



# The Impact of Emotional Intelligence Test Subscales on Students' Success

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## Abstract

The study aims to measure the impact of self-awareness, self-management, social awareness, relationship management, and self-motivation on students' success of the students. A correlational research design and a systematic sample of students with bachelor's degrees were used in the study. Primary data was obtained from 945 respondents from the student population. The study indicated a linear relationship between self-awareness, self-management, social awareness, relationship management, self-motivation, and students' success. The study found that the variance explained by self-awareness in students' success was .200, by self-management is negative and its values were -.154, by social awareness was .065, by relationship-management was .284, by self-motivation was .453. The study found that self-awareness, social awareness, relationship management, and self-motivation were positive predictors of students' success; meanwhile, self-management was a negative predictor of students' success. The strongest predictor of students' success was self-motivation which explains 45.3% of the variance; at the same time, the least predictor of students' success was social awareness which explains 6.5% of the variance. According to the results of the study, self-awareness, self-management, social awareness, relationship management, and self-motivation impact students' success. Thus, supporting self-awareness, self-management, social awareness, relationship management, and self-motivation is considered a support to students' success as well.

**Keywords:** self-awareness, self-management, social awareness, relationship management, self-motivation, students' success

## **1. Introduction**

Current research supports a five-factor structure to describe the emotional intelligence of children and adults, confirming the structure proposed by many researchers, as well as the influence of dimensions of emotional intelligence on students' success.

Côté (2014) explains that emotional intelligence is a set of attributes that pertain to emotions and emotional knowledge; meanwhile, according to Salovey & Mayer (1990), emotional intelligence is a group of competencies meant to contribute to the adequate expression of emotion in oneself and others, the efficient structure of emotion in self and others, and the use of emotions to motivate and achieve in one's life.

Ciarrochi & Mayer (2013) affirm that the lot of research on emotional intelligence in the last years has provided much evidence that emotional intelligence can be measured reliably and can be useful in predicting important variables, such as managerial effectiveness and relationship quality; whilst, Zeidner, Roberts & Matthews (2008) suggest that the emotional intelligence structure has been an important and significant one to study their influence on many educational variables.

The study aimed to investigate the relationship between self-awareness, self-management, social awareness, relationship management, self-motivation, and students' success. The main research question used in the study is as follows: Is there any correlation between self-awareness, self-management, social awareness, relationship management, self-motivation, and students' success?

## **2. Literature Review**

### **2.1 Emotional Intelligence and Students' Success**

Emotional intelligence impacts problem-solving (Schutte, Schuettzel & Malouff, 2001; Petrides and Furnham, 2011), effective leadership skills (Harrod & Scheer, 2005), as well as effective teaching and teacher-student interaction (Xhomara, 2018); meantime, emotional intelligence plays an important role in success in work and life (Matthews, Zeidner & Roberts, 2012; Cherniss, 2010; Schulte, Ree, Carretta, 2004).

Williams, Daley, Burnside & Hammond-Rowley (2009) found that there were no gender differences in emotional intelligence; despite this, Fernández-Berrocal, Cabello, Castillo & Extremera (2012) showed that the gender differences reported for emotional intelligence are mediated by age; meantime, collegial and managerial leadership predicts the prevention of disruptive behaviors and support students' achievements (Xhomara, 2019; Xhomara, 2021).

Reiff, Hatzes, Bramel & Gibbon (2001) indicated significant differences in the interaction of learning and gender on interpersonal skills; furthermore, Freshwater & Stickley (2004) believed that self-awareness impacts the quality of the experience; however, the style of perceiving feelings correlates highly with performance (Bernet, 1996; Jorfi, Jorfi, & Moghadam, 2010); interpersonal skills are related to transformational leadership behavior (Butler & Chinowsky, 2006).

Xhomara (2019) found that collegial school management predicts the students' life skills; meanwhile, Mittal & Sindhu (2012) believe that successful people are those emotionally balanced; emotional intelligence contributes to effective leadership (George, 2000), as well as to mood management (Matthews, Emo, Roberts & Zeidner, 2014); and Mayer and Geher (1996), as well as Clarke (2006), found that the skills to connect thoughts to emotions are related to empathy. Student-centered teaching is a strong predictor of critical thinking skills

and an important variance in academic performance may be explained by class participation and coursework (Xhomara, 2022; Xhomara & Baholli, 2022).

Emotional intelligence dimensions predict academic progress (Van der Zee, Thijs & Schakel, 2002; Lievens & Chan (2017); emotional intelligence explains cognitive-based performance (Lam & Kirby, 2002); furthermore, Palmer, Donaldson & Stough (2002) examined that emotional intelligence was found to significantly correlate with life satisfaction; whilst, Austin (2005) assessed that the interpersonal emotional intelligence was found to be significantly correlated with an emotion task performance.

Emotional intelligence correlates positively with academic and social skills (Schutte, Malouff, Coston, Greeson, Jedlicka & Wendorf, 2001); and is a predictor of school success (Zeidner, Roberts & Matthews, 2002); meanwhile, Fariselli, Ghini & Freedman believe that emotional intelligence does increase slightly with age; scientific and methodological competencies, individual study work and emotional intelligence impact academic success of students (Xhomara, 2016; Xhomara, 2020; Warwick & Nettelbeck, 2004).

Schutte, Malouff, Simunek, McKenley, and Hollander (2002) acknowledged that higher emotional intelligence was associated with a greater state of self-esteem; the comprehensive learning approach and technology integration efforts by educators explained a significant percentage of the variance of basic learning skills (Xhomara, 2020; Xhomara, 2021); furthermore, Lopes, Brackett, Nezlek, Schütz, Sellin & Salovey (2004) found positive relationships between the ability to manage emotions and the quality of social interactions. Meanwhile, Brackett, Mayer & Warner (2004) assessed in this study that emotional intelligence was associated with transformational leadership (Palmer, Walls, Burgess & Stough, 2001); at the same time, Xhomara, Karabina, and Hasani (2021) revealed that a significant variance on students' achievements is explained by managerial leadership.

According to Feyerherm & Rice (2002) understanding and managing emotion positively correlated with performance; students' academic gain and learning performance are affected by teaching faculty, family social status, the medium of instruction in schools and emotional intelligence (Xhomara, 2018; Ciarrochi, Deane & Anderson, 2002) believe that emotional intelligence correlates positively with mental health. Therefore, the study of the relationship between emotional intelligence test dimensions and students' success is of great importance. Based on the research papers examined above, it is hypothesized that:

*H # 1: Between self-awareness, self-management, social awareness, relationship management, self-motivation, and students' success there is a positive relationship.*

### **3. Methodology**

#### **3.1 Research Context**

Emotional intelligence refers to the ability to identify and regulate an individual's emotions and understand the emotions the other people. So, the study of emotional intelligence is very important because supports building relationships reduces team stress, defuses conflict, and improves job satisfaction.

The researchers applied correlational and regression tests to measure the relationship between *self-awareness, self-management, social awareness, relationship management, and self-motivation* and *students' success*.

### 3.2 Participants

The target population of the study was compounded by university students. Validation and standardization analyses were conducted using a sample of university students (N=945).

7.1% of the sample study was for business administration, 13.4% for teaching, 10.3% for engineering sciences, 32.9% for social sciences, 21.1% for economics, 11.5% for medical sciences, and 3.6% for another study program. The sample was obtained with the support of the rectors and deans of universities. The Google forms of the *Emotional Intelligence Test* with university students were conducted in the period from November 2022 to February 2023.

### 3.4 Data Analyses

The relationships between *self-awareness*, *self-management*, *social awareness*, *relationship management*, and *self-motivation* and *students' success* were conducted using correlational and regression analysis. All statistical analyses were carried out with SPSS 26.0.

## 4. Results and Discussion

As shown in the Table 1 the mean of students' success in the study sample is 2.55 and SD is .993, where the lowest value is 1 and the highest is 5. Meanwhile, the self-awareness mean is 17.20 and SD is 3.60, the self-management mean is 16.53 and SD is 4.39, the social-awareness mean is 19.88 and SD is 6.70, the relationship management mean is 21.95 and SD is 7.39, and self-motivation s mean is 23.68 and SD is 7.44, where the lowest values of self-awareness, self-management, social-awareness, relationship management, and self-motivation were 0 and the highest is 18. Hence, students' success, social awareness, relationship management, and self-motivation were above average, meanwhile, self-awareness and self-management were below average.

Table 1.  
*Descriptive Statistics*

Descriptive Statistics			
	Mean	Std. Deviation	N
Students' success	2.5587	.99309	945
Self-Awareness	17.2053	3.60205	945
Self-Management	16.5333	4.39800	945
Social-Awareness	19.8878	6.70948	945
Relationship Management	21.9566	7.39669	945
Self-Motivation	23.6815	7.44806	945

### 4.1 Inferential Analysis

As shown in the table above there is a moderate positive correlation between students' success and self-awareness,  $r = .405$ ,  $n = 945$ ,  $p > .005$ ; a low positive correlation between students' success and self-management,  $r = .258$ ,  $n = 945$ ,  $p > .005$ ; a high positive correlation between students' success and social-awareness,  $r = .665$ ,  $n = 505$ ,  $p > .005$ ; a high positive correlation between students' success and relationship management,  $r = .760$ ,  $n = 505$ ,  $p > .005$ ; and there is a high positive correlation between students' success and self-motivation,  $r = .775$ ,  $n = 505$ ,  $p > .005$ . Hence, high scores of students' success are associated with high scores of self-awareness, self-management, social awareness, relationship management, and self-motivation.

Table 2.

Pearson Correlation output of the relationship between variables

		Correlations					
		Students' success	self-awareness	self-management	social awareness	relationship management	self-motivation
Pearson Correlation	Students' success	1.000	.405	.258	.665	.760	.775
	self-awareness	.405	1.000	.525	.334	.322	.381
	SelfManagement	.258	.525	1.000	.174	.377	.417
	SocialAwareness	.665	.334	.174	1.000	.802	.734
	relationship management	.760	.322	.377	.802	1.000	.922
	self-motivation	.775	.381	.417	.734	.922	1.000
Sig. (1-tailed)	Students' success	.	.000	.000	.000	.000	.000
	self-awareness	.000	.	.000	.000	.000	.000
	SelfManagement	.000	.000	.	.000	.000	.000
	SocialAwareness	.000	.000	.000	.	.000	.000
	relationship management	.000	.000	.000	.000	.	.000
	SelfMotivation	.000	.000	.000	.000	.000	.
N	Students' success	945	945	945	945	945	945
	self-awareness	945	945	945	945	945	945
	SelfManagement	945	945	945	945	945	945
	SocialAwareness	945	945	945	945	945	945
	relationship management	945	945	945	945	945	945
	SelfMotivation	945	945	945	945	945	945

The R Square value of the relationships between neuroticism, extraversion, conscientiousness, openness, agreeableness, and students' success is .652. This means that 65.2% of the data principals fit the regression model. The model reaches statistical significance (Sig. = .000; this means  $p < .0005$ ). The F value indicates that the null hypothesis is false (regression coefficients are different from zero).

The variance explained by self-awareness in students' success is .200, by self-management is negative and its values is -.154, by social awareness is .065, by relationship-management is .284, by self-motivation is .453. Thus, self-awareness, social awareness, relationship management, and self-motivation are positive predictors of students' success; meanwhile, self-management is a negative predictor of students' success. The strongest predictor of students' success is self-motivation which explains 45.3% of the variance; at the same time, the least predictor of students' success is social awareness which explains 6.5% of the variance.

Hence, there is a linear relationship between self-awareness, self-management, social awareness, relationship management, self-motivation, and students' success. Therefore, based on the above outputs, *H # 1: Between self-awareness, self-management, social awareness, relationship management, self-motivation, and students' success there is a positive relation*, is supported.

## 5. Conclusions and Implications

The study found that the student's success, social awareness, relationship management, and self-motivation were above average, meanwhile, self-awareness and self-management were below average. It revealed a moderate positive correlation between students' success and self-awareness ( $r = .405$ ); a low positive correlation between students' success and self-management ( $r = .258$ ); a high positive correlation between students' success and social awareness ( $r = .665$ ); a high positive correlation between students' success and relationship management ( $r = .760$ );

and a high positive correlation between students' success and self-motivation ( $r = .775$ ). Other research indicated that emotional intelligence impacts problem-solving (Schutte, Schuettpehlz & Malouff, 2001; Petrides and Furnham, 2011), effective leadership skills (Harrod & Scheer, 2005), as well as effective teaching and teacher-student interaction (Xhomara, 2018). At the same time, Reiff, Hatzes, Bramel & Gibbon (2001), found significant differences in the interaction of learning and gender on interpersonal skills; furthermore, Freshwater & Stickley (2004) believed that self-awareness impacts on the quality of the experience. However, the style of perceiving feelings correlates highly with performance (Bernet, 1996; Jorfi, Jorfi, & Moghadam, 2010).

The study found an R Square value of the relationships between neuroticism, extraversion, conscientiousness, openness, agreeableness, and students' success .652 meaning that 65.2% of the data principals fit the regression model and the model reaches statistical significance. Meanwhile, Mittal & Sindhu (2012) believe that successful people are emotionally balanced; emotional intelligence contributes to effective leadership (George, 2000), as well as to mood management (Matthews, Emo, Roberts & Zeidner, 2014).

The study indicated that the variance explained by self-awareness in students' success was .200, by self-management is negative and its values were -.154, by social awareness was .065, by relationship-management was .284, by self-motivation was .453. Other authors showed that emotional intelligence dimensions predict academic progress (Van der Zee, Thijs & Schakel, 2002; Lievens & Chan (2017); and emotional intelligence explains cognitive-based performance (Lam & Kirby, 2002). Meanwhile, Palmer, Donaldson & Stough (2002) examined that emotional intelligence was found to significantly correlate with life satisfaction; whilst, Austin (2005) assessed that interpersonal emotional intelligence was found to be significantly correlated with an emotion task performance.

Thus, self-awareness, social awareness, relationship management, and self-motivation were positive predictors of students' success; meanwhile, self-management is a negative predictor of students' success. The strongest predictor of students' success was self-motivation which explains 45.3% of the variance; at the same time, the least predictor of students' success was social awareness which explains 6.5% of the variance. The results of the study suggest that self-awareness, self-management, social awareness, relationship management, and self-motivation impact students' success. Therefore, supporting self-awareness, self-management, social awareness, relationship management, and self-motivation is considered a support to students' success as well.

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