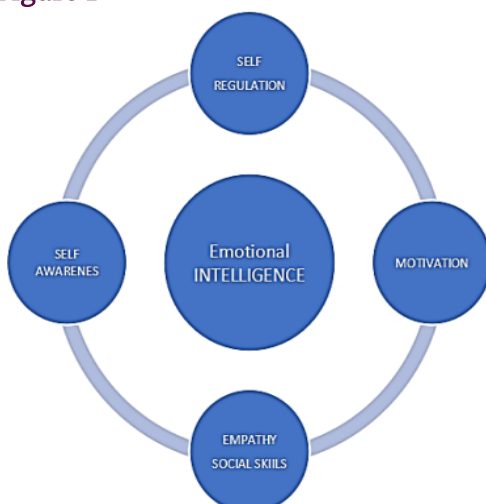
Goleman expanded the concept by adding **motivation, empathy, and social skills** into the emotional competencies framework. His five domains of EI are:

- ▶ Self-awareness
- ▶ Self-Regulation
- ▶ Motivation
- ▶ Empathy
- ▶ Social Skills

Domains of EI

1. Self-Awareness
2. Self-Awareness
 - a. Developing emotional awareness, accurate self-assessment, and confidence.
3. Self-Regulation
 - a. Motivation
 - ▶ Drive for success, commitment, initiative, and optimism.
 - b. Empathy
 - ▶ Understanding others' feelings, Cross-cultural sensitivity, Service orientation
 - c. Social Skills
 - ▶ Effective communication, conflict resolution, leadership, and collaboration.

Figure 1





Goleman emphasized that beyond managing emotions internally, individuals must also manage relationships effectively to succeed in life and academic environments.

Emotional Intelligence and Academic Performance

Research has consistently shown that emotional intelligence significantly affects academic performance (Mohzan et al., 2013; Chamundeswari, 2022).

Emotionally intelligent students are better at handling academic stress, maintaining motivation, building positive peer relationships, and overcoming challenges, all of which are crucial for academic success at the secondary school level.

Research Objectives

1. To determine the influence of emotional intelligence (EI) on secondary students' academic performance.
2. To examine the relationship between socialization and emotional intelligence among secondary school students.

Research Questions

1. What is the influence of emotional intelligence (EI) on secondary students' academic performance?
2. What is the relationship between socialization and emotional intelligence among secondary school students?

Research Methodology

This study uses numbers and statistics to see how feeling smart, getting along with others, and grades are connected. It's a type of research that describes what's happening and uses numerical data to do it. According to Willie (2024), the "population" is everyone you want your research findings to apply to. In this case, it's students in grades 9 and 10 because this is a really important time for them in terms of their studies and how they socialize. To make sure they got a good mix of students from different types of schools, genders, and academic levels, the researchers used a simple random sampling technique. They specifically chose higher secondary students in science and arts. To figure out how many students they needed to ask, they used a method developed by Krejcie and Morgan (1970). This led them to choose 314 students from secondary schools right here in the district of Multan to be part of the study. The tool they used to collect information was a questionnaire where the students answered questions about their own emotional intelligence. This questionnaire had 40 questions, with each set of questions looking at a different part of emotional intelligence. So, the students basically told the researchers about their own feelings and smarts through these questions.

Data Analysis Techniques

Describing the Students: First, they used something called "descriptive statistics." Think of this as getting a basic overview of the students who participated. They calculated the "mean" (which is like the average) to see the typical age, for example. They also used "standard deviation" to see how spread out the students were in terms of things like their emotional intelligence scores – whether they were all pretty similar or had a wide range.

Finding Connections: Next, they used "Pearson correlation analysis." This is a way to see if there's a relationship between different things. For example, they used it to see if students with higher emotional intelligence also tended to have better socialization skills or if higher emotional intelligence was linked to better academic performance. It basically tells you if two things tend to go up or down together.

Looking at the Parts of Emotional Intelligence: Finally, they used "factor analysis." Imagine that emotional intelligence has different parts to it (like understanding your own emotions, managing them, understanding others' emotions, etc.). Factor analysis is like trying to see if these different parts are actually related to each other and if they group together in certain ways. It helps researchers understand the underlying structure of emotional intelligence based on how the students answered the questions.

Data Analysis

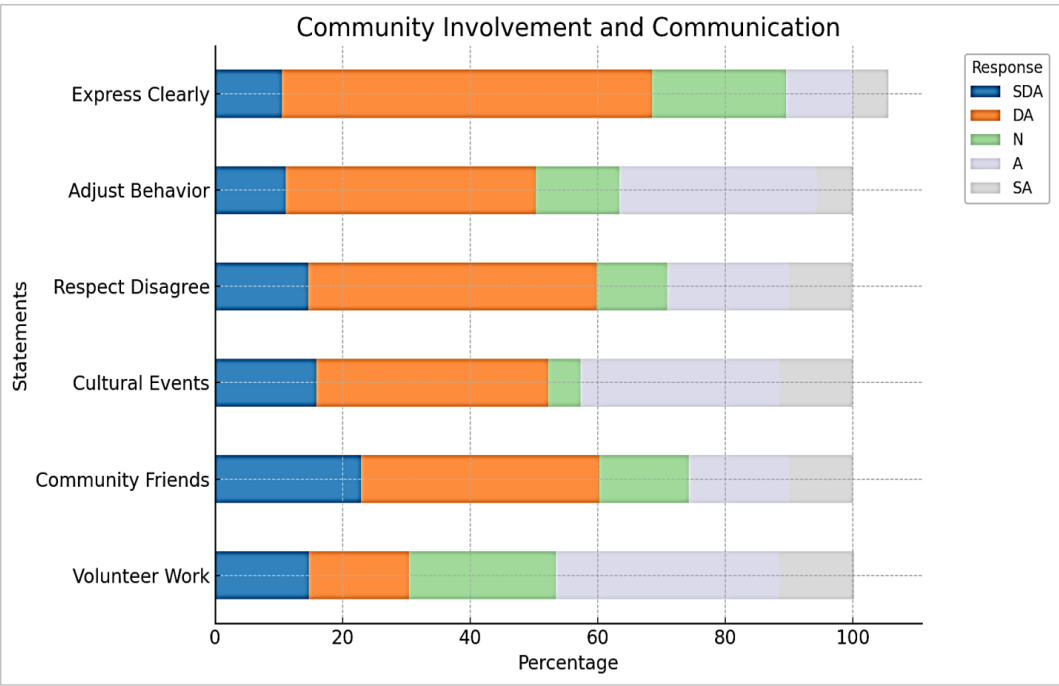
The study aims to examine the relationship between socializing and emotional intelligence among secondary school students.

Table1

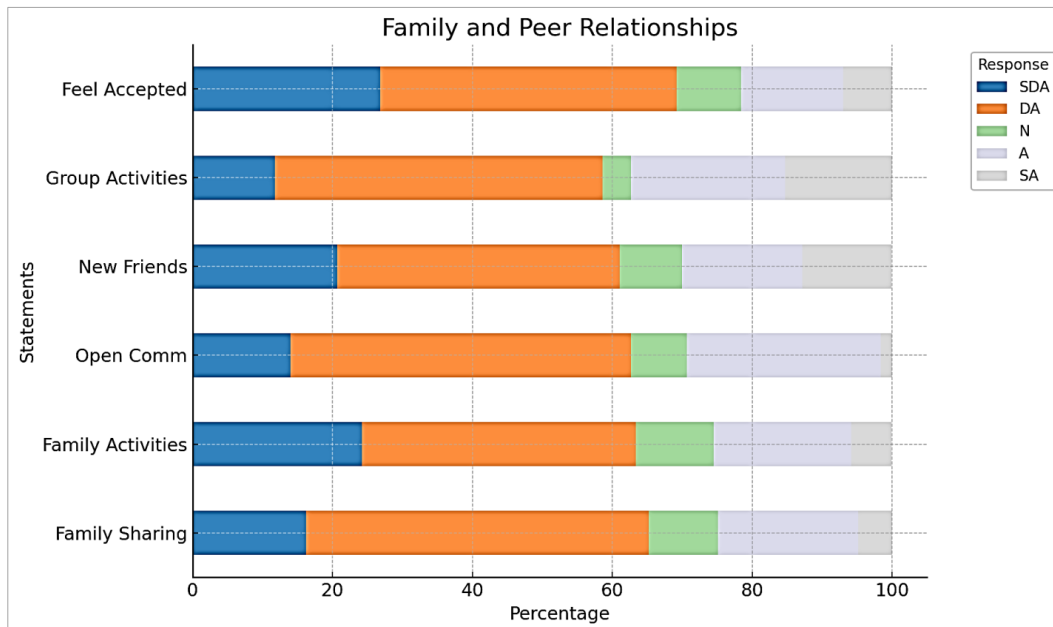
Statement	Mean	Std Dev
Feel comfortable discussing ideas and emotions with my family	2.48	1.12
Participate in family activities and traditions regularly.	2.44	1.21
My family encourages open communication and mutual respect.	2.54	1.09
I find it easy to make new friends.	2.61	1.32
Enjoy participating in group activities with my peers.	2.82	1.32
Feel accepted and valued by my friends.	2.33	1.21
Statement	Mean	Std Dev
Engage in community service or volunteer work.	2.54	1.19
Connected to my community friends for socialization	2.53	1.27
The student Participates in cultural or social events.	2.86	1.32
In a respectful manner, students can handle disagreements with others.	2.64	1.23
The behaviour of students can be changed according to the social setting.	2.81	1.16
Expressing thoughts, emotions, and ideas clearly.	2.63	1.22

Figure2

Bar Chart of Response about Community Involvement



Looking at what the students shared, the average response to feeling comfortable sharing feelings at home was 2.48, with a high 65.2% disagreeing. This suggests a moderate to low level of emotional openness within families. Similarly, the average for participating in family activities was low at 2.44, and 63.4% disagreed, indicating limited involvement. Even when asked if their family encourages open communication, the average was only 2.54, and 62.7% disagreed. These values together highlight that many students in this study don't feel very comfortable sharing their emotions at home, aren't very involved in family activities, and don't perceive their families as promoting open and respectful communication.

**Figure 3***Family and Peer Relationships Affecting*

The study showed that (community service and socializing with community friends) show moderate engagement, with means around 2.53–2.54 and less than 50% agreement. Participation in cultural/social events had a higher mean of 2.86, indicating stronger interest in occasional community events than in structured or consistent involvement. Respectful conflict resolution scored 2.64, suggesting moderate interpersonal competence. The mean is 2.81. However, expressing thoughts and emotions clearly showed the highest disagreement (68.5%) and a mean of 2.63, pointing to notable communication challenges. Overall, students demonstrate better adaptability and engagement in peer and cultural contexts than in family interactions or consistent community involvement. While they can adjust to social norms, limited emotional openness and communication skills—especially in family and new social settings—emerge as key areas for development.

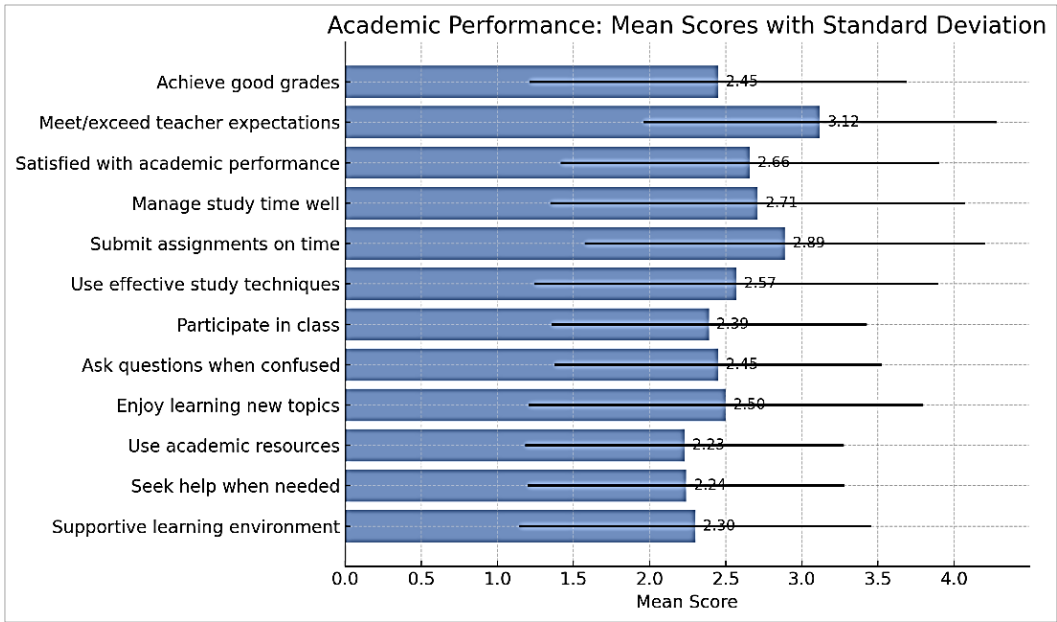
Table 2*Academic Performance*

No.	Item Description	Mean	SD
1	Achieve good grades	2.45	1.238
2	Meet/exceed teacher expectations	3.12	1.157
3	Satisfied with academic performance	2.66	1.244
4	Manage study time well	2.71	1.362
5	Submit assignments on time	2.89	1.317
6	Use effective study techniques	2.57	1.327
7	Participate in class	2.39	1.037
8	Ask questions when confused	2.45	1.075
9	Enjoy learning new topics	2.50	1.297
10	Use academic resources	2.23	1.046
11	Seek help when needed	2.24	1.041
12	Supportive learning environment	2.30	1.155

The highest academic confidence is observed in students' perception of meeting or exceeding teacher expectations, with a mean of 3.12 ± 1.16 , suggesting that many students feel capable of meeting academic demands, although variability remains. Similarly, the ability to submit assignments on time (2.89 ± 1.32) and manage study time effectively (2.71 ± 1.36) reflect moderate levels of academic responsibility, which may be linked to higher self-regulation—an important domain of emotional intelligence. Satisfaction with academic performance (2.66 ± 1.24), enjoyment of learning new topics (2.50 ± 1.30), and use of effective study techniques (2.57 ± 1.33) also lie in the mid-range. These suggest that although students express

interest and effort in learning, inconsistency and emotional factors such as motivation or anxiety may affect outcomes.

Figure 4
Mean Scores of Academic Performance of the Respondents



On the lower end of the scale, items like class participation (2.39 ± 1.04), asking questions when confused (2.45 ± 1.08), and seeking help when needed (2.24 ± 1.04) show reduced engagement. This lack of proactive academic behaviour may reflect limited socialization or low emotional intelligence, particularly in areas related to self-expression, help-seeking, and confidence in social learning environments. The lowest mean was seen in the use of academic resources such as libraries or tutoring (2.23 ± 1.05), followed closely by the perception of a supportive learning environment (2.30 ± 1.16). These low scores may indicate barriers to accessing academic support or a lack of emotionally nurturing environments at home or school, further emphasizing the impact of emotional and social contexts on academic success.

Table 3
Chi-Square Analysis of Response Across Gender and Academic Achievement

Statement	Group	Chi-Square	df	Sig.
Values, emotions, and strengths and weaknesses. Since I encounter each of them in various contexts.	Gender	24.096	3	.000
Understand how my emotions affect my attitude and actions.	Gender	62.025	3	.005
My ideas, actions, and social relationships are all influenced by my emotions.	Gender	6.932	3	.007
Consistently achieve good grades in my subjects.	Academic Achievement (Arts, Science)	2.736	4	.008
Meet or exceed the academic expectations set by my teachers.	Academic Achievement (Arts, Science)	3.035	4	.000
Satisfied with my overall academic performance.	Academic Achievement (Arts, Science)	9.401	4	-

Discussion

This research looked at how different parts of being EI, like knowing yourself, managing your emotions, staying motivated, understanding others, and having good social skills, relate to how students interact with people at home and school. To see how well students were doing in their studies, the researchers



looked at things like their consistent grades, how well they managed their time, if they participated in class, and how well they used resources. Basically, the study tried to understand if being EI and how students socialize has anything to do with how they perform in their academics. The World Economic Forum's 2020 Future of Jobs Report identified emotional intelligence (EI) as one of the most important soft skills in the workplace. Additionally, EI strengthens key 2025 competencies including flexibility, resilience, stress tolerance, and social impact and leadership. Emotional intelligence (EI) has gained significant attention in the fields of business, management, and economics in addition to psychology. Out of the 136 Web of Science database categories, the Management category has ranked second or third in terms of the quantity of articles on EI over the past ten years (followed by the Education, Educational Research, and Psychology Multidisciplinary categories). An increasing interest in EI has been observed in the Management, Economics categories between 2019 and 2021. In an open market with quick information interchange, EI is still one of the few resources that is hard to replicate or replace. EI is categorised as a sustainable competitive asset as a result. Emotional intelligence (EI) boosts the quantity of high-quality communications, giving businesses a competitive edge. Innovative entrepreneurial endeavours are more likely to be undertaken by those with high EI. According to research, emotional intelligence (EI) boosts professional productivity and increases sales, cash receipts, and client loyalty in a variety of business. Emotional intelligence has a favourable impact on entrepreneurial self-efficacy and increases the desire to pursue an entrepreneurial career (Fedorova et al., 2023). Ahmad Hassali et al. (2017) used a sample of 100 teenage respondents to examine the significant differences between social intelligence (SI), emotional intelligence (EI), and personality traits in relation to gender and parenting at different orphanages in Jaipur, Rajasthan. The study's findings showed that while there is a notable difference in emotional intelligence (EI) between orphans and non-orphans, non-orphans had lower social intelligence than orphans. With regard to personality traits, the orphans' dominant traits are active, but they also exhibit emotional instability compared to youngsters who are not orphans. In their 2019 study, The Effect of Social-Emotional Competence on Children's Academic Achievement and Behavioural Development, Mona Alzahrani et al. discovered that social and emotional competence has an impact on children's learning outcomes as well as their capacity for positive behaviour. We define social and emotional learning in terms of academic achievement to demonstrate how proficiency in these domains improves students' vocabulary, writing, reading, and critical thinking abilities. Additionally, emotional control can improve academic performance now and in the future. We also offer methods that educators can implement to promote positive behavioural skills.

Recommendations

Teachers' Feelings in School: Schools should have lessons and activities about understanding and managing EI as part of students in everyday lectures.

Train Teachers: We need to train our teachers so they can spot when a student is feeling down or needs support and know how to help them. Also, every school should have counsellors who can help students deal with stress from their studies and get along with others.

Parents Involved: Let's have workshops for parents to help them learn ways to raise their children that encourage them to grow emotionally and get involved with others.

Learn Together: We should encourage students to work in groups and help each other in class. This will help them build their social skills and connect with their feelings more.

Pay Attention to Government Schools: We need to especially focus on students in government schools by making their schools better places, encouraging teachers to be supportive, and providing more learning materials.

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