Emotional Intelligence, Self Concept and Academic Achievement of High School Students

Mr.S. Bercmans[1*], Mr. P. Santosh Kumar[2], Dr.R. Gunasekaran[3]

[1*]Ph.D (Part Time) Research Scholar, Reg. Number: 16R1612969,PRIST University, Vallam, Thanjavur, Tamilnadu-613403.

[2]Ph.D. (Part-Time) Research Scholar, Reg Number: 16R1612972, PRIST University, Vallam, Thanjavur,Tamil Nadu - 613 403

[3]Associate Professor and Research Supervisor, PRIST University, Vallam, Thanjavur, TamilNadu- 613403

HOW TO CITE:
S. Bercmans, P. Santosh Kumar, R. Gunasekaran (2026). Emotional Intelligence, Self Concept and Academic Achievement of High School Students. International Journal of Special Education, 41(10s), 1069-1079

COPYRIGHT STATEMENT:
Copyright: © 2026 Authors.
Open access publication underthe terms and conditions of the Creative CommonsAttribution (CC BY) license (http://creativecommons.org/licenses/by/4.0/).

ABSTRACT:
Emotional intelligence is acting as intervention tool for overall development of students especially in school environment and it is making students to response properly in differing situation and it is significantly affecting achievement in their academics, personal life and management of pressures of society in the effective way and it is also influencing their self concept considerably. The findings indicate that Self emotion appraisal, regulation of emotion, understanding of emotion and others' emotion appraisal have significant and positive influence on academic achievement of high school students. Self emotion appraisal, regulation of emotion, others' emotion appraisal and understanding of emotion have significant, positive and direct influence on self concept, while, self concept has significant, positive and direct influence on academic achievement of high school students. Thus, all the hypotheses are supported by the findings.

Keywords: Academic Achievement, Emotional Intelligence, High School Students, Self Concept.

1. INTRODUCTION

Emotional intelligence is the capacity of individual for realizing, managing and regulating feelings and emotions and also encouraging thinking and understanding other's emotions and its impacts (Quílez-Robres et al. 2023). Emotional intelligence is the capabilities of persons for recognizing and controlling their own emotions and also in others and it is highly powerful forecaster of success of individuals (Amalu, 2018) and it is involving understanding and managing person's and other's emotion and appropriately respond to them and understanding social values of others (Shiny, S. and Saravanan, 2022) and to utilize these aspects to direct activities of individuals (Alavinia and Ebrahimpour, 2012) and it is holding the ability to generate positive outputs in relation with other people and along own self of individuals and it is also the capability of individuals to generate or access feelings when they are thinking and understanding consciousness and knowledge and also supporting the development of emotions and intelligence among individuals (Geetha and Kumar, 2023).

Emotional intelligence is largely useful in different ways to deal the day to day problems and it is a precautionary activity in mental health of individuals (Khan and Ishfaq, 2016) and it is acting as intervention tool for overall development of students especially in school environment (Kalara and Nisha, 2012) and it is making students to response properly in differing situation and it is significantly affecting achievement in their academics, personal life and management of pressures of society in the effective way and it is also influencing their self concept.

Self concept is own insights of individuals that is aroused through their personal experiences and inferences of their atmosphere (Marsh and Martin, 2011) and it comprises of self confidence, competency, capability, feeling about one's own self and acceptance and it is influenced behaviour of individuals, by assessment and reinforcement on others. Self concept is well ordered and arrangement of knowledge which affects information processing (Chen et al. 2013) and in turn it influences behaviour of individuals in different educational, emotional and social back grounds (Pekrun et al. 2019) and it is also covering passion, beliefs and personal and social values of individuals and it is helping them for making right decision and judgement and assessment in different circumstances (Anitha and Parameswari, 2013) and it is also highly helpful for management of emotions and professional and personal growth of individuals and it is affected by emotional intelligence of individuals and it is also related with academic achievement of individuals (Fernández-Lasarte et al. 2019).

Academic achievement of individuals in schools is the outcome of learning the extent to which they attain their educational objectives and it is generally assessed by means of marks scored by them in their examinations and it is varying depending on their emotional intelligence and self concept. Generally, school students with higher degree of emotional intelligence and self concept are performing well in their academic activities and it is highly influenced by their emotional intelligence (Mishra, 2012; Wu et al. 2021) and self concept (Francisco and Leandro, 2010). But, there is no study is done relating to structural relation amongst emotional intelligence, self concept and academic achievement of high school students in Andhra Pradesh. Hence, this research is carried out in Andhra Pradesh of India among high school student to fill a research gap.

2 THEORETICAL BACK GROUND

2.1Emotional intelligence and academic achievement

Emotional intelligence is having significant and positive relation with academic achievement of school students (Aminuddin et al. 2009; Joibari and Mohammadtaheri, 2011; Fallahzadeh, 2011; Festus, 2012; Vijayapriya and Nellaiyapan, 2012; Chamundeswari, 2013; Alasmari, 2014; Oommen, 2015; Costa and Faria, 2015; Khalaf, 2016; Tiwari and Singh, 2017; Peerzada, 2019; Abderrazak and Tahar, 2019; Chaudhury, 2020; Periasamy, 2021; Kaur, 2022; Shyamaraj and Pujar, 2023). Self emotion appraisal, others' emotion appraisal, regulation of emotion, and understanding of emotion have positive and significant influence on academic achievement of high school students (Zahed-Babelan and Moenikia, 2010; Yahaya et al. 2011; Yahaya et al.2012; Mohzan et al.2013; Preeti, 2013; Panth and Patel, 2015; Senad, 2017; Alam, 2018; Karimi et al. 2020; Jaleel and Ghoti, 2021).

2.2 Emotional intelligence and self concept

Emotional intelligence is also having significant and positive relation with self concept of high school students (Sridevi and Parveen, 2008; Tamannaifar et al. 2010; Deshmukh and Sawalakhe, 2010; Hakimi and Basher, 2014; Labhane and Baviskar, 2015; Mehta, 2016; Nimbalkar, 2019; Clem et al. 2020; Casino-García et al. 2021; Mohanty and Pandey, 2023; Ubago-Jiménez et al. 2023). Self emotion appraisal, others' emotion appraisal, regulation of emotion, and understanding of emotion have positive and significant influence on self concept of school students (Awai, and Ogorib, 2016;

Deshmukh, 2017; Chikaodi and Inko-Tariah, 2019; Herrera et al. 2020; Abdullah et al. 2022)

2.3 Self concept and academic achievement

Self concept is having positive and significant relation with academic achievement of school students (Agarwal, 2002; Sandeep and Sharma, 2004; Ireson and Hallam, 2009; Ghazvini, 2011; Marsh and Martin, 2011; Chiniwar, 2012; Jain, 2012; Kumari, 2013; Arefi and Naghebzadeh, 2014; Emmanuel et al. 2014; Zheng et al. 2014; Lone and Lone, 2016; Izuchi and Onyekuru, 2017; Jaiswal and Choudhuri, 2017; Saki and Nadari, 2018; Muneer et al. 2020; Basith et al. 2021; Rani et al. 2023) and it has positive and significant influence on academic achievement of school students (Laryea et al. 2014; Biswal, 2016; Marsh et al. 2018; Iyengar et al. 2021; Perinelli et al. 2022; Tahir et al. 2023).

3 HYPOTHESES OF THE STUDY

With the above theoretical background, the hypotheses are formulated and administrated for testing and they are:

H_1: Self emotion appraisal is positively influencing academic achievement of high school students.

H_2: Others' emotion appraisal is positively influencing academic achievement of high school students.

H_3: Understanding of emotion is positively influencing academic achievement of high school students.

H_4: Regulation of emotion is positively influencing academic achievement of high school students.

H_5: Self emotion appraisal is positively and directly influencing academic achievement with moderating effect of self concept of high school students.

H_6: Others' emotion appraisal is positively and directly influencing academic achievement with moderating effect of self concept of high school students.

H_7: Understanding of emotion is positively and directly influencing academic achievement with moderating effect of self concept of high school students.

H_8: Regulation of emotion is positively and directly influencing academic achievement with moderating effect of self concept of high school students.

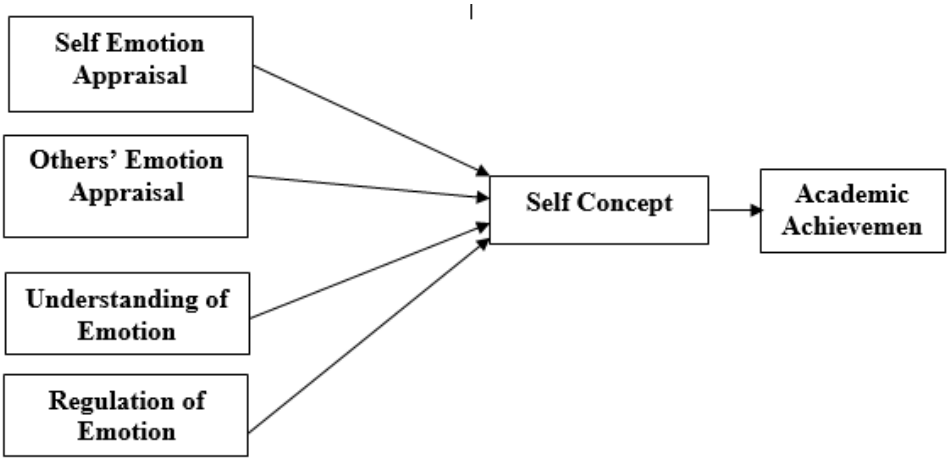
4. METHODOLOGY

Andhra Pradesh state in India had selected for this study. Random sampling method had used to choose of high school students. The structured questionnaire had distributed among 950 high school students in Andhra Pradesh and after careful examination of questionnaire, 350 usable questionnaires were considered and used in the analysis. Mean, SD and correlation and regression analysis Structural Equation Model (SEM) had employed to analyze the data obtained from high school students.

5 MEASUREMENT OF SCALE

This study had utilized Emotional Intelligence Scale constructed and validated by Wong and Law (2002) and Self Concept Scale constructed and standardized by Pratibha Deo (2011) and this research employed a seven-point Likert scale to assess the variables in constructs. The marks scored by high school students in their quarterly examination had taken to measure their Academic Achievement. The research model adopted for this study is displayed in Figure - 1.

FIGURE – 1: RESEARCH MODEL



6 RESULTS

6.1 Profile of high school students

Amongst 350 high school students, it is evident that 197 of them (56.29%) are males, whereas, 153 of them (43.71%) are females. The type of school is concerned, 156 students (44.57%) are studying in private schools, while, 91 of them (26.00%) are studying in Government aided schools. In terms of locality of school, 200 of them (57.14%) are studying in schools located in urban and 150 of them (42.86%) are studying in schools located in rural areas. It is also observed that 240 of them (68.57%) are studying in English medium, whilst, 110 of them (31.43%) are studying in Telugu medium. Regarding to type of family, 229 of them (65.43%) are living in nuclear family and 121 of them (34.57%) are living in joint family.

6.2 Descriptive statistics of constructs

The positive, significant and high degree of correlation (r=0.68) is prevailed amidst self concept and academic achievement. Besides, all the constructs are positively and significantly related amongst them in 1% level. The correlation coefficients for all constructs are lesser than 0.80, revealing the absence of multicollinearity amongst them (Table 1). This is further confirmed by estimating the Variance Inflation Factor (VIF) for all independent variables, which are lesser than 2, revealing the absence of multicollinearity.

Table 1 Descriptive statistics and correlation coefficients

Constructs	Mean	SD	1	2	3	4	5	6
1. Self Emotion Appraisal	3.98	0.39	1					
2.Others' Emotion Appraisal	3.86	0.57	0.40**	1				
3.Understanding of Emotion	3.93	0.45	0.47**	0.45**	1			
4. Regulation of Emotion	3.88	0.52	0.49**	0.43**	0.41**	1		
5. Self Concept	3.91	0.48	0.51**	0.55**	0.53**	0.57**	1	
6. Academic Achievement	3.95	0.42	0.63**	0.64**	0.61**	0.66**	0.68**	1

** Significant in 1`% level

6.3 Reliability and validity

The reliability and validity for constructs are shown in Table 2.

Table 2 Reliability and validity

Constructs	CR	AVE	DV
Self Emotion Appraisal	0.79	0.69	0.72
Others' Emotion Appraisal	0.75	0.65	0.68
Understanding of Emotion	0.77	0.67	0.70
Regulation of Emotion	0.73	0.62	0.64
Self Concept	0.81	0.73	0.76
Academic Achievement	0.83	0.75	0.78

The above table reveals that the Composite Reliability (CR) values for all the constructs is above 0.70. The Average Variance Extracted (AVE) values are higher than 0.50 and the Discriminant Validity (DV) values are greater than 0.60. These findings demonstrate that all the constructs included in this study show that their convergent validity is an excellent.

6.4 Influence of domains of emotional intelligence on academic achievement of high school students

To analyze influence of domains of emotional intelligence on academic achievement of high school students, regression analysis is employed and the outcomes are shown in Table 3. R^2 is 0.59 and adjusted R^2 is 0.57 and these are clarifying that this model has good fit. F-value of 19.618 is indicating that this model is significant in 1% level.

Table 3 Outcomes of regression analysis

Domains of Emotional Intelligence	Regression co-efficient (Unstandardized)	t-Value	Sig.
Constant	21.541	18.418	.000
Self Emotion Appraisal (X_1)	.694	9.652	.000
Others' Emotion Appraisal (X_2)	.438	7.204	.000
Understanding of Emotion (X_3)	.472	7.365	.000
Regulation of Emotion (X_4)	.586	8.140	.000
R^2	0.59	-	-
Adjusted R^2	0.57	-	-
F	19. 618	-	.000

The regression analysis explicates that self emotion appraisal (β =0.694), regulation of emotion (β = 0.586), understanding of emotion (β = 0.472) and others' emotion appraisal (β = 0.438) have significant and positive influence on academic achievement of high school students in 1% level. Keeping other domains of emotional intelligence constant, 1% increase in self emotion appraisal, there will be 0.69% increase in academic achievement, 1% increase in regulation of emotion, there will be 0.59% increase in academic achievement, 1% increase in understanding of emotion, there will be 0.47% increase in academic achievement and 1% increase in others' emotion appraisal, there will be 0.44% increase in academic achievement of high school students.

6.5 Structural relation amongst emotional intelligence, self concept and academic achievement of high school students

The Structural Equation Model (SEM) is built to study structural relation amongst emotional intelligence, self concept and academic achievement of high school students and the outcome is shown in Table 4.

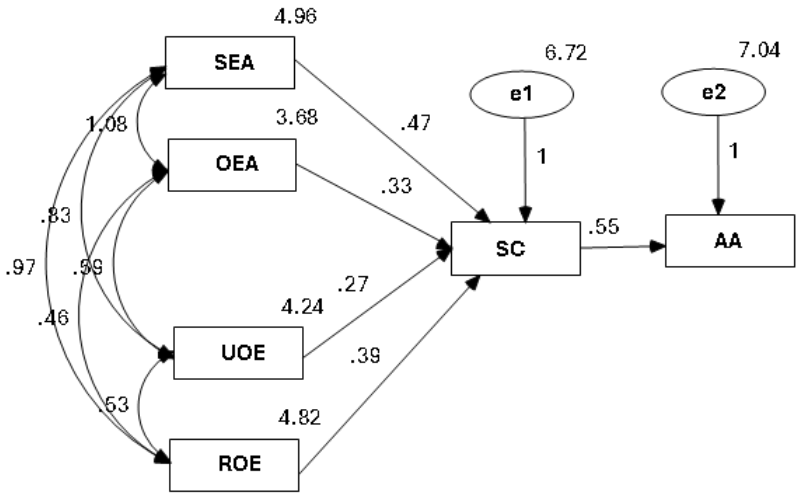
Table 4 Structural path coefficients- standardized

Path	Coefficients (Standardized)	CR	P-Value
SC ← SEA	.468	8.924	***
SC ← OEA	.326	6.452	***
SC ← UOE	.273	5.670	***
SC ← ROE	.392	7.238	***
AA ← SC	.551	12.186	***

The SEM shows that the standardized coefficient for Self Concept (SC) against Self Emotion Appraisal (SEA) is 0.468, the standardized coefficient for Self Concept (SC) against Others' Emotion Appraisal (OEA) is 0.326, the standardized coefficient for Self Concept (SC) against Understanding of Emotion (UOE) is 0.273 and the standardized coefficient for Self Concept (SC) against Regulation of Emotion (ROE) is 0.392 and these are significant I % level. Thus, self emotion appraisal, regulation of emotion, others' emotion appraisal and understanding of emotion have significant, positive and direct influence on self concept of high school students in 1% level

Besides, the standardized coefficient for Academic Achievement (AA) against Self Concept (SC) is 0.551 which is significant in 1% level. Hence, self concept has significant, positive and direct influence on academic achievement of high school students in 1% level. The path diagram for academic achievement of high school students is shown in Figure-2. The Chi-square value is 4.126 and it is not significant explicating that the model is in good fit. GFI is 0.98 and CFI is 0.96 and these measures are explaining that the model is in good fit. RMR is 0.08 and RMSEA) is 0.05 and these values are illustrating the model is in good fit.

Figure 2 Path diagram for academic achievement of high school students



7. CONCLUSION AND DISCUSSION

The outcomes of this research elucidates self emotion appraisal, regulation of emotion, understanding of emotion and others' emotion appraisal have significant and positive influence on academic achievement of high school students and these findings are confirmed by the studies of Zahed-Babelan and Moenikia (2010), Yahaya et al. (2011), Yahaya et al. (2012), Mohzan et al. (2013), Preeti (2013), Panth and

Patel (2015), Senad (2017), Alam (2018) Karimi et al. (2020) and Jaleel and Ghoti (2021). Further, self emotion appraisal, regulation of emotion, others' emotion appraisal and understanding of emotion have significant, positive and direct influence on self concept, while, self concept has significant, positive and direct influence on academic achievement of high school students and no previous studies are carried out in these aspects and it is also unique in these aspects.

8 CONTRIBUTIONS AND IMPLICATIONS

This study makes a considerable contribution to the prevailing literature by analyzing influence of domains of emotional intelligence on academic achievement of high school students and structural relation amongst emotional intelligence, self concept and academic achievement of high school students. This study also gives important ideas for management of high schools and teachers highlighting the significance of improving emotional intelligence among their students for increasing their academic achievement. The outcome of this study are also highly useful for high school teachers to find suitability and implement effective strategies and programmes in order to increase self concept of their students and in turn it would increase their academic achievement.

9 LIMITATIONS AND AREA FOR FURTHER RESEARCH

The present study is focusing mainly on structural relation amongst emotional intelligence, self concept and academic achievement of high school students in Andhra Pradesh. The present study is limited to high school students in Andhra Pradesh and the sample size is also limited to 350 only. The future research may be taken as engagement as a mediator among emotional intelligence and academic success of students at higher secondary and secondary levels in Andhra Pradesh and also in other regions of India and the nation as a whole.

REFERENCES:

Aakriti Mehta. (2016). 'Analyzing self concept and emotional intelligence among adolescents with respect to gender', International Journal of Innovative Research in Science, Engineering and Technology, Vol.5, No.8, pp.15445-15449.

Abd. Basith, Md. Shahinoor Rahman and Usina Robert Moseki. (2021). 'The relationship among academic self-concept, academic self esteem, and academic achievement', Konselor, Vol.10, No.2, pp.36-42

Abdullah, A.H., Julius, E.; Suhairom, N., Ali, M., Abdul Talib, C., Mohamad Ashari, Z., Abdul Kohar, U.H., 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, Vol.14, No.10, pp.1-22

Agarwal, A. (2002), 'Study of relationship of academic achievements of boys and girls with self- concept and level of aspiration', Indian Journal of Educational Research, Vol.21, No.2, pp. 75-76.

Alasmari, A. (2014). 'Emotional intelligence and academic achievement: a comparative, gender-based study of undergraduate English language learners in Saudi Arabia', Journal of Education and Practice, Vol.5, No.6, pp.178-190.

Alberto Quílez-Robres, Pablo Usan´, Raquel Lozano-Blasco and Carlos Salavera. (2023). 'Emotional intelligence and academic performance: a systematic review and meta-analysis', Thinking Skills and Creativity, Vol.49, No.10, pp.1-`4.

Amalu, M. N. (2018). 'Emotional intelligence as predictor of academic performance among secondary school students in Makurdi Metropolis of Benue state', International Journal of Scientific Research in Education, Vol.11, No.1, pp.63-70.

Aminuddin, H., Tajularipin, S. and Rohaizan, I. (2009). 'Philosophy underlying emotional intelligence in relation to level of curiosity and academic achievement of rural area students', Journal of Social Sciences, Vol.5, No.2, pp.95-103.

Ana María Casino-García , María José Llopis-Bueno and Lucía Inmaculada Llinares-Insa. (2021). 'Emotional intelligence profiles and self-esteem/self-concept: an analysis of relationships in gifted students', International Journal of Environmental Research and Public Health, Vol.18, No.10, pp.1-23.

Anitha, J. and Parameswari, G. (2013). 'Correlates of self- concept among high school students in Chennai city, Tamil Nadu, India', International Journal of Current Research and Academic Review, Vol.1, No.9, pp.320-334.

Archana Kumari, (2013). 'A study on self concept and academic achievement of secondary school students', Journal of Sociological Research, Vol.4, No.2, pp. 105-111.

Arefi, M. and Naghebzadeh, M. (2014). 'The relation between academic self-concept and academic motivation and it's effect on academic achievement', Indian Journal of Fundamental and Applied Life Science, Vol.4, No.2, pp. 3225-3230.

Arockia Shiny, S. and Saravanan, P.V. (2022). 'Emotional intelligence and learning style among adolescent students', Journal of Positive School Psychology, Vol.6, No.6, pp. 2936-2943.

Awai, D. and Ogorib, E. (2016). 'Emotional intelligence and self concept as predictors of students' academic achievement in mathematics', IJSBAR, Vol.29, No.4, pp.223-231

Azita Joibari and Niloufar Mohammadtaheri. (2011). 'The study of relation between emotional intelligence and students' academic achievement of high schools in Tehran city', Procedia-Social and Behavioral Sciences, Vol.29, No.12, pp.1334-1341.

Basudeb Roy Chaudhury. (2020). 'Emotional intelligence and academic achievement of higher secondary school students', Maharshi Dayanand University Research Journal ARTS, Vol.19, No.1, pp.27-36.

Bijaya Kumar Biswa. (2016). 'A study on self-concepts of Secondary School Students in Relation to their Academic Achievement', The Scholar, Vol.1, No.2, pp.56-67.

Chamundeswari, S. (2013). 'Emotional intelligence and academic achievement among students at the higher secondary level', International Journal of Academic Research in Economics and Management Sciences, Vol.2, No.4, pp.178-187.

Chen, S., Yeh, Y., Hwang, F. and Lin, S. S. J. (2013). 'The relationship between academic self-concept and achievement: a multicohort–multi occasion study', Learning and Individual Differences, Vol.23, No.2, pp. 172-178.

Chitra Nimbalkar. (2019). 'Self-concept and emotional intelligence among college students', The International Journal of Indian Psychology, Vol.7, No.4, pp.141-145.

Clem, A.L., Rudasill, K. M., Hirvonen, R., Aunola, K., and Kiuru, N. (2020). 'The roles of teacher–student relationship quality and self-concept of ability in adolescents' achievement emotions: temperament as a moderator', European Journal of Psychology and Education, Vol.36, No.12, pp., 263-286.

Costa, A. and Faria, L. (2015). 'The impact of emotional intelligence on academic achievement: a longitudinal study in Portuguese secondary school', Learn Individual Difference, Vol.37, No.1, pp.38-47.

Deshmukh, N.H. (2017). 'Impact of self concept and emotional intelligence on adjustment of adults', International Journal of Research & Review, Vol.4, No.4, pp.52-56.

Deshmukh, N. H. and Sawalakhe, S. P. (2010). 'Self concept, emotional intelligence and adjustment of adults', Indian Journal of Psychometry and Education, Vol.41, No.2, pp.181-185.

Dorothy Chikaodi and Inko-Tariah.(2019). 'Emotional intelligence, academic self concept, and study habit as predictors of academic performance in test and measurement: among undergraduates of Ignatius Ajuru university of education, Port Harcourt, Nigeria', International Journal of Innovative Research & Development, Vol.8, No.12, pp.211-218.

Emmanuel, A. O., Adom, E. A., Josephine, B. and Solomon, F. K. (2014). 'Achievement motivation, academic self-concept and academic achievement among high school students', European Journal of Research and Reflection in Educational Science, Vol.2, No.2, pp.24-37.

Enrico Perinelli, Francesco Pisanu, Daniele Checchi, Laura Francesca Scalas and Franco Fraccaroli (2022). 'Academic self-concept change in junior high school students and relationships with academic achievement', Contemporary Educational Psychology, Vol.69, No.1, pp.1-20.

Fallahzadeh, H. (2011). 'The relationship between emotional intelligence and academic achievement in medical science students in Iran', Procedia-Social and Behavioral Sciences, Vol.30, No.10, pp.1461-1466.

Fernández-Lasarte, O., Ramos-Díaz, E., Goñi, E. and Rodríguez-Fernández, A. (2019). 'Comparative study between higher and secondary education: effects of perceived social support, self-concept and emotional repair on academic achievement', Review on Facts in Education, Vol.22, No.8, pp.165–185

Festus, A. (2012). 'The relationship between emotional intelligence and academic achievement of senior secondary students in the federal capital territory, Abuja', Journal of Education & Practice, Vol.3, No.1, pp. 13-19.

Francisco, P. and Leandro, S.A. (2010). 'Self-concept, self-esteem and academic achievement: strategies for maintaining self -esteem in students experiencing academic failure', European Journal of Psychology of Education, Vol.25, No.2, pp. 157-175.

Geetha, B. and Sharath Kumar, C.R. (2023). 'A study on emotional intelligence among secondary school students', EPRA International Journal of Multidisciplinary Research, Vol.9, No.11, pp.222-228.

Hakimi, M. W. and Basher, A. M. (2014). Emotional intelligence, self-concept and academic performance of senior secondary school students in Sokoto metropolis', African Journal Online, Vol.33, No.2, pp. 35-48.

Herrera, L., Al-Lal, M. and Mohamed, L. (2020). 'Academic achievement, self-concept, personality and emotional intelligence in primary education: analysis by gender and cultural group. Frontiers in Psychology, Vol.10, No.1, pp.1-13.

Ireson, J. and Hallam, S. (2009). 'Academic self-concepts in adolescence: relations with achievement and ability grouping in schools', Learning and instruction, Vol.19, No.3, pp. 201-213.

Iyengar, R.G., Padma, G., Kumar, M. and Yanjana. (2021). 'academic self concept and academic achievement of Indian CBSE school students', National Journal of Community Medicine, Vol.12, No.12, pp. 405-410.

Izuchi, M.R.N. and Onyekuru, B. U. (2017). 'Relationships among academic self-concept, academic motivation and academic achievement among college students', European Journal of Research and Reflection in Educational Sciences, Vol.5, No.2, pp. 93-102.

Jane Waithira Karimi, Jacinta Aswani Kwena and Alice Anika (2020). 'Emotional intelligence and academic achievement among secondary school students in Kilifi county, Kenya: a correlational study', Research Gate, Vol.4, No.3, pp.32-42.

John Ekow Laryea, Abdul-Jaleel Saani and Emma Dawson-Brew. (2014). 'Influence of students self-concept on their academic performance in the Elmina township', European Journal of Research and Reflection in Educational Sciences, Vol.2, No.4, pp.1-10.

Kalara, D. and Nisha N. (2012). 'Emotional intelligence and personality among school students', Indian Journal of Psychology and Mental Health, Vol.6, No.1, pp.14-20.

Khan, M. A. and Dar Ishfaq. A. (2016). 'Emotional intelligence of adolescent students with special reference to high and low socio economic status', Journal Natural Science, Vol.11, No.3, pp.114-119

Korichi Abderrazak and Chouchane Mohamed Tahar. (2019). 'The correlation between emotional intelligence and students 'academic achievement', European Journal of Psychological Research, Vol.6, No.2, pp.21-32.

Kumar Jaiswal, S. and Choudhuri, R. (2017). 'Academic self concept and academic achievement of secondary school students', American Journal of Educational Research, Vol.5, No.10, 1108-1113.

Labhane, C.P. and Baviskar, P.A. (2015). 'Self concept and Emotional intelligence: a comparative study of arts and science college students', The International Journal of Indian Psychology, Vol.2, No.2, pp.84-90.

Mahfooz Alam. (2018). 'A Study of Emotional Intelligence of Adolescent Students', The International Journal of Indian Psychology, Vol.6, No.3, pp.127-133.

Maizatul Akmal Mohd Mohzan, Norhaslinda Hassan and Norhafizah Abd Halil. (2013). 'The influence of emotional intelligence on academic achievement', Procedia-Social and Behavioral Sciences, Vol.90, No.4, pp.303-312.

Manpreet Kaur. (2022). 'A study of emotional intelligence in relation to academic achievement of senior secondary student', Journal of Research in Humanities and Social Science, Vol.10, No.4, pp.14-17.

Marsh. H.W. and Martin, A.J. (2011). 'Academic self-concept and academic achievement: Relation and causal ordering', British Journal of Educational Psychology, Vol.81, No.1, pp. 59-77.

Marsh, H. W., Pekrun, R., Murayama, K., Arens, A. K., Parker, P. D., Guo, J. and Dicke, T. (2018). 'An integrated model of academic self-concept development: academic self-concept, grades, test scores, and tracking over 6 years', Developmental Psychology, Vol.54, No.2, pp. 263-280.

Mishra, P. (2012). "Study of the effect of emotional intelligence on academic achievement of Jaipur senior secondary students', International Journal of Educational Research and Technology, Vol.3, No.4, pp. 25-28.

Mustafa Ali Khalaf, A. (2016). 'The relationship between emotional intelligence and academic achievements in males and females in Egyptian context', Journal of Psychology Research, Vol.6, No.10, pp. 567-578.

Najmah Peerzada. (2019). 'Emotional intelligence, learning styles and academic achievement of science and social science higher secondary school students', International Journal of Applied Social Science, Vol.6, No.6, pp. 1392-1398.

Oommen, N .M. (2015). 'Emotional intelligence and academic achievement of secondary school students in mathematics', International Journal of Scientific Engineering and Research, Vol.3 No.8 pp. 2347-3878.

Panth, M. K. and Patel, A. (2015). 'A comparative study of emotional intelligence and intelligence quotient in between rural and urban undergraduate boys and girls', International Journal of Research in Applied, Natural and Social Sciences, Vol.3, No.10, pp.1-10.

Parveez Ahmad Lone and Tariq Ahmad Lone. (2016), 'A study on relation between self concept and academic achievement among secondary school students of Jammu district', Journal of Education and Practice, Vol.7, No.31, pp. 19-23.

Pekrun, R., Murayama, K., Marsh, H. W., Goetz, T. and Frenzel, A. C. (2019). 'Happy fish in little ponds: testing a reference group model of achievement and emotion', Journal of Personality and Social Psychology, Vol.117, No.1, pp. 166-185.

Periasamy, R. (2021). 'Mental health and emotional intelligence on academic achievement of higher secondary school students with special reference to family related variables', International Research Journal of Modernization in Engineering Technology and Science, Vol.3, No.3, pp.986-993.

Prabha S. Chiniwar. (2012). 'A study of self concept in relation with academic achievement of secondary school students of Bagalkot district', International Multidisciplinary e-Journal, Vol.1, No.8, pp. 26-33.

Pragyan Mohanty and Pranay Pandey. (2023). 'Relationship between emotional intelligence and self concept of high school students', International Journal for Multidisciplinary Research, Vol.5, No.5, pp.1-10.

Preeti, B. (2013). 'Role of emotional intelligence for academic achievement for students', Research Journal of Educational Sciences, Vol.1, No.2, pp.8-12.

Rizwana Muneer, Hariza Hussain Kanjiani and Sehrish Iftikhar. (2020). 'Relationship between academic self-concept and academic achievement of undergraduate students', International Journal of Social Sciences: Current and Future Research Trends, Vol.8, No.1, pp.10-20.

Saki, K. and Nadari, M. (2018). 'The relationship between self-regulated learning, academic self-concept and the academic achievement motivation of students in the second grade of high school', Middle East Journal of Family Medicine, Vol.16, No.2, pp.324-335.

Sandeep, M. and Sharma, R.K. (2004). 'A study of level of aspiration, academic achievement and self-concept of secondary school students in eastern zone of Nagaland', Career Research Journal, Vol.18, No.3, pp.414-421.

Sarla Rani, Anjali, Usha and Sudesh. (2023). 'A study of academic achievement of secondary school students in relation to self-concept', The International Journal of Indian Psychology, Vol.11, No.2, pp.2868-2872.

Sayid Dabbagh Ghazvini. (2011). 'Relationships between academic self-concept and academic performance in high school students', Procedia-Social and Behavioral Sciences, Vol.15, No.10, pp.1034-1039.

Senad, R. R. (2017). 'A study of emotional intelligence on CBSE and ICSE adolescents', The International Journal of Indian Psychology, Vol.4, No.87, pp.16-22.

Shaikh Soheel Jaleel and Ghoti. R. M. (2021). 'The influence of emotional intelligence on academic achievement', International Journal of Social Impact, Vol.6, No.2, pp.7-17.

Shyamaraj and Pujar, V.B. (2023). 'The influence of emotional intelligence on academic achievement of secondary students', International Journal of Creative Research Thoughts, Vol.11, No.8, pp.494-501.

Sridevi, K.V. and Parveen, U. (2008). 'Relationship of emotional intelligence, adjustment, self-concept and scholastic achievement of higher secondary students', Journal of Educational Research and Extension, Vol.45, No.2, pp.36-40.

Tamannaifar, M. R., Sedighi Arfai, F.and Salami Mohammadabadi. F. (2010), 'Correlation between emotional intelligence, self-concept and self-esteem with academic achievement', Iranian Journal of Educational Strategies, Vol.3, No.3, pp.121-126.

Tehseen Tahir, Sadia Batool, Rani Gul and Umbreen Ishfaq. (2023). 'Relationship between self-concept and academic achievement: an evidence of female students', Russian Law Journal, Vol.11, No.5, pp. 11-23.

Tiwari, S.K. and Singh, S. (2017). 'Emotional intelligence and academic achievement of secondary school students', Education India Journal, Vol.6, No.2, pp.179-195.

Ubago-Jiménez, J.L., Corral-Robles, S., Ortega-Martín, J.L. and Melguizo-Ibáñez, 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, Vol.14, No.11, pp.1-19.

Vijayapriya and Nellaiyapan, (2012). 'Examined emotional intelligence in relation to achievement in mathematics among XI standard students in Puducherry', Annamalai Journal of Education Endeavour, Vol.1, No.3-4, pp.23-30.

Wu, H., Guo, Y., Yang, Y., Zhao, L. and Guo, C. (2021). 'A meta-analysis of the longitudinal relationship between academic self-concept and academic achievement', Educational Psychology Review, Vol.33, No.4, pp.1749-1778

Yahaya, A., Ee, N.S., Bachok, J.D.J., Yahaya, N., Bon, A.T. and Ismail, S. (2011). 'The relationship of dimensions of emotional intelligence and academic performance in secondary school students', Elixir Psychology, Vol.41, No.12, pp. 5821-5826.

Yahaya, A., Juriah, N., Bachok, D., Yahaya, N., Boon, Y., Hashim, S. and Le, G. (2012). 'The impact of emotional intelligence element on academic achievement', Archives Des Sciences, Vol.65, No.4, pp. 2-17.

Yashi Jain. (2012). 'A study of self concept of senior secondary students with reference to their high and low groups of academic achievement', Asian Journal of Educational Research & Technology, Vol.2, No.2, pp. 184-187.

Zahed-Babelan, A. and Moenikia, M. (2010). 'The role of emotional intelligence in predicting students' academic achievement in distance education system', Procedia-Social and Behavioral Sciences, Vol.2, No.2, pp. 1158-1163.

Zheng, C., Erickson, A. G., Kingston, N. M. and dan. Noonan, P. M. (2014). 'The relationship among self determination, self-concept, and academic achievement for students with learning disabilities', Journal of Learning Disabilities, Vol.47, No.5, pp. 462-474.