

The Influence of Emotional Intelligence Competencies on Students' GPA & Overall Academic Performance

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Abstracts: This study investigates the influence of emotional intelligence competencies on students' GPAs and overall academic performance. A structured questionnaire was developed using Daniel Goleman's model of emotional Intelligence (Self-awareness, Emotion Management, Self-motivation, Empathy & Social Skills). Data were collected using a convenience sampling method from 114 students in the Faculty of Business Studies at Arab Open University, Oman, where around 700 full-time students have been enrolled for the academic year 2022. The study's hypotheses were examined and validated using descriptive and inferential statistical tools such as the "t"-test, ANOVA, and Multiple Regression. The results indicate that, out of the five emotional intelligence skills, the "Social Skill" has the most decisive influence on students' academic performance. Additionally, a significant correlation has been found between students' emotional Intelligence, GPA, and overall academic performance. This study further offers suggestions for improving students' emotional intelligence abilities to improve students' overall academic performance.

Keywords: Competencies of Emotional Intelligence, Self-Awareness, Emotion Management, Self-Motivation, Empathy, Social Skills & University Students.

1. INTRODUCTION

Emotional Intelligence is a trendy subject among researchers and scholars. "Emotional Intelligence" is the ability to identify, assess, manage, and convey emotions in a positive way (India Today Web-desk, 2009). Emotional Intelligence competencies are critical and determining factors for all, especially for students to succeed academically and in their careers (Azizi Yahaya, 2012). It is a potent motivational tool that encourages and motivate us to act in a balanced way and effectively solve problem. University students need to be aware of their emotional intelligence ability or inability. Many problems that students experience in their personal, academic, and social lives are caused by their inability to manage and control emotions (Ebinagbome. M.E, Nizam. I, 2016), and this will directly impact their academic performance and career success (Brown & Moshavi, 2005). A research study presented at the American Educational Research Association stated that students who can manage their emotions can seek help from others and manage and control the situation in healthier ways, and by contrast, students who lack emotional stability find it challenging to handle the stressful situations, struggle to articulate their emotions, and are unable to ask for support (Spark et al.. D 2016). Understanding the competencies of emotional Intelligence has become essential to guide them to move in the right direction. Currently, researchers and academics understand its importance and are showing interest and continuously contributing through their research on the emotional Intelligence of university students (Kant. R., 2019). Many research articles in various languages have been written and published in various contexts. However, in the case of the GCC countries, very few quantitative and analytical research studies have been conducted on the topic of emotional Intelligence and especially in the context of the Sultanate of Oman, and this is one of the prime reasons we are motivated to take up this study to investigate the exciting topic of Emotional Intelligence and its Impact on the student's performance.

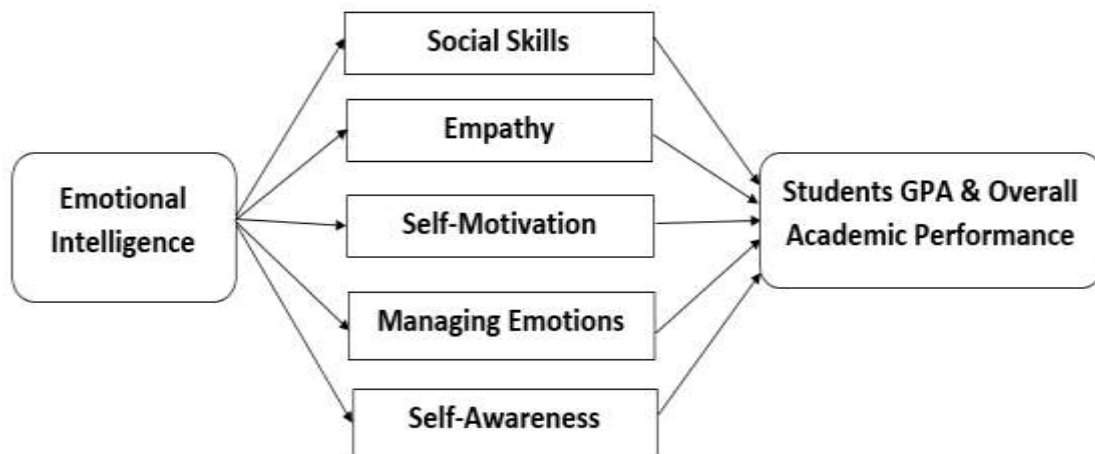


Figure 1. Research Model Emotional Intelligence & Its Influence on Students' GPA & Overall Academic Performance. (Source: Designed by the Researchers)

Goleman's model of emotional Intelligence consists of five elements, as given in the above figure, which includes self-awareness, emotion management, self-motivation, Empathy, and social skills. They are the main variables based on which this study is conducted (Goleman D., 2005). Self-awareness mainly focuses on identifying and understanding our emotions, thoughts, and behavior and how they affect others (Dierdorff & Rubin, 2015). The study conducted by Annaraja and Jose (2005) revealed that self-awareness has a significant impact on the life of individuals and their performance in various aspects of life. Empathy is another crucial competency of Emotional Intelligence, which mainly deals with understanding another person feeling and perspectives. Gulec (2020) stated that Empathy will enable a person to understand the situation and act in a way that is not harming and affects others and surroundings. In their research, Rosenthal et al. (1977) found that those who empathize with others are more successful in their career and other aspects of life. Nowicki and Duke (1992) also found that students with higher empathy skills received better grades and overall academic performance. Social skill is another crucial competency of Emotional Intelligence and influences students' academic success. MacMullin (1994) stated that students with poor social skills find it difficult to communicate effectively with their tutors and ask for help.

Similarly, self-motivation is another crucial competency of Emotional Intelligence that deals with arousing and regulating interest (Bernard, 1965). Students must have self-motivation to participate actively in learning activities and be inspired to keep learning (Yahaya et al., 2012). Lastly, managing motions involves dealing with one's emotions before they overpower and prevent one from taking productive actions (Lei, X, 2022). It is good to practice these skills when you are calm so you are ready to use them when your emotions are high.

1.1. Statement Of The Problem

Enough evidence proves that emotional Intelligence can help individuals excel through life transitions starting from school to university and later in career life. At the university level, emotional Intelligence is considered an essential and valuable skill that helps students manage and cope with academic activities. Several studies have established a positive correlation between students' emotional Intelligence and higher academic performance. The literature has found that emotionally intelligent students have more vital interpersonal and intrapersonal abilities, are more adaptive, can manage stress and succeed in university life, and learn and perform academically. Additionally, emotionally intelligent students learn better and determine their career success. Therefore, due to the many claims on the influence of emotional Intelligence among students, this study aims to investigate the competencies of emotional Intelligence and their Impact on academic performance. It would be insightful to understand how many emotionally intelligent students are there in the universities of Oman and to establish whether emotional Intelligence does help them to perform academically in their pursuit to complete their studies with higher grades. This study is conducted based on two broad objectives 1. To examine the students' competencies of Emotional Intelligence in Arab Open University, Oman, and 2. To assess the Impact of competencies of Emotional Intelligence on overall

academic performance. In addition, this study aims to answer the two main questions. 1. What types of Emotional Intelligence competencies do students need to develop to succeed academically, and 2. Which emotional intelligence competencies will have a more significant impact on a student's academic performance?

2. LITERATURE REVIEW

Previous researchers have made theoretical and analytical contributions to emotional Intelligence and its Impact on various commercial, manufacturing, and industrial set up. In this study, researchers attempted to examine university students' emotional Intelligence competencies using Daniel Golman's five-dimension model of Emotional Intelligence. Several research papers have been carefully reviewed and analyzed to appraise prior study findings in various contexts. Here we will present a few related studies and their findings for our readers to glimpse previous research studies on this topic. Iqbal, J. et al. (2021) studied the Effect of Emotional Intelligence and Academic Social Networking Sites on Academic Performance During the COVID-19 Pandemic. They surveyed 305 undergraduate university students who participated in the study and used structural equation modeling to measure the effects of emotional Intelligence on students' academic performance. They concluded that emotional Intelligence contributes directly and indirectly to increasing academic performance and plays a positive and significant role in nurturing academic performance. Chew, B.H., Zain, A.M. & Hassan, F. (2013) investigated the emotional Intelligence and academic performance in first and final-year medical students in a cross-sectional study using objectively scored measures of Emotional Intelligence. In this study, first and final-year students were invited to participate during their second semester, and academic performance was examined using multivariate analyses. They concluded that more emotionally intelligent students performed better in their exams and stated that emotional skill development may enhance medical students' academic performance. Berrios Martos, M. P., & Extremera, N. (2020) conducted a quantitative meta-analysis of empirical research on the relationship between emotional Intelligence and academic performance. This study shows a moderate association between emotional Intelligence and academic performance and suggests that future research should explore how understanding emotional Intelligence improves and influences our lives. H, F. (2011) studied emotional Intelligence and its relations with the academic performance of medical science students in Iran by surveying 223 students and used a stratified sampling method and found meaningful relation between emotional Intelligence and academic performance and concluded that emotional Intelligence is important for the student's mental health and help them to achieve higher academic performance. Estrada, M.; Monferrer, D.; Rodríguez, A.; Moliner, M.Á. (2021) did a comprehensive study which consists of a sample size of 550 students from higher education institutions, and data were analyzed by using structural equation analysis which confirms that emotional Intelligence is positively correlated to better academic performance and concluded that developing emotional intelligence skill is important for the students to excel in their academic and career life. Nguyen K.T. et al. (2020) investigated how emotional Intelligence is associated with performance, and besides emotional Intelligence, they examined individual factors such as perseverance, goal consistency, and goal clarity. Their result was based on the data collected by a survey of 1117 students in Vietnam. It came with the findings that individual and environmental factors predicted better performance than emotional Intelligence. The result suggests that the Impact of Emotional Intelligence on students' performance is more complicated than what they already know. They further suggested and encouraged investigating how emotional Intelligence impacts individual performance and the interaction between emotional Intelligence and other factors that moderate the emotional Intelligence and performance relationship. This study is similar to previous studies conducted by researchers in other parts of the world. It has been observed from the literature that researchers have used different elements to measure students' emotional Intelligence and used different sample sizes and statistical approaches for analysis. However, the researchers attempted to use the elements and competencies of Emotional Intelligence identified by Danial Goleman and measured its Impact on the overall student's academic performance and GPAs. It has been observed that the competencies of emotional Intelligence and its Impact on the GPA and overall academic performance of the students, especially in higher education institutions, has not received enough attention and focus in the Sultanate of Oman and other GCC region. This research will certainly add some additional value to the existing literature in the GCC region. We strongly believe that the findings of this study will help us to understand the competencies of emotional Intelligence of university students in general and the students of the Faculty of Business Studies at Arab Open University, Oman, which will reveal how emotional intelligence competencies affect students' GPA and overall academic life and performance in their studies.

3. RESEARCH METHODOLOGY

This study follows a descriptive and analytical research approach. A three-part structured questionnaire was developed. Part 1 comprises questions related to the demographic variables of the students' respondents. Part 2 comprises 50 questions that aim to measure the emotional intelligence competencies of employees, such as social skills, self-awareness, managing emotions, self-motivation, and Empathy. These questions were on a five-point Likert scale, allowing the respondent's students to reveal their feelings about their emotional intelligence competencies with a range of options from "Never applies to you" to "Always applies to you." Part 3 consists of ten Liker Scale multiple-choice questions from "Strongly Agree to Strongly Disagree" created to measure student academic performance. Emotional Intelligence competencies were taken as the independent variable, and students' GPAs and academic performance were the dependent variable. Journals, magazines, books, publications, and other online and offline formally published information are examples of the secondary data source used for this study. A computerized information search was conducted on Google Scholar, Emerald, Springer, Scopus, Shodh-Ganga, and EBSCO to evaluate the literature on emotional Intelligence and academic performance. The collected primary data was processed using Amos-version 20 of the SPSS software application, in which various descriptive and inferential statistical tools were utilized to test and validate the hypotheses formulated for the study. Convenience sampling was used, and the respondents were students chosen from the faculty of business studies at Arab Open University, Oman. A total of 200 questionnaires were distributed, and finally, only 114 students agreed to participate in the survey, which made up the sample size of this study. The following hypotheses were formulated, tested, and validated in this study:

1. H₀: There is no significant difference between male and female students regarding emotional intelligence competencies.
2. H₀: There is no significant difference between the GPA scores of the students with respect to competencies of Emotional Intelligence.
3. H₀: There is no significant difference between Male and Female students with respect to Students' Performance due to the Competencies of Emotional Intelligence.
4. H₀: There is no significant difference among the GPA Scores of the students with respect to Students' Performance due to the Competencies of Emotional Intelligence.
5. H₀: There is no significant relationship between Competencies of Emotional Intelligence and Students' Performance.

4. LIMITATIONS & SCOPE FOR FUTURE RESEARCH

This research study's outcome has given the researchers some valuable insight, but a few limitations accompany it. Because of limited time availability and financial resource, this research survey covers only the students from the faculty of business at Arab Open University, Oman. Some of the students respondents were not fully willing to participate in the survey, and convincing them to participate was difficult due to their busy schedules. The 114 respondents may not fully represent the students' views at Arab Open University and other universities in Oman. The findings of this study are primarily dependent on the quantitative methodology of data collection (conversion of qualitative methodology into quantitative methodology using the Likert scale) and are therefore restrictive. The assumption is that all the students at all Universities in the Sultanate of Oman will have the same opinions of the variable used in the study, which may need to be revised in practice. All the students belonged to the age category of 18-24 years, and the emotional intelligence competencies of students may develop with their age and experience over time. Therefore, this survey was conducted in the year 2022, which may not accurately reflect the emotional competencies of all students. These limitations may decrease the ability to generalize the results of this research. Therefore, the conceptual and methodological limitations of this research need to be considered when doing research in the future, and these limitations provide possible avenues for future research. To arrive at any generalization, conducting more analytical research on the emotional intelligence competencies of university students with a bigger sample size in the future is highly necessary. While the scope of this research was restricted to Oman, similar research can be carried out in other GCC countries and other parts of the world for comparison purposes.

5. DATA ANALYSIS & FINDINGS

This study presents The data analysis in three parts using nine tables. The first part (6.1) consists of an analysis of the demographic profile of the students' respondents, followed by a measurement of emotional intelligence competencies by using descriptive statistics. Additionally, an independent-sample t-test was used to identify the students' emotional intelligence competencies based on gender, and the difference between the students' GPA scores concerning emotional intelligence competencies was measured using (Anova) analysis of variance. The second part (6.2) assesses overall student academic performance, where ten research constructs developed through a literature review were used, and analysis was done using descriptive statistics. Overall academic performance was examined using an independent sample t-test, and the difference between the students' GPA Scores concerning students' performance due to Emotional Intelligence Competencies was investigated using (Anova) analysis of variance. The data analysis's third part (6.3) measures the relationship between emotional intelligence competencies and student performance using the bi-variate correlation method. Multiple Regression Analysis was also used to determine the best linear combination of emotional intelligence competencies for influencing Student Performance.

5.1. Analysis of Demographic Profile of Students

Table 1

| Variables | Options | Frequencies | (%) |
|---|---------------|---|-------|
| Gender of the Student | Male | 12 | 10.50 |
| | Female | 102 | 89.50 |
| Age of the Student | 18 – 21 Years | Open Ended Questions (Scale Variables) | 71.90 |
| | 22 – 24 Years | | 28.10 |
| Marital Status of the Student | Married | 7 | 6.10 |
| | Unmarried | 107 | 93.90 |
| GPA in the last semester of the student | Up to 2.5 | 16 | 14.00 |
| | 2.6 to 3.0 | 59 | 51.80 |
| | 3.1 to 4.0 | 39 | 34.20 |

(Source: Personal Collection & Analysis)

From the above table, it is inferred that female students outnumber male students, and in terms of age, the majority of students (71.90%) are between the ages of 18 and 21. Also, 93.90% of students are single, and 51.80% have a 2.6 to 3.0 GPA from the previous semester.

5.1.1. Competencies of Emotional Intelligence of Students

Table 2. Descriptive Statistics

| Variables | N | Mean | SD |
|---|------------|---------------|---------------|
| Social Skills | 114 | 32.70 | 6.597 |
| Empathy | 114 | 36.82 | 4.930 |
| Motivating Oneself | 114 | 36.58 | 5.828 |
| Managing Emotions | 114 | 32.31 | 3.819 |
| Self-Awareness | 114 | 36.32 | 5.000 |
| Competencies of Emotional Intelligence | 114 | 174.73 | 18.381 |

(Source: Personal Collection & Analysis)

From the above table, it is found that students perceive more 'Empathy' (M=36.82) than other competencies and less 'Managing Emotions' (M=32.31) than other competencies of Emotional Intelligence. The overall mean value of the emotional intelligence competencies is 174.73, which is 69.89% ($174.73 / 250 \times 100$). This shows that students' Emotional Intelligence competencies are around 70%.

5.1.2. Measurement of difference between male and female students regarding emotional intelligence competencies (Independent Samples 't' Test- Analysis).

H0: There is no significant difference between male and female students regarding emotional intelligence competencies.

An independent-sample t-test was conducted to find out and compare the difference between Male and Female students concerning Competencies of Emotional Intelligence.

Table 3. Students' Gender- Competencies of Emotional Intelligence

| Variables | Students' Gender- Competencies of Emotional Intelligence | | | | | | t-value | p-value |
|---|--|---------------|---------------|------------|---------------|---------------|--------------|--------------|
| | Male | | | Female | | | | |
| | N | Mean | SD | N | Mean | SD | | |
| Social Skills | 12 | 36.42 | 4.337 | 102 | 32.26 | 6.694 | 2.931 | 0.009 |
| Empathy | 12 | 35.50 | 4.317 | 102 | 36.98 | 4.993 | 1.104 | 0.287 |
| Motivating Oneself | 12 | 35.00 | 5.784 | 102 | 36.76 | 5.833 | 0.999 | 0.335 |
| Managing Emotions | 12 | 30.67 | 3.651 | 102 | 32.50 | 3.809 | 1.638 | 0.124 |
| Self- Awareness | 12 | 35.67 | 4.053 | 102 | 36.39 | 5.111 | 0.569 | 0.577 |
| Competencies of Emotional Intelligence | 12 | 173.25 | 12.152 | 102 | 174.90 | 19.016 | 0.415 | 0.683 |

(Source: Personal Collection & Analysis)

The Null Hypothesis is accepted here since the p-value (0.683) in the competencies of emotional intelligence score is greater than the Sig. Value (0.05). Based on the mean score of students' emotional intelligence competencies, we can state that the mean score of male students (M=173.25) and female students (M=174.90) is almost similar. This suggests that male and female students have the same level of emotional intelligence competencies. As a result, there is no significant difference between male and female students regarding emotional intelligence competencies.

5.1.3. Measurement of difference between the GPA scores of the students with respect to competencies of Emotional Intelligence (One-Way ANOVA).

H0: There is no significant difference between the GPA scores of the students with respect to competencies of Emotional Intelligence.

A one-way between-group analysis of variance (ANOVA) was conducted to understand the significant difference between the GPA scores of the students with respect to competencies of Emotional Intelligence.

Table 4. Students' GPA Score - Competencies of Emotional Intelligence

| Variables | Students' Gender- Competencies of Emotional Intelligence | | | F-Value | P-Value |
|---|--|-----------------|-----------------|--------------|----------------|
| | Upto 2.5 (16) | 2.6 to 3.0 (59) | 3.1 to 4.0 (39) | | |
| Social Skills | 28.63 | 32.61 | 34.51 | 4.838 | 0.010* |
| | 7.126 | 6.576 | 5.744 | | |
| Empathy | 35.25 | 36.51 | 37.95 | 2.985 | 0.032* |
| | 3.550 | 5.117 | 4.984 | | |
| Motivating Oneself | 32.88 | 36.41 | 38.36 | 5.479 | 0.005** |
| | 4.703 | 5.748 | 5.724 | | |
| Managing Emotions | 32.63 | 32.20 | 32.33 | 0.077 | 0.926 |
| | 4.193 | 3.995 | 3.467 | | |
| Self- Awareness | 35.19 | 35.86 | 37.46 | 1.692 | 0.189 |
| | 4.293 | 5.114 | 4.994 | | |
| Competencies of Emotional Intelligence | 164.56 | 173.59 | 180.62 | 4.873 | 0.009** |
| | 13.928 | 18.753 | 17.614 | | |

(Source: Personal Collection & Analysis)

The Null Hypothesis is rejected since the P value is smaller than Sig. Value (0.01 and 0.05) in motivating oneself (M= 0.005), Empathy (0.032), Social Skill (0.010), and competencies of Emotional Intelligence Score (0.009). Additionally, The P value is more significant than the Sig. Value (0.05) the Null Hypothesis is accepted in the case of Self Awareness (0.189) and Managing Emotions (0.926). Besides reaching statistical significance, the actual difference in the mean score among the GPA scores of the students' groups is also large (M= 164.56 to 180.62). The Mean score of the level of Emotional Intelligence competencies in the case of the GPA scores of the students 3.1 to 4.0 (M= 180.62) is more significant than others. Hence, the students who have 3.1 to 4.0 GPA scores have more level of competencies of Emotional Intelligence than others.

5.2 Measurement of Students' Overall Academic Performance.

Table 5. Descriptive Statistics

| Variables | N | Mean | SD |
|---|------------|--------------|--------------|
| It leads to focus more on studies. | 114 | 3.60 | .993 |
| It helps to perform better in exams. | 114 | 3.79 | .887 |
| It increases the interpersonal relationship between students | 114 | 3.89 | 1.028 |
| It brings a positive attitude and confidence. | 114 | 4.14 | .921 |
| It improves the team working skills (learning from each other) of students | 114 | 4.05 | 1.046 |
| It improves the motivation and interest in studies. | 114 | 3.89 | .993 |
| It enhances the faculty and teacher support in the university. | 114 | 3.87 | .836 |
| It encourages good communication among students. | 114 | 3.82 | .946 |
| It increases the level of involvement of students in various extra-curricular activities at the university. | 114 | 3.74 | .960 |
| It promotes a healthy relationship between students. | 114 | 3.88 | .970 |
| Students Performance | 114 | 38.65 | 6.169 |

(Source: Personal Collection & Analysis)

From the above table, it is found that the Students' Performance due to the Competencies of Emotional Intelligence is higher in the case of the variable – “It brings positive attitude and confidence” (M = 4.14) and is lesser in the case of the variable - “It leads to focus more on studies” (M = 3.60) when compared with others. The Overall Mean value of the Students' Performance due to Competencies of Emotional Intelligence is 38.65, which is 77.30% (38.65 / 50 x 100). This indicates that the Competencies of Emotional Intelligence have a strong influence on Students' Performance which is above 77%.

5.2.1. Measurement of difference between Male and Female students with respect to Students' Performance due to the Competencies of Emotional Intelligence (Independent Sample ‘t’ Test- Analysis).

Ho: There is no significant difference between Male and Female students with respect to Students' Performance due to the Competencies of Emotional Intelligence.

An independent-sample t-test was conducted to compare the difference between Male and Female students with respect to Students' Performance due to the Competencies of Emotional Intelligence.

Table 6. Gender of the Student- Students Performance

| Variable | Gender of the student- Students' Performance | | | | | | t - value | p - value |
|-----------------------|--|-------|-------|--------|-------|-------|-----------|-----------|
| | MALE | | | FEMALE | | | | |
| | N | Mean | SD | N | Mean | SD | | |
| Students' Performance | 12 | 37.00 | 4.843 | 102 | 38.84 | 6.297 | 1.204 | 0.246 |

(Source: Personal Collection & Analysis)

As the P value (0.246) is greater than Sig. Value (0.05) in the Students' Performance Score, the Null Hypothesis is accepted. Based on the mean Score of the Students' Performance, we can say that the mean score of Male students (M = 37.00) and Female Students (M = 38.84) is more or less same. This indicates that Male students and

Female students have the same level of Students Performance due to the Competencies of Emotional Intelligence. Hence, there is no significant difference between Male and Female students with respect to Students' Performance due to the Competencies of Emotional Intelligence.

5.2.2. Measurement of difference among the GPA Scores of the students with respect to Students' Performance due to the Competencies of Emotional Intelligence (One-Way ANOVA).

H₀: There is no significant difference among the GPA Scores of the students with respect to Students' Performance due to the Competencies of Emotional Intelligence.

A one-way between-groups analysis of variance (ANOVA) was conducted to explore the significant difference among the GPA Scores of the students with respect to Students' Performance due to the Competencies of Emotional Intelligence.

Table 7. GPA Scores of the Student- Students' Performance

| Variables | GPA Sore of the Student- Students' Performance | | | F-value | p-value |
|-----------------------|--|-----------------|-----------------|---------|---------|
| | Upto 2.5 (16) | 2.6 to 3.0 (59) | 3.1 to 4.0 (39) | | |
| Students' Performance | 35.00 | 38.90 | 39.47 | 3.508 | 0.033* |
| | 7.099 | 5.171 | 6.762 | | |

(Source: Personal Collection & Analysis)

As the *P* value is lesser than Sig. Value (0.05) in the Students' Performance Score (0.033), the Null Hypothesis is rejected. Apart from reaching statistical significance, the actual difference in the mean score among the GPA Scores of the Students groups is also large (M = 35.00 to 39.47). The Mean score of the Students' Performance in the case of the GPA Score '3.1 to 4.0' (M = 39.47) is more than others. Hence, it is inferred that the students who have a '3.1 – 4.0 GPA Score' have more Students' Performance due to the Competencies of Emotional Intelligence than others.

5.3. Measurement of the relationship between Emotional Intelligence Competencies and Student Performance (Correlation).

H₀: There is no significant relationship between Competencies of Emotional Intelligence and Students' Performance.

Table 8. Competencies of Emotional Intelligence- Students Performance

| Variable | N | 'r' VALUE | P - VALUE | Relationship | Remarks | |
|--|-----|-----------|-----------|--------------|-------------|----------|
| | | | | | Significant | Result |
| Competencies of Emotional Intelligence – Students' Performance | 114 | 0.627** | 0.000 | Positive | Significant | Rejected |

(Source: Personal Collection & Analysis)

A Pearson product-moment correlation was run to determine the relationship between the Competencies of Emotional Intelligence and Students' Performance. As the *P* value is lesser than Sig. Value (0.01) in the above case, the Null Hypothesis is rejected. There is a moderate positive correlation ($r = 0.627$) between Competencies of Emotional Intelligence and Students' Performance. The relationship between them is highly significant. Hence, there is a significant relationship between Competencies of Emotional Intelligence and Students' Performance.

5.3.1. Identifying linear combination of Emotional Intelligence Competencies for influencing Student Performance (Multiple Regression Analysis).

Multiple Regression Analysis was conducted to determine the best linear combination of the Competencies of Emotional Intelligence for influencing Students' Performance.

Table 9. Regression Analysis. Competencies of Emotional Intelligence- Students' Performance

| Model | | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. |
|-------|--------------------|-----------------------------|------------|---------------------------|-------|------|
| | | B | Std. Error | Beta | | |
| 1 | (Constant) | 26.805 | 5.569 | | 4.814 | .000 |
| | Social Skill | .362 | .068 | .381 | 4.984 | .000 |
| | Empathy | .283 | .107 | .216 | 2.970 | .008 |
| | Motivating Oneself | .224 | .110 | .193 | 2.065 | .039 |
| | Managing Emotions | .342 | .153 | .212 | 2.241 | .027 |
| | Self-Awareness | .075 | .151 | .061 | .498 | .619 |

(Source: Personal Collection & Analysis)

The combination of four out of five independent variables (Competencies of Emotional Intelligence) significantly predicts the dependent variable, i.e., Students' Performance, $F(5, 108) = 364.345$, *p values are* lesser than .001 and 0.05 (Sig. Value 2-tailed) and Adjusted R Square is 0.661 or 66% which is large effect according to Cohen. Out of five Competencies of Emotional Intelligence, 'Social Skill' (0.381) is the strongest influencing factor which predicts 'Students' Performance'. From the unstandardized coefficient, it is found that the one unit increase in the 'Social Skill' would increase the Students' Performance by 0.362 units. Empathy (0.216), Managing Emotions (0.212), and Motivating Oneself (0.193) also contribute to Students' Performance but lesser than 'Social Skills.' 'Self-Awareness' (0.061) does not contribute to Students' Performance significantly.

SUGGESTIONS & CONCLUSION

This study highlights that Emotional Intelligence competencies affect students' GPA and overall academic performance. Higher educational institutions need to understand the significant role of emotional Intelligence to equip their students with the skill of emotional Intelligence for better performance in their studies and career. The current research and literature showed a positive correlation between emotional Intelligence, GPA, and academic performance. The student's success in both their academic and professional lives depend on having strong emotional intelligence skills, which they can learn and develop through proper training. It is also recommended that higher educational institutions create awareness among students about the importance of emotional Intelligence and periodically offer a specific training program to their students to learn emotional intelligence competencies, which will further improve their academic performance. This study discovered a significant relationship between emotional Intelligence and student GPA and found that emotional Intelligence is also positively correlated with the overall academic performance of the university student. This study reveals that emotionally intelligent students perform academically better because they can better manage and understand their emotions. Hence emotional Intelligence is an effective way to guarantee better academic performance and a higher GPA. Universities in Oman should actively develop training programs on developing competencies of Emotional Intelligence to provide more support to those students who are emotionally weak to equip them to develop their emotional intelligence competencies.

Additionally, it has been observed from the multiple regression analysis that social skill has a more substantial influence on the student's overall academic performance. Universities should offer training programs for students to improve their interpersonal and social skill development to help them collaborate and communicate with all their colleagues, advisors, and tutors. Students will use interpersonal and social skills for more than interacting with

others, and it will assist them in developing contacts with their tutors and colleagues and help them become more successful in their academics. Further studies are recommended to consider with comparatively bigger sample size in Arab Open University and other universities of Oman and another part of the GCC region to evaluate the specific effect of each emotional intelligence competency on students' GPA and academic performance.

DECLARATION

We now declare that neither individuals nor organizations funded the authors' work. To the best of our knowledge, this paper is an original research study done by researchers in Oman, and its publication will not give rise to any conflict of interest. The article is written by collecting firsthand information (Primary data) and reviewing existing literature on emotional Intelligence and students' academic performance. It is the author's original work, and data collection and its method and tools were approved by the author's employer's ethical standards.

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