









Influence of emotional intelligence on the academic performance of students at a national university in Perú

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Abstract: Emotions can be both a help and a hindrance when studying, it is easy to fall into the mistake that there are "good" emotions and "bad" emotions. However, optimism could turn into self-esteem, when we think that we already know everything and will do very well, and we "let go of the reins" much sooner than necessary. To do this, the emotional state and its possible interference in academic performance must be studied. The objective was to assess the correlation of the level of emotional intelligence and the academic performance of the students of the Professional School of Anthropology of the UNA - Puno. It is at the relational level of inquiry; it is quantitative, analytical, observational, prospective and cross-sectional. We worked with 256 university students from I to VIII semester 2020-II, a virtual self-assessment questionnaire of Emily Sterrett's emotional intelligence was used, and the final average of the semester was collected. As a result, through the Chi-square statistical test, the statistical correspondence of 4 areas of emotional intelligence (emotional self-awareness, emotional self-confidence, self-control capacity and social competence) with academic performance was evidenced.

Keywords: Academic performance, Degree of relationship, Emotional intelligence, University education.

1. Introduction

This research refers to emotional intelligence in young people in higher education, it will be defined in the first instance to intelligence, which is that which is linked to the ability to choose the best options to find a solution in a certain situation of the individual. It is possible to differentiate several types of intelligence, according to the skills that come into play, whatever the case, intelligence appears closely related to the ability to understand and elaborate information to use it appropriately.

The emotional, on the other hand, is that which belongs to or relates to emotion (a psychophysiological phenomenon), it is also the emotional (sensitive to emotions). Emotional intelligence refers to the ability to recognize one's own and others' emotions, detect, recognize, recognize, and manage one's own emotions and feelings, motivate oneself, and manage individual relationships.

The human being is therefore intelligent to manage feelings, the interest in knowing this social problem in young students of higher education of the Professional School of Anthropology of the UNA - Puno that is known how the influence of emotional intelligence is linked to academic performance, is of a multicausal nature, since there are different factors and dissimilar aspects are associated, between which both subjective and objective elements of the individual intercede and these can become social, cognitive and emotional.

Research on learning outcomes in higher education seems even more valuable in the current general situation given the dynamism of the university sector in a society differentiated by the dizzying development of understanding, fluidity in the flow of inquiry, high speed and changes in social structure.

Academic performance in university students is the product of the learning outcome, due to the academic intervention of the educational student, whose product is reflected in the student. The academic performance of the university student becomes an indispensable element if we talk about improving higher education, because this is an indicator of the educational reality, thus being a necessary and essential component for the evaluation of educational quality in university higher education. It is known that academic performance has a multicausal character, since there are different factors and different aspects are linked between the internal and external mechanisms of the individual.

These are: emotional, social and cognitive. Such is the case of emotional intelligence, which is a prototype of practice in which human beings should have since it allows us to integrate and adapt to adversity, evaluating and controlling emotions in oneself and in others, exerting an effect on the success rate of an individual. This is how emotional intelligence incorporates the important aspects of interpersonal and intrapersonal relationships such as; adaptability, moods, and stress management skills, which can have a profound effect on students' academic performance.

College students with low levels of emotional clarity and repair, and high depression are known to have pessimistic expectations, so they are more likely to drop out of school or not perform adequately. Therefore, the problem to be studied is to determine if emotional intelligence plays an influential role in the academic performance of students of the Professional School of Anthropology of the National University of the Altiplano, knowledge about academic performance in university higher education has begun to prevail and take importance.

2. Theoretical framework

2.1. Academic Performance

School-based education is an intentional reality and, from the point of view of the quality of education, all educational processes are constantly trying to improve student results. In this sense, the classic deposit in school education is the result of learning (Castro, 2015).

Academic performance is an indicator of how well a student is doing, which is why the education system attaches great importance to it. In this sense, academic performance becomes an "imaginary measure" of learning achieved in the classroom, which is the main objective of education. However, many other variables outside the topic affect learning outcomes, such as teacher quality, classroom environment, family, educational program, and intrinsic or psychological variables, such as the subject's attitude, intelligence, personality, self-esteem, and self-esteem. Student motivation.

In relation to learning, from the didactic point of view, performance is manifested and assessed in controlled school learning through exams, objective tests, teacher observation, etc. (Castro, 2015).

2.2. Measures of Academic Performance in Peru

Grades are quantitative or qualitative grades or expressions that measure or measure the level of academic achievement of a student, they are the result of continuous exams or evaluations to which students are subjected. Measuring or evaluating learning outcomes is a complex task that requires teachers to be as objective and accurate as possible. (Huerta, 1983; cited by Aliaga, 1998).

The National Curriculum Design for Education proposes the following scale of qualification of learning for the Level of Education.

Table 1.
Academic performance.

Categoría	Calificación	Descripción
Logro destacado	18 - 20	Cuando el estudiante evidencia el logro de los aprendizajes previstos
Logro esperado	14- 17	Cuando el estudiante evidencia el logro de los aprendizajes previstos en el tiempo programado
En proceso de aprendizaje	11- 13	Cuando el estudiante está en camino de lograr los aprendizajes previstos y requiere acompañamiento en tiempo razonable
En inicio de aprendizaje	0-10	Cuando el estudiante está empezando a desarrollar los aprendizajes previstos

Note: National curriculum design for regular basic education - 2008- MED.

2.3. Causes Influencing Academic Performance

The factors that affect learning outcomes are multicausal in nature, implying great explanatory power for the different factors and space-time that affect the teaching-learning process. There are many different factors that affect learning outcomes, they can be internal or external to the individual. They can be social, cognitive, and emotional, divided into three categories: individual factors, social factors, and institutional factors, which are subcategories or aspects (Jiménez *et al.*, 2015).

- **Personal factors:** These are individual factors, whose relationships can be formed from subjective, social and institutional variables. It includes factors such as cognitive ability, motivation, cognitive conditioning, academic self-esteem, psychological health, class participation, intelligence, ability, interaction with factors, society, and institutions that have a positive or negative impact on learning outcomes (Jiménez *et al.*, 2015).
- **Social factors:** They are the elements of social outcomes that interact with the student's academic life, whose relationships can arise among themselves and between individual and institutional variables. The family plays a fundamental role in the socialization process, since interactions with the environment contribute to the development of individual factors that contribute to a student's academic performance (Jiménez *et al.*, 2015).
- **Institutional factors:** These are not personal factors that interfere in the educational process, when in the process of interacting with personal components that affect the results achieved, there is a method of teachers, the time of the subjects. Different learning, the number of teachers, difficulties in different subjects. Institutional factors are of great importance in the study of factors related to academic decision-making outcomes (Jiménez *et al.*, 2015).

Emotional Intelligence

The word Emotional Intelligence (EI) has ceased to be learned not only within the scientific sphere and has come to be understood in various places in life. Psychologists, school counselors, teachers trust EI and rely on it so that students can reach their highest academic level, today EI exams have contributed as an important instrument in the hiring process of the company, even in the domestic sphere.

The belief in the effectiveness of a good EI is based on conceptual and theoretical components that are not recent and that, for their understanding, it is important to examine.

On the one hand, there are emotions, which are fundamental because they are adaptive mechanisms that guide our actions effectively, transmit knowledge about the environment and the people around us and can enhance thinking and decision-making. On the other hand, there is intelligence, understood as the ability to relate previous knowledge to solve the different situations that life poses to us.

2.3.1. Emotions

Emotion is a multidimensional phenomenon, represented by four elements: cognition (what my feeling is called and what it means), physiology (the biological changes I experience), behavior (my behavior guides the direction of each emotion), and expression (the body's signal sent through it means). Individual differences in emotional experience have two roots: genetics and environment. The interaction between the two shapes the personal emotional experience. Heredity produces patterns of emotional behavior, which are reflected in what we call temperament. However, the impact of the environment is fundamental, especially in their early life and within their family environment, it is shaping the special character of each child and student.

Throughout the process of learning and establishing social relationships, emotions are regulated and many aspects of the emotional dimension are changing. People shape emotional patterns based on experience and temperament. These schemas constitute the essence of individual differences and characterizing the style of emotional response of each person is based on these schemas. There are hundreds of emotions and many mixtures and changes. From birth, humans experience strong feelings, such as anger, disgust, affection, and respond to adult faces and tone of voice.

3. Methodology

To establish the ascendancy of the level of emotional intelligence in academic performance, the inductive method was applied, by applying a reasoning that starts from particular cases to later be elevated to general knowledge. The type of research is quantitative, analytical, observational, prospective and cross-sectional, taking into account (Hernández et al., 1998).

The research level of the study is at the correlational level of the research since it worked with two variables, in which a relationship between them was sought. The population is made up of students from the first to eighth semester of the Professional School of Anthropology of the National University of the Altiplano. Through the mathematical equation and based on a known sampling frame, the sample size was calculated, being a total of 256 students, the same who were selected by non-probabilistic sample for convenience. The main research techniques used in the recent research work were non-participant observation, survey and documentation.

4. Results and Discussion

The Relationship between the capacity for emotional self-awareness and academic performance in students of the Professional School of Anthropology of the National University of the Altiplano of the City of Puno

Table 2.

Emotional self-awareness and academic performance of students of the Professional School of Anthropology of the National University of the Altiplano of the City of Puno.

	Emotional self-awareness							
	Pay immediate attention to this area		Work must be done in this area		It is a controlled area		Total	
Academic performance	N	%	N	%	N	%	N	%
Outstanding achievement (18-20)	0	0.0	4	1.6	0	0.0	4	1.6
Expected achievement (15-17)	44	17.2	91	35.5	3	1.2	138	53.9
In the process of learning (11-14)	28	10.9	56	21.9	3	1.2	87	34.0
At the beginning of learning (<10)	26	10.2	1	0.4	0	0.0	27	10.5
Total	98	38.3	152	59.4	6	2.3	256	100

As can be seen in Table 2 of double entry, the academic performance is perceived based on the average achieved in the 2020-II semester and the result of the evaluation of emotional intelligence (EI) from the dimension of emotional self-awareness of the students of the Professional School of Anthropology. Where the 10.2% who obtained an academic average \leq to 10 (learning in the beginning) should pay immediate attention to their emotional self-awareness. In the same sense, the 10.9% whose academic average ranges from 11 to 14 (learning in process) who must also pay attention to self-awareness. Nothing different from the 21.9% who have an apprenticeship in process (average between 11 and 14) and who must work more in the area. On the other hand, only 1.2% presented averages between 11 and 14 (learning in process) and between 15 and 17 (expected achievement) respectively and who in turn have this area under control.

The relationship between the capacity for emotional self-confidence and the academic performance of students at the Professional School of Anthropology of the National University of the Altiplano of the City of Puno

Table 3.

Capacity for emotional self-confidence and academic performance of students of the Professional School of Anthropology of the National University of the Altiplano of the City of Puno

	Emotional self-confidence							
	Pay immediate attention to this area		Work must be done in this area		It is a controlled area		Total	
Academic performance	N	%	N	%	N	%	N	%
Outstanding achievement (18-20)	0	0.0	0	0.0	4	1.6	4	1.6
Expected achievement (15-17)	39	15.2	91	35.5	8	3.1	138	53.9
In the process of learning (11-14)	24	9.4	58	22.7	5	2.0	87	34.0
At the beginning of learning (≤ 10)	22	8.6	5	2.0	0	0.0	27	10.5
Total	85	33.2	154	60.2	17	6.6	256	100

Table 3 of double entry shows the academic performance based on the average achieved in the 2020-II semester and the result of the assessment of emotional intelligence (EI) based on the emotional self-confidence dimension in students of the Professional School of Anthropology. Where 8.6% who achieved the academic average \leq to 10 (learning in the beginning) must pay immediate attention to the area of emotional self-confidence. In the same sense, the 9.4% whose academic average ranges between 11 and 14 (learning in process) who must also pay attention to self-confidence. Nothing different from the 22.7% who have an apprenticeship in process (average between 11 and 14) and who must work more in that area. On the other hand, only 1.6% presented averages between 18 to 20 (outstanding achievement) and 3.1% between 15 and 17 (expected achievement), having in turn a good control of this area.

The relationship between the capacity for self-control and the academic performance of students at the Professional School of Anthropology of the National University of the Altiplano of the City of Puno

Table 4.

Self-control capacity and academic performance of students of the Professional School of Anthropology of the National University of the Altiplano of the City of Puno

	Ability to self-control							
	Pay immediate attention to this area		Work must be done in this area		It is a controlled area		Total	
	N	%	N	%	N	%	N	%
Academic performance								
Outstanding achievement (18-20)	0	0.0	0	0.0	4	1.6	4	1.6
Expected achievement (15-17)	31	12.1	95	37.1	12	4.7	138	53.9
In the process of learning (11-14)	14	5.5	66	25.8	7	2.7	87	34.0
At the beginning of learning (≤ 10)	25	9.8	2	0.8	0	0.0	27	10.5
Total	70	27.3	163	63.7	23	9.0	256	100

Table 4 of double entry shows the academic performance based on the average achieved in the 2020-II semester and the result of the evaluation of emotional intelligence (EI) based on the capacity for self-control in the students of the Professional School of Anthropology. Where the 9.8% who obtained an academic average ≤ 10 (learning in the beginning) must pay immediate attention to their capacity for self-control. In the same sense, the 5.5% whose academic average ranges between 11 and 14 (learning in process) who must also pay attention to the ability to self-control. Nothing different from the 25.8% who have an apprenticeship in process (average between 11 and 14) and who must work more in that area. On the other hand, only 1.6% presented averages between 18 to 20 (outstanding achievement) and 4.7% between 15 and 17 (expected achievement) having a good control of this area.

Regarding the relationship between the capacity for social competence and the academic performance of students at the Professional School of Anthropology of the National University of the Altiplano of the City of Puno

Table 5.

Social competence and academic performance in students of the Professional School of Anthropology of the National University of the Altiplano of the City of Puno.

	Social competence							
	Pay immediate attention to this area		Work must be done in this area		It is a controlled area		Total	
	f	%	f	%	f	%	f	%
Academic performance								
Outstanding achievement (18-20)	0	0.0	0	0.0	4	1.6	4	1.6
Expected achievement (15-17)	26	10.2	103	40.2	9	3.5	138	53.9
In the process of learning (11-14)	15	5.9	67	26.2	5	2.0	87	34.0
At the beginning of learning (≤ 10)	24	9.4	3	1.2	0	0.0	27	10.5
Total	65	25.4	173	67.6	18	7.0	256	100

Table 5 of double entry shows the academic performance based on the average achieved in the 2020-II semester and the result of the assessment of emotional intelligence (EI) based on the dimension of social competence in students of the Professional School of Anthropology. Where 9.4% who achieved an academic average ≤ 10 (learning in the beginning) must pay immediate attention to the area of social competence of EI. In the same sense, the 5.9% whose academic average ranges from 11 to 14 (learning in process) who must also pay attention to social competence. Nothing different from the 26.2% who have an apprenticeship in process (average between 11 and 14) and who must work more in that area.

On the other hand, only 1.6% presented averages between 18 to 20 (outstanding achievement) and 3.5% between 15 and 17 (expected achievement) having a good control of this area called social competence.

The human being has a rational and emotional mind, the rational mind is related to the ability to emit thoughts in a logical and analytical way. It is a process of which one is completely aware, in contrast one has an emotional mind in charge of feelings and impulses (Cernat y Moldovan, 2018). Emotions have been a legacy left to us by our ancestors through thousands of years of evolution. Our most primitive ancestors only possessed reptilian brains and limbic brains, some time later the neocortex would develop, which is responsible for the rational part (Štiglic *et al.*, 2018). That explains why there is so much relationship between thoughts and feelings, which when they operate in harmony help to make better decisions and have more assertive behaviors. However, due to this close relationship that exists between the rational and emotional part, sometimes what is called "neuronal hijacking" occurs, where the limbic brain in charge of emotions is able to control rationality, so that sometimes driven only by emotions there are irrational behaviors such as shouting, insulting and even hitting someone in a moment of anger (Fallahzadeh, 2011).

That is why controlling emotions is a fundamental and determining factor to have satisfactory results in many aspects of life. This new perspective shows us that IQ is not the only key factor that determines future successes, as emotional intelligence can become even more important (Dhani y Sharma, 2017). In academics, this aspect is very important, since students face certain situations in which it is necessary to use certain strategies and emotional skills to be able to adequately cope with the circumstances and thus achieve an adaptation. Thus, in studies such as that of (Maize *et al.*, 2013) It is confirmed that emotional knowledge has an impact on the academic context. Among its main results, it was found that those students who scored at an adequate to medium level in the various forms of emotional intelligence (EI), are able to: perceive, understand, regulate their emotions.

From what was mentioned in previous paragraphs, in relation to emotional intelligence (EI) with academic performance (AR) in students of the Professional School of Anthropology of the UNA-Puno. According to the P value, there is a statistically significant relationship regarding the 4 elements of emotional intelligence (emotional self-awareness, emotional self-confidence, capacity for self-control and social competence). Concretely showing that EI intervenes on the mental health of the students in the same way it has a correlation and intervenes in the final RA. These results are linked to the derivations of the research of (Del Risco *et al.*, 2015) which show that individuals who suffer some type of deficit, such as insufficient skills, emotional imbalances and learning difficulties, are more likely to present stress and emotional problems in the course of their academic training. That is why educational inquiry needs scientific information and practices that show that the skills and abilities in EI have real and effective consequences in the academic and particular life of the student. This is supported by the effects of the current inquiry and as that of (Štiglic *et al.*, 2018), who measured differences in EI in university students, finding that nursing students achieved more prominent scores on EI measures compared to students in other study programs. And that in turn the level of EI increases with age and tends to be higher in women.

5. Conclusions

The capacity for emotional self-awareness corresponds to the academic performance of students at the Professional School of Anthropology, since those whose Emotional self-awareness must be attended to and worked on immediately, they are with an academic performance in initiation and learning, that is, they presented academic averages below 10 and between 11 and 14. In contrast to students with controlled emotional self-awareness, who presented academic averages between 11 to 14 (in the learning process) and between 15 and 17 (expected achievement). Therefore, to the statistical test Chi-square Statistically demonstrative correspondence was found between both variables ($p = 3.97E-08 < \alpha = 0.05$)

The capacity for emotional self-confidence corresponds to the academic performance of students at the Professional School of Anthropology, since those whose emotional self-confidence is must be attended to and worked on immediately, they are with an academic performance in initiation and learning, that is, they presented academic averages below 10 and between 11 and 14. Unlike students with a Emotional self-confidence controlled who presented academic averages between 11 to 14 (in the

learning process) and between 15 and 17 (expected achievement). Therefore, to the statistical test Chi-square found a statistically relevant analogy between both variables ($p = 2.20E-16 < \alpha = 0.05$).

The capacity for self-control is concerned with the academic performance of the students of the Professional School of Anthropology, since those whose capacity for self-control must be attended to and worked on immediately, they are with an academic performance in initiation and learning, that is, they presented academic averages below 10 and between 11 and 14. Unlike students with Self-control capability regulated who presented academic averages between 11 to 14 (in the learning process) and between 15 and 17 (expected achievement). Therefore, to the statistical test Chi-square A statistically revealing agreement of both variables was found ($p = 2.20E-16 < \alpha = 0.05$).

The capacity for social competence is linked to the academic performance of students at the Professional School of Anthropology, since those whose social competence is must be attended to and worked on immediately, they are with an academic performance in initiation and learning, that is, they presented academic averages below 10 and between 11 and 14. Unlike students with an ability to Social Competence regulated who presented academic averages between 11 to 14 (in the learning process) and between 15 and 17 (expected achievement). Therefore, to the statistical test Chi-square He found a statistically characteristic correlation of both variables ($p = 2.20E-16 < \alpha = 0.05$).

Emotionally insightful students tend to have outstanding elevations in emotional coping, have a better aptitude and amount of relationships between people and in the social, are less likely to engage in bellicose or violent behaviors and achieve greater academic success when faced with difficulties. easier to deal with stressful scenarios.

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