



Effect of Emotional Intelligence and Self-concept on Academic Performance: A Systematic Review of Cross-Cultural Research

Zartashia Kynat Javaid¹, Muhammad Mubashar², Dr. Khalid Mahmood³, Alina Noor⁴, Nida Javed⁵,
Kalsoom Akhtar⁶, Amara Liaqat Ali⁷

Abstract

The current study explores the role of emotional intelligence and self-concept in construction of academic performance between students over different countries. The purpose of this study is to investigate that which method or instruments are used to collect and analyze the data also age range of the samples. Further, in this research we also analyzed the nature of constructs. Systematic review on 15 studies is included. This review has analyzed how relationship between emotional intelligence, academic performance and self-concept is measured, which research designs are used and what is concluded from these studies. Findings have revealed that in most studies self-concept and emotional intelligence is used as independent variable whereas academic performance is used as dependent variable. Mostly MSCIT, TMMS-24 and Self-concept scale were used in studies. Quantitative research design was employed in most of studies. The studies revealed that emotional intelligence and self-concept has a great influence on academic performance of students. Females have better academic self-concept and emotional intelligence (EI) as compared to males. But males show more emotional clarity and repair as compared to women. Improving self-concept and EI, academic stress in students can be modified. By enhancing academic performance, self-concept can also be enhanced. Moreover, self-concept of students is also influenced by any type of disabilities such as motor disability or giftedness. As the students with such disabilities show unique performance in academics. This research is beneficial for understanding the effect of emotional intelligence and self-concept on academic performance.

Keywords: Emotional Intelligence, Self-concept, Academic performance, Systematic review

1. Introduction

In the present era, it is very important to understand the needs of students by understanding their self-concept and emotional intelligence so that they can perform better academically. Students who have positive self-concept, are more likely to be emotionally intelligent. As, being emotionally intelligent, help students to evaluate and enhance their self-concept by grasping their weakness and strengths (Lumbantobing, 2020). Moreover, emotional intelligence also indirectly influences academic performance (Sandovici, 2017). As, emotionally intelligent students usually show good academic performance (Parkar, 2004).

Emotional intelligence (EI) refers to mental capability which assist in interactional demeanor. Dr. Daniel Goleman was the first one who used the term Emotional intelligence in 1995 in his most famous book Emotional intelligence. According to him, emotional intelligence is an individual's capability to understand and manage one's own emotions, as well as, also emotions of those people that are around us. Emotional intelligence is an ability to recognize, control and understand one-self and other emotions, differentiate between emotions to use the obtained information to guide behaviour (Mayer *et al.*, 2004). Emotional intelligence is also considered as capacity of person to evaluate one's emotion and give meaning to it, to develop better social relationships (Salovey & Mayer, 1990). Emotional intelligence has ability to give meaning to something and grasping emotions (Mayer *et al.*, 2004). EI is defined as the capability to identify, evaluate and show emotions; the ability to obtain and produce emotions while facilitating thinking; the capability to grasp emotions; and the ability to enhance emotions and wisdom (Mayer & Salovey, 1997). The concept of EI contain two theoretical approaches. First one is, Trait EI, which refers to propensity of an individual to control one's emotions. To measure Trait EI self-report questionnaire are used, such as Trait Emotional Intelligence Questionnaire (Petrides, 2009) in which participants were asked to rate their emotions so that they can get a better and more efficient understanding of their emotional capacities.

Second one is, mental ability which refers to capability which assist in using the emotions to control our thoughts and behaviour and adopt them in more socially accepted manner (Petrides, 2007).

Emotional Intelligence (EI) theory indicates that people having strong control over their emotions are less likely to face any psychological problems and they are psychologically healthier than those who could not understand, how interpret or control their emotions (Mayer *et al.*, 2008). This projection is well endorsed by factual studies that has proved that there is a positive association between EI and social function and quality of social relationships, and a negative association between EI and a negative communication and dispute in social connections (Brackett *et al.*, 2011).

Emotional Intelligence ability can be measured by using performance test, such as, Mayer-Salovey-Caruso Emotional Intelligence Test (Mayer *et al.*, 2002). This instrument is a performance test because it requires people to solve chores, and it is an objective test as it contains some correct and incorrect answers, which are resolved by accord or skilled evaluation (Brackett & Mayer, 2000; Ustaoglu & Yildiz, 2023; Nudzor, 2023).

Students' academic achievement is a net results of their cognitive and non-cognitive activities (Lee & Shute, 2010; Lee & Stankov, 2016) as well as the socialcultural process in which the learning process takes place (Liem & McInerney, 2018; Liem & Tan, 2019). academic performance is the result of student's best effort in the examination. Student's academic performance is

¹ Lecturer, Department of Applied Psychology, Government College University Faisalabad, Pakistan

² BS Applied Psychology, Government College University/DHMS, Al-Sehat Homeopathic Medical College, Faisalabad, Pakistan

³ Corresponding Author, Associate Professor, Department of Applied Psychology, Government College University Faisalabad, Pakistan, khalidmehmood@cuf.edu.pk

⁴ BS Scholar of Applied Psychology, Government College University Faisalabad, Pakistan

⁵ BS Scholar of Applied Psychology, Government College University Faisalabad, Pakistan

⁶ BS Scholar of Applied Psychology, Government College University Faisalabad, Pakistan

⁷ PhD Scholar, School of Applied Psychology, University Utara Malaysia

found by number of factors (Eze et al., 2016). The measure of academic performance, average marks of previous class can be compared by total average marks. The academic performance is determined by the researchers. They tried to determine which variables that have impact on student performance in different directions. This research studies about this subject that have been conducted by different academic institutions in different countries and areas (Garkaze *et al.*, 2011; Tailab, 2013; Sugahara & Boland, 2024; Cizakca, 2024; Steenk & Braad, 2009; Karim & Said, 2024; Cheung & Kan, 2002; Ibrahim & Rasheed, 2024; Kruck & Lending 2003; Hasan & Sadat, 2023; Namadi, 2023). The academic performance of students shows on their ability to the knowledge that they have learnt in their testes, quizzes, presentation and final examination (Barkely, 2004). Students' achievements and best academic performances lead to enhance the best quality graduates who can become the future Leaders and provide an efficient workplace for their country (Ali *et al.*, 2009). Student's academic performance can be defined as a difficult educational process around which the whole education system reported that the students academic performance determines the level of success or failure experienced by an academic institution and is a significant priority for instructors and institutions alike (Jayanthi *et al.*, 2014; Wu *et al.*, 2014; Fajar *et al.*, 2019; Sayvaya & Phommason, 2023).

Self-concept is very important concept and used to describe human behavior. Self-concept is very hard to explain. There is a lot of psychologist who examine that people see themselves as the other people see them (Epstein, 1973). Self concept is explained as the physical representation, abilities and capabilities etc (Bailey, 2003). We can break the concept of self-concept for understand it better. Researchers suggest that self concept is a mixture of many things such as one material self, our interpersonal thoughts, relationships or feelings etc (Epstein, 1973). Moreover, another key point is that it is a recognition of one's individuality that affect our activities (Johnson, 1967). We can say that in our social or culture, people work on their personal activities or interest. People reflect on themselves, actions and related consequences also. They also assess their compatibility with past, present or future aim (Markus & Wurf, 1987; Oyserman *et al.*, 2012; Munir et al., 2024). Baumeister (1999) define self-concept, that people trust about themselves and also their personal identity or quality.

This study aim's to investigate the effect of emotional intelligence versus self-concept on academic performance. Study of population across the world is analyzed. This study also investigate that which method or instruments are used to collect and analyze the data. Also, study age range of the samples. This study also analyzed the nature of construction that which variable is used as dependent or independent variables.

2. Literature Review

One of the study was conducted on 290 preadolescents and author found positive correlation between emotional intelligence and academic performance, self concept, personality and IQ. This study highlights the importance of emotional intelligence in academic achievement and also suggest that it may improve academic performance and outcomes (Ferrando & Prieto, 2011; Xiong, 2024). A study was conducted on 77 high school students to explore the credibility of the Mayer-Salovey-Carouso emotional intelligence test (MSCEIT) in academic performance. The results of this study showed that emotional intelligence was well defined from grades, personality and intelligence. In this study the emotional intelligence is a very important and beneficial for academic outcomes (Marquez *et al.*, 2006).

Another study was conducted on 288 high school students found that emotional intelligence promotes the academic achievement. The study exposed that emotional intelligence help students to feel good about themselves and engage with school, leading to better academic achievement (Sandovici, 2017). A study of 702 secondary school students in Nigeria highlighted the relationship between the self concept, emotional intelligence and academic performance among the secondary school students in Nigeria and give the importance to emotional intelligence and self concept in academic achievement and performance (Maciver *et al.*, 2018).

Another study of vocational high school students examined that there is no relationship between emotional intelligence and academic achievement in science and mathematics course. However, analysis of the emotional intelligence revealed that self-actualization and social responsibility (Yuksel *et al.*, 2014). Research was conducted on 750 students found the relationship between five dimensions of emotional intelligence. Emotional management, self motivation, self awareness, empathy and interpersonal skills and academic performance. The results showed the significant correlation between emotional management, self motivation, empathy and academic performance (Yahaya *et al.*, 2011).

Emotional intelligence and self-concept are pivotal in shaping academic performance, as evidenced by extensive research across various domains. Studies such as those by Javaid et al. (2023) and Ramzan et al. (2023) have demonstrated the profound impact of psychological factors and personal perceptions on student outcomes. Javaid et al. (2023) explored the efficacy of expressive writing therapy in reducing embitterment among university students, highlighting the emotional coping mechanisms that could influence academic success. Additionally, Javaid et al. (2024) investigated the emotional experiences of music listeners and their impact on psychological well-being, suggesting a significant correlation between emotional health and academic performance. These findings align with the broader literature on emotional intelligence, emphasizing its role in enhancing students' ability to manage stress, navigate social complexities, and maintain motivation (Javaid et al., 2024).

The classroom environment and the role of teachers significantly influence students' self-concept and academic performance. Ramzan and colleagues (2023) investigated students' perceptions of collaborative strategies employed by teachers to enhance English vocabulary and learning motivation, underscoring the importance of positive teacher-student interactions. Furthermore, Javaid et al. (2024) conducted a qualitative study on student-teacher interaction, highlighting the critical role of teacher feedback in student engagement and self-concept development. Similarly, Javaid, Andleeb, and Rana (2023) examined advanced learners' foreign language-related emotions across the four skills, revealing how emotional intelligence impacts language acquisition and performance.

The influence of parenting styles on children's coping strategies, as examined by Ali et al. (2024), reveals the foundational role of early emotional and social support in shaping academic resilience. Javaid et al. (2024) investigated the role of family violence in the intergenerational transmission of abusive parenting, emphasizing the long-term effects of early emotional environments on

self-concept and academic performance. Additionally, the study by Kamran et al. (2023) on the influence of parenting styles on children's behavior in Southern Punjab underscores the importance of positive parental engagement in developing emotional intelligence and self-concept.

Moreover, the well-being of teachers themselves, as explored by Javaid, Mahmood, and Ali (2023), who examined the mediating role of mindfulness between quality of life and workplace stress among working women, highlights the critical intersection between emotional intelligence, self-concept, and professional performance. Ali et al. (2024) further extended this discourse by exploring conflict resolution, psychological well-being, and marital satisfaction among spouses of working people, showing how these personal factors can influence professional and academic environments.

In the broader academic context, Gull et al. (2023) focused on the healthcare domain but provided insights applicable to educational settings by highlighting how psychological flexibility can moderate the impacts of stigma and mental health on quality of life. This indicates the potential benefits of developing emotional intelligence to manage stressors and improve well-being. Additionally, studies such as those by Javaid et al. (2024) on religious coping and mental well-being among Muslim university students underscore the diverse strategies students employ to maintain their psychological health and academic performance.

These studies collectively affirm that fostering emotional intelligence and a positive self-concept is essential for improving academic outcomes, particularly in diverse educational contexts where students face multifaceted emotional and psychological challenges. The integration of supportive classroom environments, effective teacher-student interactions, and positive parenting styles are crucial in developing students' emotional intelligence and self-concept, thereby promoting academic success and personal well-being.

2.1. Objectives

This study aim is to conduct a comprehensive investigation into the relationship between emotional intelligence, self-concept and academic performance between students from different countries. The current study explores the role of emotional intelligence and self-concept in construction of academic performance and identifying the most effective methods and instruments used to collect and analyze data. Also study age range of the samples and determine whether emotional intelligence and self-concept and academic performance are used as independent or dependent variables. By examining the interplay between these factors, this study aim to provide valuable insights into the complex dynamics that influence academic success, ultimately informing strategies to enhance student outcomes across different countries.

3. Method

3.1. Inclusion & Exclusion criteria

The inclusion criteria for this review is that, the current study have added those papers that meet the following inclusion criteria for eligibility of studies: 1) Primary empirical studies (quantitative or mixed-methods) that directly investigate the relationship between EI, Self-Concept and Academic performance; 2) Included studies involve students at any educational level and any field of study; 3) studies published between 2000 to 2024; 4) studies written in English language.

3.2. Systematic Review

Systematic review acknowledge research questions by using precise methods which assists in organizing,analyzing and synthesizing primary research in a specific topic (Pollock & Berge, 2018). Systematic review can combine data from different studies to obtain new conclusions, or it can combine various evidences to explain meaning (Snilstveit et al., 2012). Systematic literature review provides many methods to evaluate the quality and quantity of evidence on topic of interest. It offers a more valid and authentic level of understanding than traditional literature reviews (Pati & Lorusso, 2018).

3.3. Search Keywords

In current study, various terms or keyword are used to collect data about the research topic such as emotional intelligence, academic performance, self-concept, relationship between emotional intelligence and academic performance, relationship between emotional intelligence and self concept, effects of emotional intelligence on academic self-concept, effects of self-concept and effects of academic performance,

3.4. Data collection

For this systematic review, data was searched from different databases such as Google Scholar, Pub Med, Science Direct and MDPI. The selected documents were then checked for duplication and then duplicated articles were removed. After removing duplicated articles, the remaining articles were screened by all the three authors. On the basis of abstract, the unrelated articles were removed. The selected articles were again assessed for eligibility; three articles were removed on the basis of language issue. For better understanding of research process, the researching procedure and number of included articles can be seen in Figure 1. In terms of ethical concern, there is no need of ethical assent and participant's permission for systematic review, as this type of research is based on synthesis of published data.

4. Findings

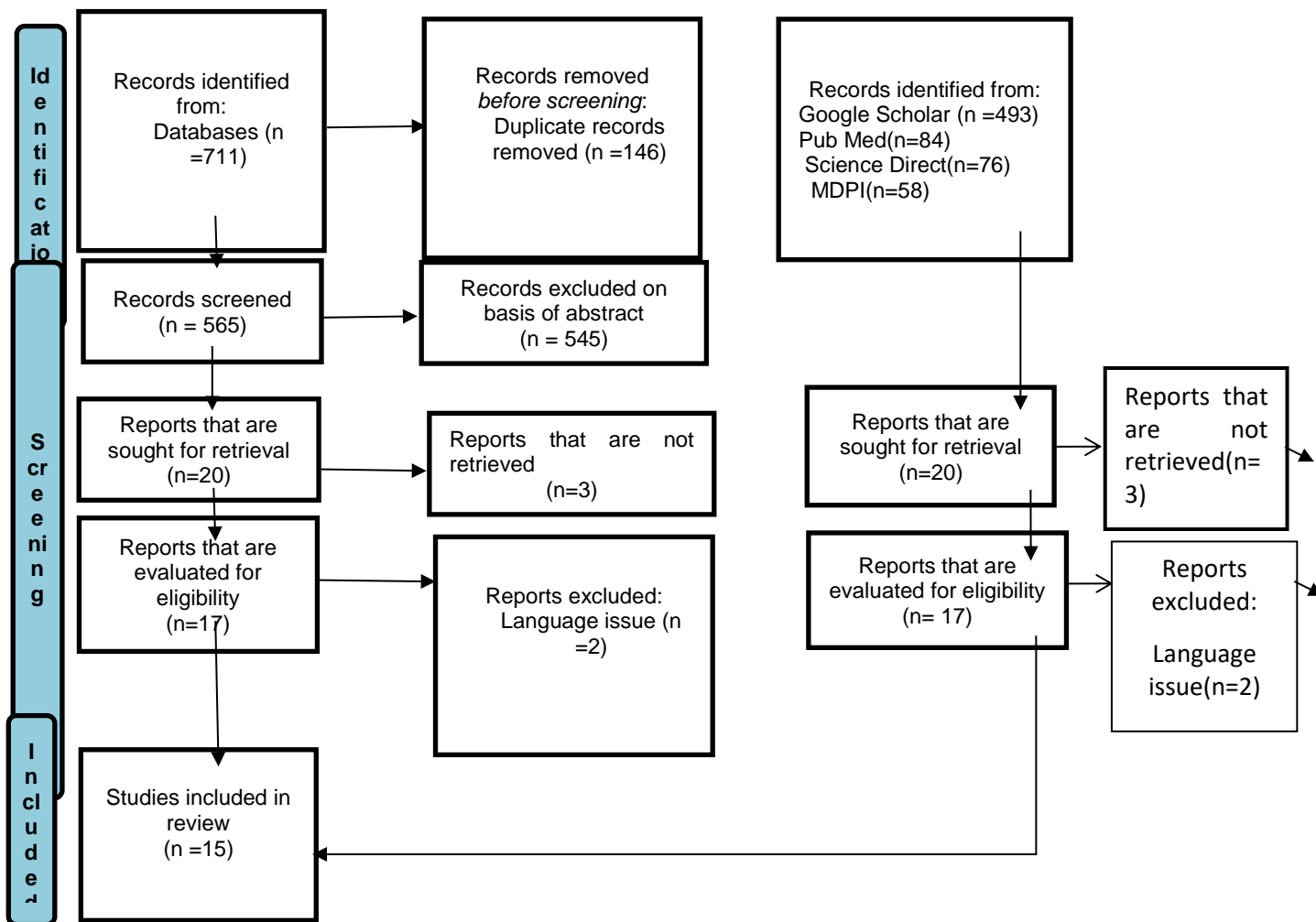
In the past, emotional intelligence and self concept were not given any attention. But over the past several years, this topic has become an interesting field of research and many researches has been conducted on Emotional Intelligence and Self-Concept in regard of Academic performance. Here is a brief overview of recent studies on effect of emotional intelligence and self-concept on academic performance. Findings for systematic review from articles are given in Figure 2. All studies are arranged progressively as most recent on top and old at bottom.

The first and foremost intention of present review, was to explore the instruments used to measure effect of EI and on self-concept on academic performance. Findings has indicated that the most frequently used methodology in most of researches was Trait Meta Mood Scale(TMMS-24) as three out of fourteen study has used this instrument to collect data on emotional intelligence. In addition to this instrument, one study has used the most famous model to measure EI, known as Mayer and Salovey Model of EI

(Landa, 2009). One study has used self-report on emotional intelligence as their methodology to collect information (Cydney, 2010). Moreover, to collect data on self-concept, two out of fourteen studies have used self concept scale. Three studies have used questionnaire methods to collect data from sample population.

Another aim is to explore the nature of construct in studies. It was identified that in most of studies emotional intelligence and self-concept is used as independent variable and academic performance is used as dependent variable because in these studies it has been analyzed that any change in students' emotional stability and self-concept can lead a change in academic performance.

Figure 1: PRISMA Flow Chart



The current study explores only academic fields. The minimum age range of students in all of studies is 8 to 10 and maximum age range is adult (20 to 30 approximately). Furthermore, present article has also examined the analysis process used in the articles. Most of the studies have analyzed the data by using SPSS (four articles), Regression analysis (six articles) and correlation analysis (seven articles) and descriptive analysis (three articles). Current study has also revealed that most of the studies have used quantitative research designs.

The frequent use of the Trait Meta Mood Scale (TMMS-24) in most studies suggests that researchers prioritize assessing emotional intelligence through self-reported mood states. However, relying solely on self-report measures may introduce bias due to social desirability or inaccurate self-perception. While the Mayer and Salovey Model of EI is well-established, its application in research should consider potential limitations, such as cultural variations in understanding emotions.

The use of self-concept scales and questionnaires for data collection is common. However, these instruments may not capture the full complexity of self-concept, which involves both cognitive and affective components.

Treating emotional intelligence and self-concept as independent variables is reasonable, given their theoretical distinctions. However, it's essential to recognize that these constructs are interconnected. For instance, self-concept influences emotional regulation, and emotional intelligence impacts self-perception.

Researchers should explore bidirectional relationships: How does self-concept affect emotional intelligence, and vice versa. Longitudinal studies could shed light on causality.

The age range of students (8 to 10 to young adults) is broad. Consider whether developmental differences impact the relationship between emotional intelligence, self-concept, and academic performance.

Generalizing findings from diverse age groups may oversimplify complex interactions. Subgroup analyses based on developmental stages could enhance precision.

The prevalence of SPSS, regression analysis, and correlation analysis indicates reliance on quantitative methods. While these approaches provide statistical rigor, qualitative methods (e.g., interviews, case studies) could offer richer insights into students' experiences.

Descriptive analysis alone may not reveal underlying mechanisms. Consider exploring mediators (e.g., self-efficacy, motivation) or moderators (e.g., cultural context) to enhance understanding.

Quantitative designs are valuable for establishing associations. However, mixed-methods approaches (combining quantitative and qualitative data) could provide a more holistic view. Consider triangulating findings by incorporating qualitative interviews or focus groups to capture students' narratives and contextual nuances.

In summary, while recent studies contribute significantly to understanding emotional intelligence, self-concept, and academic performance, addressing the above points can enhance the robustness and applicability of findings. Researchers should balance methodological rigor with a comprehensive exploration of these complex constructs.

Figure 2: Studies on effect of emotional intelligence and academic performance on self-concept

Sr.No.	Author (Year)	Population (Sample size)	Dimensions (Construct)	Population (Country)	Method	Analyses	Key Findings
1.	Aklima Sultana <i>et al.</i> (2024)	100 tribal and non-tribal Students (50 males, 50 Females)	Self-Concept and Academic Achievement(dependent variable), Emotional intelligence is used as (Independent variable)	High secondary school students from 14 to 18 years (Bangladesh)	No probability sampling method Aggression	t-test, post hoc tests, Pearson correlation	The self-concept is higher in non-tribal students as compare to tribal students and Emotional intelligence is higher level in tribal students than non-tribal students.
2.	Joseluis orteg-Martín <i>et al.</i> (2024)	932 Spanish students 637 males 295 Females	Academic performance (dependent variable), emotional intelligence and self-concept (independent variable)	18 to 22 years (Spain)	Ad hoc socio-demographic questionnaire, Self-Concept Questionnaire Form 5, Trait Meta Mood Scale (TMMS-24)	Descriptive statistics, Pearson correlation	Females have strong emotional intelligence than males. On the other hand, males have strong emotional clarity and emotional repair than females.
3.	García-Martínez <i>et al.</i> (2023)	University students (1022)	Self-concept and emotional intelligence (independent variable), Academic stress(Dependent variable)	University students (Spain)	Self-concept test (AF-5), an Emotional Intelligence test (WLEIS), a Personality test (Big-Five 44), and an Academic stress test (SISCO)	Descriptive statistics, Correlation Analysis, Regression analysis	Emotional intelligence and personality traits are important factors influencing relationship between self-concept and academic stress among university students. Emotional regulations and certain personality traits play important role in influencing stress levels
4.	Silvia	Spanish	Self-concept and	18 to 22	Trait Meta-	Statistical	Emotional

	corral-Robles <i>et al.</i> (2023)	Undergraduate students (932)	emotional intelligence(independent variable),academic achievement (dependent variable)	years. (Spain)	Mood Scale - 24	programme IBM SPSS statics 25.0	intelligence and academic self-concept are significant predictors of secondary school students' achievement in mathematics.
5.	Abdul Halim Abdullah <i>et al.</i> (2022)	Secondary school students (377)	Self-concept (SC), Emotional Intelligence (EI), and Problem-solving Skills (PSS) (independent variable). Attitudes towards solving algebraic problems (ATSAP)(dependent variable).	11 to 18 years. (Nigeria)	Quantitative data collection using questionnaires and tests. Structural equation modeling (SEM) and partial least square (SEM-PLS3) analysis.	Structural equation modeling (SEM) and partial least square (SEM-PLS3) analysis.	Secondary school students' problem-solving skills could be improved with consideration of their self-concept and emotional intelligence.
6.	Casino-García <i>et al.</i> (2021)	Gifted students(240)	Self-concept and emotional intelligence (Independent variable), Academic achievement (dependent variable)	8 to 18(Spain)	Trait Meta Mood Scale (TMMS-24), AF-5 Scale of Garcia-Grau <i>et al.</i>	Confirmatory Factor Analysis (CFA), Correlations, A two-step Cluster Analysis, variance ANOVA analysis. Then used Tukey's Post Hoc Test.	High emotional intelligence, particularly in the areas of emotional management and emotional clarity is positively associated with healthy self-concept in gifted students. Specifically, those who are able to understand and regulate their emotions tend to have more positive view of themselves. Additionally, emotional intelligence plays important role in shaping self-concept and overall well-being in gifted students.
7.	Palloan <i>et al.</i> (2021)	High Secondary school students (115)	Self-Concept and Emotional Intelligence (independent variables) The Ability to Solve	High secondary school students from 14 to 18 years.(Indone	Measurement of self-concept variables and emotional intelligence using a non-	Prerequisite analysis: normality test, homogeneous test. Simple linear	Self-concept is linked to being better at solving physics problem. when self-concept and

			Physics Problems is (dependent variable).	sia)		test instrument (questionnaire) Likert scale model with a range of scores 1-5	regression analysis, Product moment correlation analysis.	emotional intelligence are considered together they have a small positive influence on problem solving ability.
8.	Njokul.odo chi <i>et al.</i> (2021)	1654 SS3 Secondary school students	Students well-being (depending variable)	18 to 22 years. (Anambra, state of Nigeria)	Cross-sectional study design Mathematics Achievement test (MAT)	Descriptive statistics Pearson correlation and multiple regression analysis		Emotional intelligence predicts secondary school students' achievement in mathematics but self-concept does not predict it. But the combination of both significantly predicts this achievement in mathematics. Also recommended mathematics teachers should help the students improvement in mathematics.
9.	Rena Latifa <i>et al.</i> (2020)	268 students	Students well-being (dependent variable)	10 to 13 years. (Indonesia)	Confirmatory factor analysis and multiple regression analysis.	Multiple regression analysis		Academic stress, academic self-concept, emotional intelligence and social support had significant effects adversity Quotient of peasant students.
10.	Lucia Herrera <i>et al.</i> (2020)	407 students. Boys were(192) and girls were(215)	Gender and culture origin is (independent variable), self-concept, personality and emotional intelligence is (dependent variables)	Average age of 10.74 years old. (Spain)	Self-Concept Test-Form 5, Short-Form Big Five Questionnaire for Children, and the BarOn Emotional Quotient Inventory: YouthVersion-Short.	Statistical analysis (program IBM SPSS statistics 23),ANOVA and regression analysis.		Gender (male/female) and cultural differences (European/american) play a crucial role in academic achievement and psychological development.

11.	Requel-suria Martinez <i>et al.</i> (2019)	University students (102)	Emotional intelligence and self-concept(dependent variable),students with motor disability independent variable	18 to 24 years. (Bangladesh)	Self-Concept from 5 scale (AF-5) Self-report developed by Salovey, Mayer, Goldman.	Descriptive statistics Pearson correlation coefficient and multiple regression analysis	University students with motor disabilities have unique emotional intelligence profiles and self-concept dimensions compared to their non-disabled peers.
12.	Bal Rakshase TISS <i>et al.</i> (2015)	Secondary School Students (100)	Continuous and Comprehensive Evaluation (independent variable),Self-Concept, Emotional Intelligence, and Academic Achievement (dependent variable)	Secondary school students from Nashik district, Maharashtra. (India)	sample group of 100 students selected from Marathi and English medium schools	Correlational Analyses	Continuous and comprehensive evaluation method helps to improve secondary school students well-being
13.	Cydne J. Van Dyke MA <i>et al.</i> (2010)	89 5th-graders from an urban public school	Expressions of forgiveness, purpose, religiosity (independent variable) and Emotional intelligence self-concept (dependent variable)	Mean age = 10.84 years. (United States)	Free-response essay coding, Self-reports on emotional intelligence and self-concept scales.	Correlational analyses and self report scale.	Purpose was positively related to self-concept but not emotional intelligence. Religiosity was negatively related to emotional intelligence but not self-concept.
14.	Landa <i>et al.</i> (2009)	Undergraduate students (135)	Self-concept and Emotional intelligence (Independent variable), Academic performance (dependent variable) as	19.35year (Spain)	Mayer and Salovey Model of EI, Tukey's HSD (honest significant difference) test in post hoc analyses	Descriptive analyses, Regressions and Analyses of Variance (ANOVAs)	Being clear and able to manage emotions well can help to improve self-concept. On the other hand, paying too much attention to emotions may have a negative impact on one's self-concept.
15.	E.Adenike Emeke <i>et al.</i> (2006)	600 senior secondary school students (370 boys, 230 girls).	locus of control, self-concept, and emotional intelligence (independent variable). Academic achievement(dependent variable)	Age range 14-20 years, mean age of 16.2 years, standard deviation of 3.6 years. (Oyo State,Nigeria)	Random selection of SS 2 students. Instruments: Locus of control scale Self-concept scale Emotional intelligence scale,	Multiple regression to examine the predictive effect of locus of control, self-concept, and emotional intelligence on academic achievement.	Variables jointly and relatively predicted academic achievement of students. Implications discussed, stressing the need for

General aptitude test	guidance services in Nigerian secondary schools.
-----------------------	--

Abbreviations: WLEIS stand for Wong and Law Emotional Intelligence Scale, AF-5 stand for Autococepto Forma 5

5. Discussion

Current study aims to offer a systematic review on effect of emotional intelligence and self concept on academic as well as a brief overview of instruments and analyses method. For this purpose, the scientific literature on emotional intelligence (EI), academic performance and self concept has been carried out using the databases (Google scholar, Pub Med, Science direct, MDPI) through a search of articles that have been published between 2000 and the present. Number of studies conducted on EI, academic performance and self-concept has been increased since recent years. The studies revealed that higher emotional intelligence skills self-concept affect academic performance of students.

Many researchers gave attention to emotional intelligence and self-concept. The current studies were conducted in academic areas such as school, college and university to better understand the relation between emotional intelligence, self concept and an academic performance between students. In current studies, the finding shows that emotional intelligence and self-concept have earned attention in the recent years. There is a lot of benefits of emotional intelligence. In academic achievement EI helps students to manage their emotions as well as emotions of other people around them. If students have a good emotional intelligence skill they can deal with the world in a better way and they can handle every difficult situation in an academic setting such as they can solve any mathematic or physics problems. Moreover, EI helps students to make new relations with different people in their social areas. EI also enhances student's communication level. If students have a higher emotional intelligence skill they can better understand and help others and try to solve their difficulties and problems (Buşu, 2020).

In recent studies self concept and emotional intelligence were used as independent variable and academic performance was used as dependent variable. Minimum age range of the samples in all studies is 8 to 10 and maximum 20 to 30 years.

In the current studies most common method was used for analysis are SPSS, regression analysis, descriptive analysis and co relational analysis. This study investigates the effect of emotional intelligence on academic achievement and author used SPSS software method to analyze the data (Rimawi *et al.*, 2014). In this study, Author used correlation analysis to assess the components of emotional intelligence and academic achievement. And the second method is multiple regression analysis to examine that which component of emotional intelligence is crucially predictor of academic achievement (Yahaya *et al.*, 2012).

The most used instruments in current studies are TMMS, Self-concept Scale, MSCIT and these instruments have used in many studies for collecting valid data as these instruments have number of versions. In this study, Author used TMMS-24 scale to measure the emotional intelligence. This study was conducted to identify the relationship between emotional intelligence, academic performance and test anxiety between students during COVID-19 (Cabrero *et al.*, 2022).

This current study shows the role and importance of emotional intelligence and self concept in academic achievements and it is a positive correlation between them. This study used most important instruments are TMMS, self concept scale, these instruments have used in many studies to collect valid data as these instruments have number of version. One of the study explains the positive relationship between self concept and emotional intelligence (Tamannaifr *et al.*, 2010). Another study examined the relationship between self concept and academic performance in primary school. This study used most important instruments are used to collect valid data as these instruments have number of version and deta collect using the SD (Sánchez *et al.*, 2023).

6. Conclusion

Emotional intelligence and self-concept have significant impact on academic performance. Objective of this review is to reveal effect of emotional intelligence and self-concept on academic performance. Findings have revealed that most of data is collected by using TMMS, MSCIT and Self-concept report as they provide valid data. Additionally, the nature of construct of emotional intelligence and self-concept in most of studies is as independent variable and academic performance as dependent variable. Quantitative research designs have been used in most studies. Studies have revealed that better academic performance have a good impact on self concept and emotional intelligence and vice versa. Consequently, strong emotional intelligence and good academic performance have positive impact on self-concept.

6.1. Limitations and future discussion

On the basis of selected studies, the current study is not free from some limitations which must be addressed for future researches. Current study, focuses on those studies that analyze impact of self-concept and emotional intelligence on students. Researchers have analyzed studies related to academic performance in relation to emotional intelligence and self-concept. Moreover, included articles have discussed only the effect of emotional intelligence and self concept on academic performance without exploring the reverse relationship. Future studies could investigate these variables in various fields beyond education, such as in healthcare, human resource, business and management etc. Additionally, this study relies on data from only four databases. Future researches can include data from a wide range of databases. Moreover, due to language impediment of authors only those articles were used that are published in English. Future research can encompass multilingual studies.

The current study can be used to attain an idea about effect of emotional intelligence and affect the self-concept on academic performance. The current study can be used by teachers to enhance their teaching methods as by getting an overview about role of emotional intelligence and self-concept in shaping academic performance of students.

References

- Abdullah, A. H., Julius, E., Suhairom, N., Ali, M., Abdul Talib, C., Mohamad Ashari, Z., ... & Abd Rahman, S. N. S. (2022). Relationship between Self-Concept, Emotional Intelligence and Problem-Solving Skills on Secondary School Students' Attitude towards Solving Algebraic Problems. *Sustainability*, *14*(21), 14402.
- Ali, A. A., Mahmood, K., Javaid, Z. K., & Athar, M. (2024). Conflict resolution, psychological well-being and marital satisfaction among spouses of working people. *Pakistan Journal of Law, Analysis and Wisdom*, *3*(2), 183–191.
- Ali, A. L., Javaid, Z. K., Mahmood, K., & Batool, A. (2024). Perceived parenting styles in relation with coping strategies among the children of single parents in Pakistan. *Journal of Health and Rehabilitation Research*, *4*(1), 1773-1781.
- Al-Tameemi, R. N., Johnson, C., Gitay, R., Abdel-Salam, A. G., Al Hazaa, K., BenSaid, A., & Romanowski, M. H. (2023). Determinants of poor academic performance among undergraduate students—A systematic literature review. *International Journal of Educational Research Open*, *4*
- Bailey, J. A. (2003). Self-image, self-concept, and self-identity revisited. *Journal of the National Medical Association*, *95*(5), 383.
- Buşu, A. F. (2020). Emotional intelligence as a type of cognitive ability. *Revista de Ştiinţe Politice. Revue des Sciences Politiques*, *(66)*, 204-215.
- Casino-García, A. M., Llopis-Bueno, M. J., & Llinares-Insa, L. I. (2021). Emotional intelligence profiles and self-esteem/self-concept: An analysis of relationships in gifted students. *International Journal of Environmental Research and Public Health*, *18*(3), 1006.
- Cizacka, M. (2024). Understanding the Determinants of Foreign Trade Volume in Turkiye: An Empirical Analysis. *Journal of Business and Economic Options*, *7*(1), 19-28.
- Cutrona, C. E., & Russell, D. W. (1987). Advances in personal relationships: a research annual. *JAI Press*.
- Emeke, E. A., Adeoye, H. A., & Torubeli, V. A. (2006). Locus of control, self-concept and emotional intelligence as correlates of academic achievement among adolescents in senior secondary schools in Oyo state.
- Ferrando, M., Prieto, M. D., Almeida, L. S., Ferrándiz, C., Bermejo, R., López-Pina, J. A., ... & Fernández, M. C. (2011). Trait emotional intelligence and academic performance: Controlling for the effects of IQ, personality, and self-concept. *Journal of Psychoeducational Assessment*, *29*(2), 150-159.
- García-Martínez, I., Augusto-Landa, J. M., León, S. P., & Quijano-López, R. (2023). Pathways between self-concept and academic stress: the role of emotional intelligence and personality among university students. *Journal of Further and Higher Education*, *47*(2), 182-196.
- Gull, M., Javaid, Z. K., Khan, K., & Chaudhry, H. A. (2023). Improving healthcare for substance users: The moderating role of psychological flexibility on stigma, mental health, and quality of life. *International Journal of Human Rights in Healthcare*.
- Hasan, T., & Sadat, A. (2023). Dynamics of Job Satisfaction in Bangladesh's Banking Sector Implications for Employee Engagement and Organizational Success. *Journal of Business and Economic Options*, *6*(4), 33-39.
- Herrera, L., Al-Lal, M., & Mohamed, L. (2020). Academic achievement, self-concept, personality and emotional intelligence in primary education. Analysis by gender and cultural group. *Frontiers in psychology*, *10*, 497689.
- Ibrahim, M., & Rasheed, A. (2024). Exploring the Link Between Customer Relationship Management and Hotel Performance. *Journal of Policy Options*, *7*(1), 1-10.
- Javaid, Z. K., Akram, D., Fatima, S. M., Ahmad, J., & Hafeez, H. (2024). Investigating emotional experiences of music listeners: Impact on psychological well-being. *Harf-O-Sukhan*, *8*(2), 494-501.
- Javaid, Z. K., Andleeb, N., & Rana, S. (2023). Psychological perspective on advanced learners' foreign language-related emotions across the four skills. *Voyage Journal of Educational Studies*, *3*(2), 191-207.
- Javaid, Z. K., Chen, Z., & Ramzan, M. (2024). Assessing stress causing factors and language related challenges among first year students in higher institutions in Pakistan. *Acta Psychologica*, *248*, 104356.
- Javaid, Z. K., Fatima, S., Sehar, & Sohail, M. F. (2024). Correlates and dimensionality of moral injury in combat veterans around the globe: A systematic review. *Pakistan Journal of Law, Analysis and Wisdom*, *3*(5), 93–129.
- Javaid, Z. K., Ijaz, S., Latif, E., & Azam, S. (2024). A qualitative study on student-teacher interaction: Student engagement and teacher feedback. *International Journal of Contemporary Issues in Social Sciences*, *3*(2), 1670–1683.
- Javaid, Z. K., Ikram, L., Aleem, M., Ishaq, I., & Arshad, M. (2024). Investigating role of family violence in intergenerational transmission of abusive parenting: A qualitative study. *Jahan-e-Tahqueeq*, *7*(2), 512-528.
- Javaid, Z. K., Mahmood, K. (2023). Efficacy of expressive writing therapy in reducing embitterment among university students. *Pakistan Journal of Law, Analysis and Wisdom*, *2*(02), 136-145.
- Javaid, Z. K., Mahmood, K., & Ali, A. A. (2023). Mediating role of mindfulness between quality of life and workplace stress among working women. *Journal of Workplace Behavior*, *4*(1), 68-80.
- Javaid, Z. K., Naeem, S., Haroon, S. S., Mobeem, S., & Ajmal, N. (2024). Religious coping and mental well-being: A systematic review on Muslim university students. *International Journal of Islamic Studies and Culture*, *4*(2), 363-376.
- Kamran, M., Iqbal, K., Zahra, S. B., & Javaid, Z. K. (2023). Influence of parenting style on children's behavior in Southern Punjab, Pakistan. *IUB Journal of Social Sciences*, *5*(2), 292-305.
- Karim, A., & Said, F. (2024). Discussion on Malaysia's Globalization Journey From Resource-Based Economy to Global Player. *Journal of Business and Economic Options*, *7*(1), 29-38.
- Landa, J. M. A., López-Zafra, E., del Carmen Aguilar-Luzón, M., & de Ugarte, M. F. S. (2009). Predictive validity of perceived emotional intelligence on nursing students' self-concept. *Nurse Education Today*, *29*(7), 801-808.
- Liem, G. A. D. (2019). Academic performance and assessment. *Educational Psychology*, *39*(6), 705–708.

- Lumbantobing, R. (2020). The relationship between self-concept and emotional intelligence. In 1st International Conference on Education, Society, Economy, Humanity and Environment (ICESHE 2019) (pp. 69-74). Atlantis Press.
- Maciver, D. J. E., & Kebbi, D. J. A. (2018). Emotional intelligence self-concept and academic performance of senior secondary school students in Warri metropolis, Delta State, Nigeria, Implication for counseling. *Academic Discourse. An Internal Journal*, 10(1), 135-142.
- Márquez, P. G. O., Martín, R. P., & Brackett, M. A. (2006). Relating emotional intelligence to social competence and academic achievement in high school students. *Psicothema*, 18, 118-123.
- Munir, Q., Akram, B., & Abbas, S. A. (2024). Understanding Stock Price Dynamics with Dividend-Related Metrics and Financial Indicators in Pakistan's Non-Financial Sectors. *Journal of Business and Economic Options*, 7(1), 1-9.
- Namadi, S. (2023). Strategic Management of Outsourcing Balancing Profitability and Cost Control in Corporate Operations. *Journal of Business and Economic Options*, 6(4), 26-32.
- Nudzor, H. (2023). From Flames to Fortune Improving Fire Risk Management in the Case of Ghana. *Journal of Business and Economic Options*, 6(4), 7-11.
- Odochi, N. I., & Okigbo, E. C. (2021). Emotional intelligence and academic self-concept as predictors of secondary school students' achievement in mathematics Imo State. *AJSTME*, 6, 174-184.
- Palloan, P., Usman, U., & Hakim, A. (2021). The influence between self-concept and emotional intelligence on the ability of physics problem solving. *Jurnal Pendidikan Fisika Indonesia*, 17(1), 31-39.
- Parker, J. D., Summerfeldt, L. J., Hogan, M. J., & Majeski, S. A. (2004). Emotional intelligence and academic success: Examining the transition from high school to university. *Personality and individual differences*, 36(1), 163-172.
- Peralta Sánchez, F. J., & Sánchez Roda, M. (2003). *Relationships between self-concept and academic achievement in primary students*.
- Ramzan, M., Javaid, Z. K., & Ali, A. A. (2023). Perception of students about collaborative strategies employed by teachers for enhancing English vocabulary and learning motivation. *Pakistan Journal of Law, Analysis and Wisdom*, 2(02), 146-158.
- Ramzan, M., Javaid, Z. K., & Khan, M. A. (2023). Psychological discursiveness in language use of Imran Khan's speech on national issues. *Global Language Review*, VIII (II), 214-225.
- Rimawi, O., & Banat, B. (2014). The impact of emotional intelligence on academic achievement of Al-Quds University students.
- Sánchez-Cabrero, R., Arigita-García, A., Gil-Pareja, D., Sánchez-Rico, A., Martínez-López, F., & Sierra-Macarrón, L. (2022). Measuring the relation between academic performance and emotional intelligence at the university level after the COVID-19 pandemic using TMMS-24. *Sustainability*, 14(6), 3142
- Sandovici, A. (2017). The relationship between emotional intelligence and academic achievement in adolescents. *Romanian Journal of School Psychology*, 10(19), 35-50.
- Saul Mcleod, (2023). Self-Concept In Psychology: Definition & Examples
- Sayvaya, I., & Phommason, S. (2023). Discussion on Rainy Season Access and Poverty Alleviation in Laos. *Journal of Business and Economic Options*, 6(4), 1-6.
- Snilstveit, B., Oliver, S., & Vojtkova, M. (2012). Narrative approaches to systematic review and synthesis of evidence for international development policy and practice. *Journal of development effectiveness*, 4(3), 409-429.
- Sultana, A. & Islam, N. (2024), "Self-concept as related to emotional intelligence: a study of tribal and non-tribal students", *Mental Health and Social Inclusion*, Vol. ahead-of-print No. ahead-of-print.
- Suriá-Martínez R, Ortigosa Quiles J.M., Riquelme Marin A.(2019). Emotional Intelligence Profiles of University Students with Motor Disabilities: Differential Analysis of Self-Concept Dimensions. *International Journal of Environmental Research and Public Health*. 16(21):4073.
- Tamannaifar, M. R., Sedighi, A. F., & Salami, M. F. (2010). *Correlation between emotional intelligence, self-concept with academic achievement*.
- TISS, B. R. (2015). Recent Trends in Education and its Relation with Self-concept Emotional Intelligence and Academic Achievement of Secondary School Students. *Indian Journal of Psychological Science*, 5(2), 25-29.
- Ubago-Jimenez, J. L., Zurita-Ortega, F., Ortega-Martin, J. L., & Melguizo-Ibañez, E. (2024). Impact of emotional intelligence and academic self-concept on the academic performance of educational sciences undergraduates. *Heliyon*, 10(8), e29476.
- Ubago-Jiménez, J.L., Corral-Robles, S., Ortega-Martín, J. L., & Melguizo-Ibañez, E. (2023). The interplay between academic performance, emotional intelligence, and self-concept as predictors of violent behavior in higher education: a multi-group structural equation modeling. *Frontiers in Psychology*. 14, 1124712.
- Ustaoglu, M., & Yildiz, B. (2023). Balancing Tradition and Modernity in Turkey's Islamic Finance Landscape. *Journal of Business and Economic Options*, 6(4), 12-18.
- Van Dyke, C. J., & Elias, M. J. (2008). How Expressions of Forgiveness, Purpose, and Religiosity Relate to Emotional Intelligence and Self-Concept in Urban Fifth-Grade Students. *American Journal of Orthopsychiatry*, 78(4), 481-493.
- Xiong, L. (2024). Driving Growth for SMEs in Laos' Commercial Sector Challenges and Opportunities. *Journal of Business and Economic Options*, 7(1), 10-18.
- Yahaya, A., Bachok, N. S. E., Yahaya, N., Boon, Y., Hashim, S., & Goh, M. L. (2012). The impact of emotional intelligence element on academic achievement. *Archives of Descriptive Sciences*, 65(4), 2-17.
- Yüksel, M., & Geban, Ö. (2014). The relationship between emotional intelligence levels and academic achievement. *International online journal of educational sciences*, 6(1).