

# **Impact of Students-Teachers-Peers' Emotional Intelligence (EI) on Students' Academic Achievement (AA): A Conceptual Framework**

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*Social-emotional knowledge illustrates many abilities and attributes that are essential for today's students who intend to work globally. Students who are emotionally intelligent have higher levels of creativity, work performance, stress tolerance, and interpersonal skills. However, studies on the impact of students-teachers-peers' EI on academic achievement of students are limited. The main purpose of this study to propose a framework in order to investigate the impact of students-teachers-peers' EI on students' academic achievement. The objectives were three-fold; First, to investigate whether the impact of teacher's emotional intelligence on students' academic achievement is different for male and female students studying dissimilar disciplines across New Zealand's educational institutes; Second, to determine the impact of near-seated peers' EI on students' academic achievement; Third, to investigate the moderating impact of teachers and peers' EI on the relationship between students' EI and academic achievement. This study contributes to existing literature by proposing a framework of the impact of Students-Teachers-Peers' Emotional Intelligence on Students' Academic Achievement (AA) that has neither been empirically explored nor conceptually presented.*

*Keywords: emotional intelligence, academic achievement, peer's emotional intelligence, Goleman's Theory of Emotional Intelligence, teacher's emotional intelligence*

## **INTRODUCTION**

Only 20% of the 175,240 students enrolled in New Zealand's top universities in 2018 were masters- and PhD-level students (Ministry of Education, 2020). More than 43,000 students have completed their graduation degrees from New Zealand's universities annually and 90% amongst them are bachelor degree holders (Universities NZ – Te Pōkai Tara, 2020). The estimated annual budget of NZ Universities is \$3.5 billion approximately, or 1.2% of NZ's GDP. The percentage of students for every 100 permanent teaching professionals in higher academic institutions of New Zealand grew from 22 to 26 between 2016 and 2017 (Universities NZ – Te Pōkai Tara, 2020). In addition, the ratio of higher research degree students to

university academic workforce rose from 2007 to 2017 (Ministry of education, 2020). Additionally, the proportion of students to teachers in 2017 was approximately three times larger than it was in 2002; 8.7 higher degree students per 100 permanent university academic staff. From 2008 to 2014, the ratio of PhD graduates to teachers climbed steadily (Ministry of education, 2020). However, little has been done to look into the factors influencing the academic performance of students attending New Zealand's top universities, and very few researchers have examined the factors influencing the academic performance of students pursuing higher degrees (Alconero-Camarero et al., 2018; Joibari & Mohammadtaheri, 2011; Kaya, Şenyuva, & Bodur, 2018; Salavera, Usán, & Teruel, 2019).

### **Research Problems**

Limited efforts have been made to examine the impact of students-teachers-peers' emotional intelligence (EI) on academic progress and higher degree attainment by coursework students due to the rise in higher degree research students in New Zealand's top academic institutions. Moreover, teachers should display certain qualities that may enhance the learning and social capabilities of formulating successful interpersonal skills, academic achievement and overall performance of students. According to Polat (2011), teachers who possess spiritual leadership skills not only help students excel academically but also instill values in them and help them stand out in their fields of study. The majority of teachers, according to the findings, are unable to exhibit consistent spiritual leadership traits over the course of their teaching careers, and students report that their teachers do not really inspire them with faith or vision. Teachers and parents collaborate to get a consensus on the standards for an accurate evaluation of students, students' educational success, and their educational opinions in order to build a moderately pragmatic approach to their education. In contrast, findings showed substantial gaps in the degree of agreement between parents and teachers regarding the students' perspectives as a high achiever and parents as vital and compassionate supporters (Kotthoff, 2015).

Most teachers adhere to standardised teaching routines and methods, which may have a negative impact on students' learning capacity and creativity (Toivanen, Komulainen, & Ruismäki, 2011). A few of the strongest talents for educators should be how to gain independence from standardised procedures to pursue controlled improvisation in teaching through which the learners are primarily guided. Additionally, both students and instructors require procedures, but they also need to be able to adjust them dynamically. Toivanen et al. (2011) found that creativity in teaching positively impact students' academic advancement. However, limited efforts have been made to investigate teachers' EI on students' academic achievement and progress. Different classroom characteristics may also drastically impact students' academic achievement (Powell, Berry, & Benz, 2020). In a classroom, students interact with their peers and the teacher's teaching methods. According to McLean, Sparapani, Connor, and Day (2020), various intervention programmes initiated by teachers in the class may help students with behavioural and contextual issues. Meticulous processes are contributing to student participation in the fulfillment of social requirements of knowledge and interaction at college. Therefore, students with particular behavioural and social issues, such as physical aggression, disobeying hobbits, cheating, stealing, social withdrawals, somatic complaints, and relational difficulties with peers and instructors, may feel as though their therapeutic needs are not being addressed, which in turn contributes to lower involvement in a classroom and has a negative impact on academic excellence (Olivier, Archambault, & Dupéré, 2020). However, limited efforts have been made to investigate role of students-teachers-peers' EI on students' academic achievement. This is the first study which examines the role of these variables on students studying in metropolitan institutes of New Zealand. The majority of depressed students who attend metropolitan and urban universities around the world are susceptible to developing gambling issues, which are typically brought on by their interactions with peers and friends who have a favourable attitude towards gambling. Apart from peers' pressure, depression and alcoholic addiction of students also act as potential risk factors for students with gambling problems (Jang, Hong, Kim, & Sohn, 2019). Therefore, it is essential to study peers' EI on students' academic achievement. As very few efforts have been made to examine the impact of emotional intelligence on students' performance, Droppert et al. (2019) proposed studying the relationship between emotional intelligence and performance of students in learning environments.

Extant literature shows that increased educational stress and study burden decrease students' academic performance (Alconero-Camarero et al., 2018). Some researchers have found positive influence of emotional intelligence on students' academic achievement by using only correlational results (Joibari & Mohammadtaheri, 2011) and while others have found that emotional intelligence increases creativity (Paula, Eira, André, & Patrícia, 2019), entrepreneurial intention (Miao, Humphrey, Qian, & Pollack, 2018; Norasmah & Amira, 2018; Paula et al., 2019), promotes interest regarding participation in sports (J., E., & R., 2002; Kim, Khon, & Aidosova, 2016), produces capability to solve several contextual problems (Salavera et al., 2019) and increases job performance (Kim et al., 2016) but limited efforts have been made to ascertain the impact of students-teachers-peers' EI on academic achievement in the presence of other exogenous variables. Moreover, no effort has been made to investigate certain control factors that may impact academic achievement of students. This study was based upon the following research questions;

### **Preliminary Research Questions**

1. What is the impact of students' Emotional Intelligence on students' academic achievement?
2. What is the impact of teachers' emotional intelligence on students' academic achievement?
3. What is the impact of near-seated peers' emotional intelligence on students' academic achievement?
4. What is the moderating role of peers' emotional intelligence and teachers' emotional intelligence on the relationship between students' academic achievement and emotional intelligence?
5. What is the moderating impact of students' Emotional intelligence on the relationship between teachers' Emotional Intelligence and students' academic achievement?

The next sections discuss some important research gaps.

### **Research Gaps**

Three research gaps have been identified after scanning the existing literature on Emotional Intelligence of students.

Firstly, the existing literature has examined the impact of Emotional Intelligence on students' academic achievement by utilising only correlational techniques (Joibari & Mohammadtaheri, 2011) and ignored the impact of Emotional Intelligence and other control measures on students' academic achievement by using regression techniques. Previous studies have not taken into account the role of demographic factors such as age, teaching experience and socio-economic status of students while investigating the impact of EI on students' academic achievement. Through the first model, this study contributes to the existing literature by developing a conceptual based theoretical framework to investigate the impact of teachers' EI on students' academic achievement in the presence of other variables like students' socio-economic status and parental education and teachers' experience. Droppert et al. (2019) advised examining the connection between emotional intelligence and students' performance in the classroom since there has not been much research done on how emotional intelligence affects student performance.

Secondly, some studies focus on the importance of emotional intelligence in building social competence (Alconero-Camarero et al., 2018) and solving several contextual problems (Salavera et al., 2019) and others have highlighted the role of emotional intelligence in building interest and intentions to participate in sports activities. Studying medical sciences and other fields closely associated to the healthcare, which include significant levels of stress, is another activity where emotional intelligence plays a beneficial role (Chun & Park, 2016). Some researchers have created interventional programmes in Quasi-experimental designs to highlight the significance of these programmes in impacting students' emotional intelligence, understanding, and readability (Jiménez, Alarcón, & de Vicente-Yague, 2019). On the other hand, all these studies have ignored the eminence of some interesting links such as relationship between students, teachers and peers' EIs on students' academic achievement. However, some researchers found that coaching styles of leaders mediate the relationship between EI and student-coach interactions (Kim et al., 2016). In somewhat related scenario, this article contributes to the existing literature by presenting a conceptual framework of the impact of Students-Teachers-Peers' EI on students' academic achievement.

Thirdly, some studies also found non-significant effect of EI on students' creativity (Kaya et al., 2018), whereas others found EI has a direct impact on over-satisfaction and happiness (Carvalho, Guerrero, &

Chambel, 2018). Most studies conducted on emotional intelligence of students are dominated by a direct impact of emotional intelligence on students' entrepreneurial orientation (Miao, Humphrey, Qian, & Pollack, 2018; Norasmah & Amira, 2018), emotion (Jaffar, Muhammad, Zhang, Jaffar, & Farough, 2018), carrier success (Paula et al., 2019), job performance (Janine, Kihwan, Shanggeun, Kai, & Sut, 2019) and limited efforts have been made to investigate the impact of teachers, students and near- seated peers' EI on students' academic achievement.

### **Research Objectives**

1. To investigate the impact of students' emotional intelligence on students' academic achievement in the presence of other exogenous factors like students' parental educational level, teachers' experience and students' socio-economic status.
2. To investigate the impact of teachers' emotional intelligence on students' academic achievement.
3. To investigate the impact of peers' emotional intelligence on students' academic achievement.
4. To investigate the moderating role of teachers and peers' EI on the relationship between students' EI and academic performance.
5. To investigate the moderating role of students' emotional intelligence on the relationship between teachers' EI and students' academic achievement.

### **LITERATURE REVIEW**

This section describes how emotional intelligence affects performance, paying particular attention to studies done with university students.

Emotional intelligence is the capacity to perceive and utilise internal feelings in constructive order to alleviate tension, interact efficiently, commiserate with everyone, solve difficulties and resolve disagreements (Alconero-Camarero et al., 2018; Jiménez et al., 2019; Kaya et al., 2018; Salavera et al., 2019). Emotional intelligence enables oneself to create better partnerships, accomplish successful academic goals and job performance and pursue one's individual career and goals. It will also allow to relate oneself with emotions, turn one's thoughts into practice, and make educated choices regarding individual's concerns (Janine et al., 2019; Norasmah & Amira, 2018). Emotional intelligence is characterised as a capacity for observing and identifying emotions of one's own and others, as well as the ability to use emotional knowledge to direct thought and behavior. The concept of emotional intelligence is subsequently disintegrated and distilled into four implied competences: comprehending, utilising, interpreting and controlling emotions (Carvalho et al., 2018).

Joibari and Mohammadtaheri (2011) utilised only correlation techniques and descriptive statistics in order to investigate the impact of emotional intelligence on students' academic achievement and found that all components of emotional intelligence are positively related to academic performance of Iran's high school students. However, different demographic factors of graduate students studying multiple disciplines and other socio-economic and external factors such as teachers' educational experience, students' parental educational level and socio-economic status are not taken into account while investigating the impact of emotional intelligence on students' academic achievement. Salavera, Usán, and Teruel, (2019) proposed potential links between contextual challenges, social skills and emotional intelligence. The findings of the study substantiated this link by demonstrating the indirect association between social competences, emotional intelligence and contextual problems; that is, the lower the results in the contextual difficulties, the better the results of adolescent obtaining social abilities and emotional intelligence. These findings demonstrate how social abilities and emotional intelligence prevent such contextual difficulties. Additionally, authors have looked at whether or not contextual issues affect high school students' gender-based social skills and emotional intelligence differently. Research findings indicated that classroom peers' issues comprise relational concerns for males, and school problems for females.

In pain management practice and learning, emotional intelligence is of particular significance given the types of treatment utilised by caregivers. Real world clinically related simulations allows for a plausible and environmental context of assessing these variables (Alconero-Camarero et al., 2018). Emotional

intelligence and coping flamboyances are important attributes for learners, particularly, because they play a major role in achieving one's performance. However, such findings are partly dependent upon the properties of the learning programs being produced, that are particularly important in hospice simulations (Alconero-Camarero et al., 2018). Rozell, Petjohn and Parker, (2002) analysed emotional intelligence using a rigorous measuring scale. Exploratory factor analysis has been utilised to investigate factor structure of scale utilising 295 undergraduates as samples. The characteristics of students showed that accounting students are relatively low in emotional intelligence than students specialising in other subjects. Additionally, the results revealed a correlation between engagement in professional sports leagues and greater emotional intelligence scores. The majority of medical professionals believe that healthcare students perceive emotional intelligence as an important stress management technique in an emotionally explicit situation. Given the importance of emotional work in the healthcare sector, it is critical to identify various aspects of emotional intelligence in order to describe effective coping mechanism that can boost organisational productivity. Based on the results of a study (Chun & Park, 2016), an instructive adaptability program by needs for primary health care students should always be planned. Authors have also explored emotional intelligence as a factor impacting the adjustment of graduates to health care, particularly clinical and healthcare students, who have a higher incidence of dropouts and other interactions linked to cognitive impairments while learning medical sciences. Jiménez, Alarcón, & de Vicente-Yague (2019) conducted a study in which 521 high school disciples underwent a reading training project, which assessed male and female students' performance on readability and EI over two academic years. The findings indicated significant improvement in the readability and understanding of comprehensive passages and emotional intelligence of the participants after the treatment. The findings indicated a clear correlation between reading patterns, reading abilities and emotional intelligence, and the outcomes in the intervention group (258 students) are substantially higher than control group (263 students). Most essential competencies required for the profession of nursing, such as professional decision-making, analytical abilities, implementation of evidence-based research and functional experience, are linked with emotional intelligence and logical reasoning.

Kaya, Şenyuva, & Bodur, (2018) investigated the causal links between emotional intelligence as important competency skills for nursing students and critical thinking and found insignificant relationship between multiple categories of emotional intelligence and critical thinking of nursing undergraduates at the beginning and end of the first academic year. However, significant correlation has been identified between self-motivation and critical reasoning at the final academic year.

Carvalho, Guerrero, and Chambel, (2018) indicated that emotional evaluation and utilization impact upon overall happiness and self-emotional assessments, which indirectly impact burnout. Authors have conducted a longitudinal survey involving health care students and found that others' emotional appraisal and emotional feeling utilisation have a direct constructive impact on life contentment, however self-appraisal may lead towards exhaustion indirectly. In terms of leadership models, the construct of emotional intelligence has now appeared to be much more prevalent. Kim, Khon, and Aidosova (2016) believed that even the influence of emotional intelligence is often seen as a range of coaching styles that leaders may consider in order to improve connections between leaders as coaches and students. Data from instructors of many sports organisations in Kazakhstan have been obtained, gathered and evaluated utilising mixed approaches. The outcomes have been hypothesised accordingly. Authors have found that multiple coaching styles mediate the relationship between emotional intelligence and interactions between coaches and students and team performance.

Paula, Eira, André, and Patrícia (2019) examined the emotional intelligence of students in a Portuguese university in terms of their recognizing innovation, perceptions concerning formulation of own businesses, behavior mechanism and entrepreneurial intent. The findings demonstrated the favorable impact of individual perceptions regarding entrepreneurship and perceived behavioral control on entrepreneurial orientation (EO) and the indirect role of emotional intelligence (EI) on entrepreneurial orientation as the relationship between EI and EO is mediated by individual perceptions regarding entrepreneurship. The overall findings suggested advantageous effects of emotional intelligence on innovation. Jaffar, Muhammad, Zhang, Jaffar, & Farough, (2018) showed that individual characteristics like gender and age

moderate relationship between homesickness and mood fluctuations. The findings, furthermore, suggested that these individual components act as moderating variables for the relationship between mood swings and emotional intelligence. In comparison to older students, younger students who feel homesick are more susceptible to mood fluctuations. A study with the main objective of evaluating students' degree of emotional intelligence and its ability to contribute to their entrepreneurial occupational choices has been conducted (Norasmah & Amira, 2018). A survey was conducted by the authors, who examined the records of 369 participants from a large population of 87503 students to determine their emotional intelligence in terms of self-awareness, emotional control, empathy, and social skills, as well as their professional career preferences and other demographic information. The results demonstrated that the participants have high degree of self-awareness, empathy, and fair emotional and social skills. It implies that such persons are able to restrain their own emotions when making various decisions and consider the feelings of others. The findings further illustrate that individuals who could control their adverse thoughts are just more willing to pursue a profession in entrepreneurship. In existing literature, an issue of entrepreneurial orientation which relates to an individual's intensity of involvement within developing a new enterprise, has been closely studied. Nonetheless, research findings concerning the role of emotional intelligence (EI) and entrepreneurial motivation have been blended across inconsistent empirical studies. The fundamental goal of (Miao et al., 2018) is to clarify the main justification for the contradictory results of the recent research, which is centered on the fit hypothesis and trait activation hypothesis. Janine, Kihwan, Shanggeun, Kai, & Sut, (2019) showed that group coherence is the highest when EI is demonstrated by group members. Self-efficacy is also positively related with cohesion of the group. The interaction between emotional intelligence and group unity has been shown to be mediated by high self-efficiency. EI has fostered self-efficacy and improved cooperation between teams. Moreover, enhanced group unity contributes to greater efficiency and engagement.

### **Hypothesis Formulation and Theoretical Framework**

Building upon Daniel Goleman's EI performance model<sup>1</sup>, Mayer and Solovey's theory of emotional intelligence<sup>2</sup> and Bar On's emotional social intelligence model<sup>3</sup>, this study was to examine the impact of students, peers and teachers' emotional intelligence (EI) on students' academic achievement. Emotional intelligence can increase the performance of employees which may lead towards organisational productivity and effectiveness. Rezvani, Khosravi, & Ashkanasy (2018) found that emotional intelligence increases performance and trust level by utilising hierarchical regression analysis. However, at collective group level, trust does not mediate the relationship between emotional intelligence and performance. Droppert et al. (2019) examined the relationship between emotional intelligence and performance of scholastic children by utilising resilience as a mediating variable between the relationship of EI and school performance. Their study has found that only specific sub-scales of resilience mediate the relationship between two sub scales of EI such as "understanding the emotions of others" and "emotion direct cognition" and performance by using regression model. Furthermore, the relationship between emotional intelligence and performance of students in learning environment should be emphasised as very little efforts have been made to analyse the impact of EI on students' performance (Droppert et al., 2019). Emotional intelligence also plays an active role in enhancing the work performance of individual working under stressful conditions. Udayar, Fiori, and Bausseron (2020) discovered that emotional intelligence improves work performance by utilising self-efficacy when people are asked to accomplish a task under stressful conditions. Emotional intelligence has an important and beneficial impact on the innovative productivity of the staff members, hence, demonstrating the significance of emotional intelligence in order to complete a task in productive but innovative manner. Emotive smart workers are more prepared to perceive, manipulate and influence their own and people's feelings that help employees to identify the roots of disputes and establish dispute management approaches in order to facilitate constructive relationships and retain success in the restoration of services.

Darvishmotevali, Altinay & De Vita, (2018) verified the mediating influence of organisational instability in the interaction among creativity and emotional intelligence. Such findings indicated that emotionally intelligent workers are more capable to anticipate external ambiguity, respond to

environmental fluctuations, address issues and demonstrate innovative engagement for their clients and co-workers according to social cognitive theory. Asrar-ul-Haq, Anwar, & Hassan, (2017) also found that an increase in emotional intelligence improves performance of teachers, however, no effort has been made to investigate the impact of teachers' EI on students' academic achievement. Some researchers have shown that leaders' EI positively influences the work performance of employees (Miao, Humphrey, & Qian, 2018) and others have shown a positive relationship between emotional intelligence and teams' work performance (Macht, Nembhard, & Leicht, 2019).

While considering gross domestic products and jobs, the information technology sector renders a considerable contribution to the Indian market, hence, it is necessary to recognise the variables that influence workers' productivity. Dhani & Sharma, (2017) examined how Emotional Intelligence and Work Performance relate to the respondents' demographic factors such as gender. Furthermore, female workers have much more emotional intelligence than men and women performed higher than males.

***H1: Teachers' emotional intelligence positively influences the academic performance of students.***

***H1a: Teachers' experience level acts as a moderating variable between the relationship of teachers' EI and students' academic achievement.***

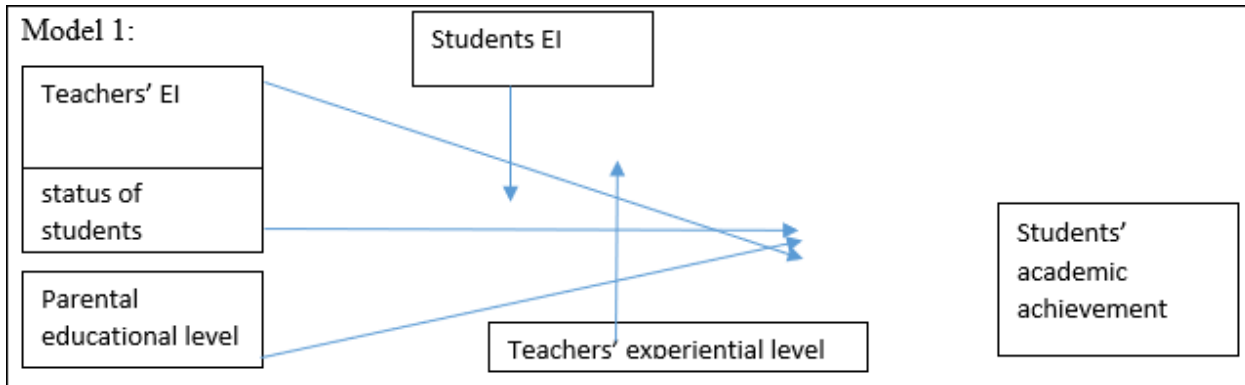
***H2: Peers' EI positively influences the academic performance of students.***

***H3: Students' EI influences the academic performance of students.***

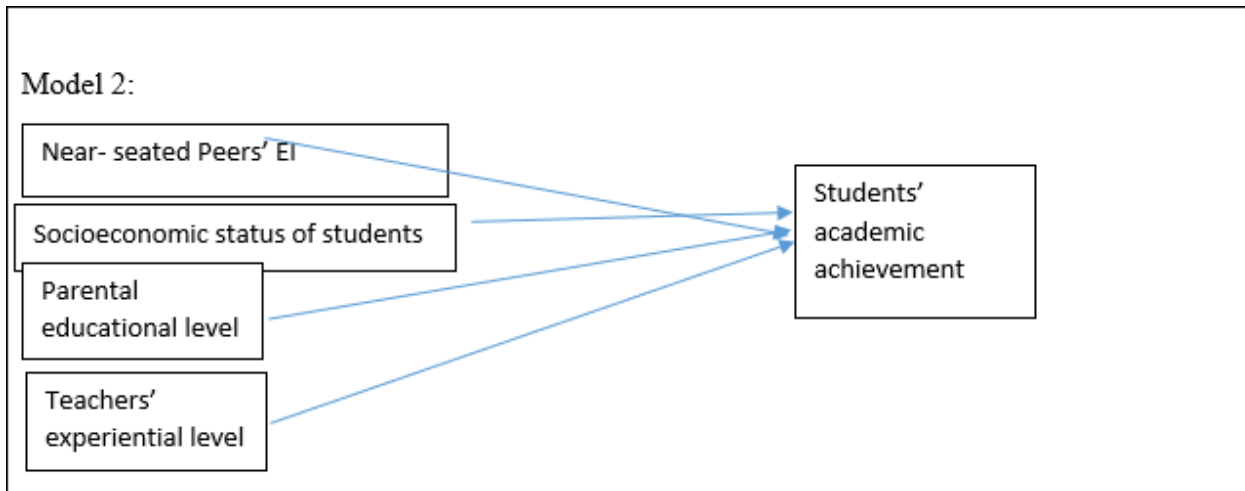
Emotional intelligence increases the work performance of employees (Asrar-ul-Haq et al., 2017; Dhani & Sharma, 2017; Droppert et al., 2019; Kim et al., 2016; Miao et al., 2018; Rezvani et al., 2018), team performance (Janine et al., 2019; Macht et al., 2019), improves creativity (Darvishmotevali et al., 2018; Paula et al., 2019; Toivanen et al., 2011), furnishes interpersonal and intrapersonal skills (Macht et al., 2019; Wright, Crawford, & Del Castillo, 2009) amongst individuals and also allows the individuals to cope against stress (Alconero-Camarero et al., 2018; Udayar et al., 2020).

Students, teachers and peers' EI may influence the academic achievement of students. However, it is empirically unknown how EI of both teachers and peers influence academic achievement of students. This study introduces three related conceptual models. The first model concerns teachers' emotional intelligence that positively affects students' academic achievement and teachers' experiential level whereby students' EI moderates this relationship. The second model focuses on peers' EI that positively impacts students' academic achievement. Certain control measures are also introduced such as parental educational level and socio-economic status of students.

**FIGURE 1**  
**INFLUENCE OF TEACHERS' EI ON STUDENTS' EI**



**FIGURE 2**  
**IMPACT OF PEERS' EI ON STUDENTS' EI**



Students in colleges and universities who are pursuing careers like nursing may experience higher levels of stress than average. Stress is associated with detrimental physical health and wellbeing of learners. Among the typical stress factors linked to post-secondary schooling, students in their mid-educational careers are overwhelmed by a tension. According to Enns, Eldridge, Montgomery, and Gonzalez's (2018), emotional intelligence actively contributes to student stress reduction and enables them to adopt stress management techniques for improved performance. It is also demonstrated that greater emotional intelligence values significantly lead towards substantially decreased stressful experiences in both psychological (i.e., mood shifting in humans) as well as biochemical (i.e., salivary cortisol) rates (Mikolajczak, Roy, Luminet, Fillée, & de Timary, 2007). Lindebaum (2013) found that emotional intelligence plays an active role in moderating the relationship between good physical health and job productivity, hence, this positive relationship can be created between mental health and job productivity in case of high moderating impact of emotional intelligence. The key purpose of another research is to highlight the benefits of developing a creative internal organisational culture and providing organisations with strong emotional intelligence administrators. (Miao et al., 2018) investigated the impact of a creative cultural organisation and employees' experience of working with emotionally intelligent management team on employees' productivity. In short, there is a strong correlation between employees' performance, emotional intelligence and, innovative organisational culture.

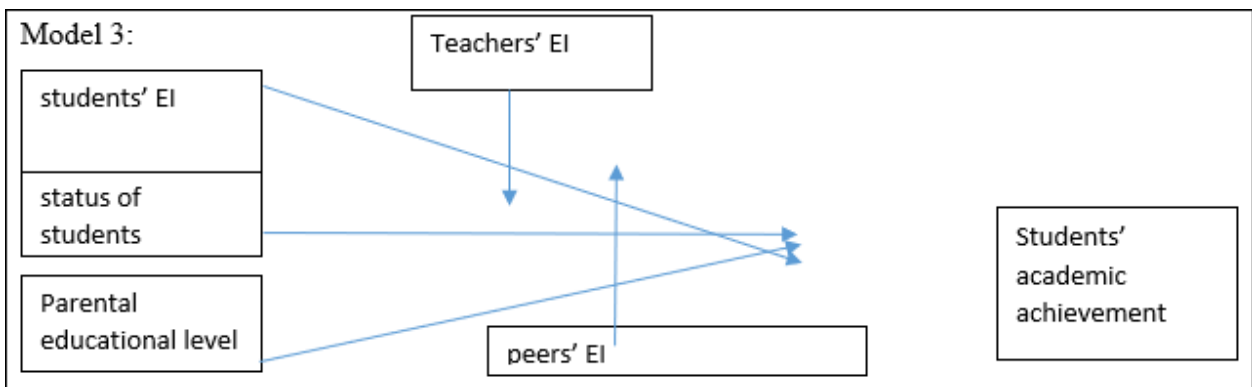


Students' emotional intelligence positively influences the academic achievement of students. It has not been empirically investigated whether teachers and peers' emotional intelligence can moderate the relationship between students' EI and academic achievement. Most professional roles such as teaching require complex activities involving a broad level of intellectual expertise. Practitioners in the fields of medicine and academia also need mental intelligence, which necessitates communication and persuasion skills. Higher emotional intelligence is linked to improved organisational productivity, better work satisfaction, higher retention and less exhaustion (Beydler, 2017). In existing literature, researchers have shown positive influence of emotional intelligence in building creativity among students (Darvishmotevali et al., 2018; Paula et al., 2019; Toivanen et al., 2011), improving organisational job performance (Asrar-ul-Haq et al., 2017; Beydler, 2017; Dhani & Sharma, 2017; Macht et al., 2019), improving team effectiveness (Janine et al., 2019; Kim et al., 2016; Rezvani et al., 2018), assisting students' participation in sports activities (Kim et al., 2016) and improving students' interpersonal and intrapersonal skills (Appelbaum et al., 2017; Macht et al., 2019; Wright et al., 2009), however, limited efforts have been made to ascertain the moderating role of teachers and peers' EI on the relationship between students' EI and academic performance. This study contributes to existing literature by investigating the moderating role of teachers and peers' EI on the relationship between students' EI and academic achievement.

*H4: Peers' EI moderates the relationship between students' EI and academic achievement.*

*H5: Teachers' EI moderates the relationship between students' EI and academic achievement.*

**FIGURE 3**  
**MODEL 3: INFLUENCE OF STUDENT'S EI ON STUDENT'S EI**



## CONCLUSION AND FUTURE RESEARCH DIRECTIONS

In addition to meeting the educational demands of permanent residents, New Zealand's educational system also offers world class education to international students. International students from practically every continent earn higher degrees through research and coursework at premier New Zealand institutions. Therefore, by exporting educational services, New Zealand's educational sector also boosts the country's economy. However, no attempts have been made to look into the factors influencing the academic performance of New Zealand students or the effect of peers and teachers' emotional intelligence on students' academic achievement. Rezvani, Khosravi, and Ashkanasy (2018) utilise hierarchical regression analysis and found that trust does not mediate the relationship between EI and performance, However EI has a direct impact on performance of individuals. Resilience capability of individuals is having a propensity to mediate the relationship between the EI and performance. According to Droppert et al, (2019), resilience capability is able to mediate the relationship between two subscales of EI and performance. Furthermore, Droppert et al., (2019) has also suggested to investigate the impact of EI on performance of students. In the existing

literature and within the organisational context, some researchers have found that EI increases the work performance of individuals working in stressful conditions (Udayar, Fiori, & Bausseron, 2020) whereas others have found that emotional intelligent workers predict the environmental turbulences, respond to these turbulences and innovatively engage with their clients. Hence, emotional intelligent workers can increase the productivity of their organisations in an innovative and creative manner (Darvishmotevali, Altinay, & De Vita, 2018). Asrar-ul-Haq, Anwar, & Hassan (2017) have shown that emotional intelligent teachers are able to execute their tasks more effectively and EI increases their performance as well as the group performance of individuals (Macht, Nembhard, & Leicht, 2019; Miao, Humphrey, & Qian, 2018). Dhani & Sharma, (2017) have found that female managers are more emotionally intelligent than their male counterparts and their emotionally intelligent capabilities drives performance-oriented behavior in them. According to some researchers, EI lowers stress and promotes effective performance (Enns, Eldridge, Montgomery, & Gonzalez, 2018). However, little research has been done on how students' emotional intelligence and academic performance interact with peers and teachers' emotional intelligence.

In this study, we have presented a conceptual framework which can be empirically tested in order to investigate the impact of peers, students and teachers' EI on students' academic achievement. Furthermore, we have also proposed that teachers and near-seated peers' IE moderates the relationship between students' EI and academic performance. From existing research findings, it is observed that emotional intelligence can increase creativity and job performance amongst the employees. Some researchers have also found that emotional intelligence can increase interpersonal skills and entrepreneurial orientations amongst students. However, limited efforts have been made to investigate the impact of students, teachers and peers' EI on students' academic achievement. Emotional intelligence also plays an active role in solving contextual problem of students, coping stress and making them resilience against stressful situations. Most students interact with their peers and teachers during classroom learning environment but limited efforts have been made to investigate the impact of teachers and peers' emotional intelligence on their academic achievement. If our conceptual frameworks are empirically executed through proper regression techniques and constructs are measured rigorously, results can lead towards following three important practical and empirically contributions. Firstly, our proposed conceptual framework is able to ascertain the ability of emotional intelligence of teachers to influence academic achievement of students. Hence, along with other professional experience and academic research publications, universities should hire emotionally intelligent teachers. Moreover, we have also proposed that teachers' experiential learning and students' emotional intelligence moderate the relationship between teachers' EI and students' academic achievement. In case of positive moderating impact of teachers' experiential learning and students' emotional intelligence, future empirical testing of our framework can provide practical guidelines to universities to consider emotional intelligence of students as an essential criterion of admission or how to require them to take specific actions to improve their emotional intelligence. This study also proposes that students should maintain a close contact with highly emotionally intelligent peers if they are willing to increase their academic achievement. Universities should put more effort into helping students develop better emotional intelligence through useful interventional programmes and other recreational activities if there is a positive correlation between students' emotional intelligence and their academic achievement.

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