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Influence of emotional intelligence on academic performance in Secondary Education

Influencia de la inteligencia emocional en el rendimiento académico en Educación Secundaria

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Abstract

The objective of this research was to determine the influence of emotional intelligence on academic performance in secondary school students. The research was conducted using a quantitative, non-experimental, cross-sectional, and correlational design. The sample consisted of 139 students, with a confidence level of 95% and an allowable error of 5%. Structured surveys were used, using the Emotional Intelligence Scale and the Perceived Academic Performance Scale as instruments. The overall results of the Emotional Intelligence Scale indicate that 33.8% of surveyed people have an insufficient level of emotional intelligence, while another 33.8% are classified as adequate, and 32.4% reach an excellent level. Furthermore, when applying the Perceived Academic Performance Scale, The data show that 33.8% perceive their academic performance as low, while 33.1% consider it average, and another 33.1% classify it as high. It is concluded that emotional intelligence plays a significant role in the academic performance of high school students.

Keywords: Student attitudes; Secondary education; Emotional intelligence; Educational measurement; Educational psychology; Academic performance

Resumen

El objetivo de la presente investigación fue determinar la influencia de la inteligencia emocional en el rendimiento académico en estudiantes de educación secundaria. La investigación fue desarrollada bajo un enfoque cuantitativo, de tipo no experimental, corte transversal y diseño correlacional. La muestra investigada estuvo constituida por un grupo de 139 estudiantes, La cual se estimó para un nivel de confianza del 95% y un error permisible del 5%. En cuanto a las técnicas se utilizaron encuestas estructuradas y como instrumentos fueron empleados la Escala de Inteligencia Emocional y la Escala de Percepción de Rendimiento Académico. Los resultados generales de la Escala de Inteligencia Emocional indican que el 33.8% de los encuestados tiene un nivel insuficiente de inteligencia emocional, mientras que otro 33.8% se clasifica como adecuado y el 32.4% alcanza un nivel excelente. Por otra parte, al aplicar la Escala de Percepción de Rendimiento Académico. Los datos expresan que el 33.8% de los encuestados percibe su rendimiento académico como bajo, mientras que el 33.1% lo considera medio y otro 33.1% lo clasifica como alto. Se concluye que la inteligencia emocional desempeña un papel relevante en el rendimiento académico de estudiantes de secundaria.

Palabras clave: Educación inicial; Inteligencia kinestésica; Inteligencias múltiples; Mimo; Primera infancia; Proceso enseñanza-aprendizaje

INTRODUCTION

In recent decades, emotional intelligence (EI) has acquired great significance due to its influence on various aspects of human life, including academic performance. According to Puertas et al. (2020), EI, which consists of effectively managing both one's own emotions and those of others, not only fosters personal well-being but also has a significant impact on social interactions and professional success. In the educational field, it is essential to explore how factors unrelated to cognition, such as self-regulation and empathy, can complement traditional intellectual skills. Investigating the connection between EI and academic performance in high school students is especially relevant, as this group undergoes an intense psychosocial development process, where emotional management is essential for their adaptation both academically and personally.

Traditionally, intelligence quotient (IQ) has been perceived as the primary indicator of professional and personal success. However, studies such as that by Lopes et al. (2006) show that socioemotional skills explain up to 68% of the variability in work and academic performance. Educational institutions and employers currently prioritize competencies such as emotional management, adaptability, and collaboration, in addition to technical skills. This comprehensive approach supports the relevance of EI as a cross-cutting predictor of success, particularly during adolescence, a key stage for psychosocial development.

Likewise, Jahan et al. (2022) argue that EI plays a fundamental role in academic performance, as it helps students manage stress and anxiety, especially in demanding careers such as dentistry. Furthermore, developing emotional skills can enhance students' ability to overcome both academic and personal challenges, which can have a positive impact on their emotional well-being and academic performance. This highlights the need to incorporate EI programs into academic education.

In this regard, Rehman et al. (2021) argue that studies on the subject demonstrate a positive relationship between these variables, with students with higher EI tending to obtain better grades and show greater commitment to learning. EI facilitates stress management and motivation, which improves academic performance. Furthermore, they suggest that integrating emotional education into curricula can foster a more effective learning environment. These results highlight the importance of developing emotional skills to improve academic performance.

On the other hand, El Seifi et al., (2023) highlight that there is a strong connection between EI and academic performance, particularly in aspects such as managing the emotions of others and the use of emotions. On the other hand, Ubago et al., (2024) explored how EI and academic self-concept impact the academic performance of university students of educational sciences. Their results reveal a positive relationship between EI and academic performance, highlighting that academic self-concept act as a significant mediator. Furthermore, it was found that EI predicts academic self-concept, which in turn improves student performance.

Vera and Cortés (2021) also investigated how emotional and cognitive skills influence academic performance, using the Emotional and Cognitive Competencies Test (ECCT). They found that emotional skills, such as emotional regulation and perception, have a significant impact on academic success by facilitating stress management and decision-making. Likewise, cognitive skills, such as logical reasoning and memory, also contribute to academic performance. The results point to the importance of integrating both emotional and cognitive aspects into educational programs to optimize learning. Furthermore, it offers a useful tool for assessing these skills and designing personalized pedagogical strategies.

A recent study by Agirre et al. (2019), conducted in the Basque Country with a sample of 850 secondary school students, analyzed the impact of social support (family and teacher) and self-perceived EI on academic performance. Using quantitative methodologies, including the use of validated scales such as the TMMS-22 to assess EI, the researchers identified that support from families and teachers exerted a more direct and significant influence on academic success than self-perceived EI. These results highlight the interdependence between contextual factors and individual abilities: although EI contributes to psychological well-being, its effect on the academic sphere is enhanced

when it coexists with strong support networks. The research highlights the importance of educational interventions focused on strengthening ties between students, families, and teachers, which could maximize the benefits of EI, especially in contexts where socioemotional factors are critical for learning.

In line with the above, Toscano et al. (2020) examined the relationship between emotional intelligence, emotional well-being, and academic performance in high school students. With a sample of 333 students, they evaluated three dimensions of EI: Attention, Clarity, and Emotional Repair. The results indicated significant differences between genders in these dimensions, with women showing higher levels of EI. Although no direct connection was found between EI and academic performance, a strong relationship was observed between EI and emotional well-being, implying that strengthening EI can improve mental health and reduce aggressive behaviors in adolescents.

Additionally, Molero et al. (2021) studied how EI moderates the impact of academic performance on burnout. Using a sample of 1,287 high school students, the results show that poor academic performance increases burnout, especially in dimensions such as cynicism and emotional fatigue. However, components of EI, such as stress management and mood, act as mediators, reducing the negative effects of poor performance. Students with higher EI have higher self-efficacy and lower burnout. This study proposes implementing educational programs focused on developing emotional skills to prevent burnout and improve well-being in adverse school contexts.

Despite significant advances in understanding how EI interacts with various contextual variables, such as socioeconomic status, school culture, and access to teaching resources in secondary education, critical gaps remain that require attention to unravel its synergistic role with EI. Most studies focus predominantly on students' self-perceptions, neglecting objective measurements and teachers' perspectives. This limitation prevents adequate data triangulation, which in turn affects the external validity of the results obtained. Therefore, it is essential to adopt more comprehensive approaches that include multiple data sources in future research (Mayer et al., 2004).

Therefore, the objective of the following work is to determine the influence of EI on academic performance, considering both individual and contextual factors to enrich pedagogical strategies in secondary education students.

METHOD

The research was conducted at the María Quiroz Alternative Education Center in the city of Oruro, an institution noted for its socioeconomic and cultural diversity. This center offered a unique opportunity to analyze secondary school participants, particularly within the context of the alternative education model of the Plurinational State of Bolivia, which seeks inclusion and the comprehensive development of its participants. The curriculum area in which this learning is included is structured into three learning courses: Applied, Complementary, and Specialized. Each of these aspects plays a crucial role in student growth, contributing to their academic and personal development.

In this sense, the research was developed under a quantitative approach, using quantitative methods and techniques, such as systematic observation and measurement of the units of analysis, sampling, and statistical treatment. Furthermore, it was non-experimental, since no variables were intentionally manipulated, but rather observed as they occur in reality. As well as cross-sectional, given that data collection was carried out at a single time, through the application of scales with which both EI and the perception of academic performance were measured in participants at the secondary level. Equally, a cross-sectional correlational research design was used, where the independent variable was EI (EI Scale (TMMS-24)) (González et al., 2016) and the dependent variable, the perception of academic performance (Academic Performance Perception Scale (ERA12)) (Preciado et al., 2021).

This methodological approach allowed to analyze the bidirectional relationship between both variables in a representative sample of 139 high school students, without inferring causality, but rather quantifying the degree of association using Spearman's rho coefficient. Table 1 shows the operationalization of these variables.

Table 1. *Operationalization of variables*

Variable	Dimensions	Indicators	Tools
Variable 1. Emotional intelligence	Attention emotional	Feelings Worry Reflection	Emotional Intelligence Scale (TMMS-24) (Fernández et al., 2004)
	Clarity emotional	Definition of feelings Emotional knowledge	
	Emotional repair	Regulation Optimism Positive thoughts	
Variable 2. Perception of academic performance	Contribution to academic activities	Stake Communication Collaboration	Academic Performance Perception Scale (ERA12) (Preciado Serrano et al., 2012)
	Dedication to study	Planning Organization Compliance	
	Lack of organization of teaching resources	Adaptation Preparation Management	

The research population consisted of 217 secondary school participants from the "María Quiroz" Alternative Education Center during the 2024 academic year. The sample consisted of a representative group of 139 students. The sample was estimated for a finite population, a 95% confidence level, and a 5% allowable error. A stratified probabilistic method was then used to ensure that all subgroups within the population were equally represented in the sample (Table 2).

Table 2. *Proportional distribution for each course*

Courses	Participants (N_i)	Percentage	Sample (n_i)
Applied	22	10.14%	14
Complementary	74	34.10%	47
Specialized	121	55.76%	78
Total	217	100%	139

Furthermore, the following inclusion criteria were taken into account when finally defining the participants in the research: participants enrolled and registered in the secondary level of the Alternative Education Center "María Quiroz"; Participants regularly attended classes during the second semester of 2024; students who voluntarily agreed to participate in the study and signed the informed consent form. Theoretical methods used included documentary analysis, focusing on a systematic review of scientific literature, educational policies, and conceptual frameworks on EI, and the deductive method, which allowed for specific interpretations based on general theories of socio-emotional development and learning. The collected data were analyzed using inferential

statistics, using Spearman correlation tests to identify linear associations. This methodological approach ensured a strong exploration of patterns, although it is recognized that the cross-sectional nature of the design limits causal inference.

Regarding the instruments used, the EI Scale (TMMS-24) is structured in 24 items divided into three dimensions: b) emotional attention (perception) (AE) items: 1, 2, 3, 4, 5, 6, 7 and 8; c) emotional clarity (understanding) (CE) items: 9, 10, 11, 12, 13, 14, 15 and 16 and c) and emotional repair (regulation) (RE) items: 17, 18, 19, 20, 21, 22, 23 and 24. The scale presents a score of: Do not agree at all (1) Somewhat agree (2) Quite agree (3) Strongly agree (4) Totally agree (5).

On the other hand, it is aimed at the adolescent and adult population and its application format is individual or collective. When evaluating the reliability of the results obtained through the application of the EI Scale (TMMS-24) using Cronbach's Alpha statistic, a result of 0.902 was obtained, demonstrating that it is appropriate for research. The scale has three subscales, each with eight items and acceptable internal consistency: Attention (perception) = α .90, Clarity (understanding) = α .90, and Preparation (regulation) = α .86. On the other hand, the Academic Performance Perception Scale (ERA12) presents three factors.

The first factor is identified as "contribution to academic activities," based on the content of its items (11, 12, 13, 14, 15, 16, 17, 18, and 20). The second factor is called "dedication to study" and is composed of items (1, 2, 3, 5, and 19). Finally, the third factor is called "lack of organization of teaching resources," composed of items (6, 7, 8, 9, and 10). These items include a total of 20 propositions related to self-perception of academic performance and are assessed using a seven-point Likert-type scale (0 never, 1 almost never, 2 sometimes, 3 regularly, 4 often, 5 almost always, and 6 always). Reliability, measured using Cronbach's alpha, was 0.827, demonstrating that it is also appropriate for research.

Finally, SPSS version 27 software and Microsoft Excel were used to perform the statistical analyses, focusing on assessing the reliability and validity of the instruments.

RESULTS

Table 3 presents the overall results of the TMMS-24 EI Scale. The data indicate that 33.8% of surveyed people have an insufficient level of EI, while another 33.8% are classified as adequate, and 32.4% reach an excellent level. This demonstrates a certain balance between the different levels of EI, although a third part of the population shows areas that could benefit from further development.

Regarding the emotional attention dimension, which refers to the ability to perceive and recognize one's own and others' emotions, it shows an interesting distribution. 33.8% of participants had insufficient perception, suggesting difficulties in effectively identifying emotions. On the other hand, 37.4% had adequate perception, indicating a moderate ability to recognize emotions. Furthermore, 28.8% of participants stood out for having excellent perception, which allows them to deeply understand the emotions present in their environment (Table 3).

On the other hand, emotional clarity, which involves the ability to accurately understand and label emotions, presents a similar distribution to the general population. In this aspect, 33.8% of participants show insufficient understanding, which can hinder their ability to effectively process emotions. A similar percentage, also 33.8%, has adequate understanding, allowing them to manage emotions moderately effectively. Finally, 32.4% of participants achieve excellent understanding, allowing them to clearly and accurately interpret emotions (Table 3).

Also, emotional repair, which refers to the ability to regulate and manage one's own and others' emotions, shows a particular distribution in the sample. 37.4% of participants have insufficient regulation, which can lead to difficulties handling complex emotional situations. On the other hand, 30.2% have adequate regulation, allowing them to manage emotions moderately effectively. Furthermore, 32.4% of students stand out for having excellent regulation, which allows them not only to manage their own emotions but also to positively influence the emotional environment of others (Table 3).

Table 3. *Result of the TMMS-24 EI Scale*

Study population (n=139)				
Levels	**Frequency**	**Percentage**	**Valid percentage**	**Cumulative percentage**
Insufficient	47	33.8	33.8	33.8
Appropriate	47	33.8	33.8	67.6
Excellent	45	32.4	32.4	100.0
Total	139	100.0	100.0	

Table 4 presents the results of the Academic Performance Perception Scale. The data show that 33.8% of respondents perceive their academic performance as low, while 33.1% consider it average, and another 33.1% classify it as high. The values presented explain that the perception of academic performance is fairly balanced across levels, although a significant percentage of students feel dissatisfied with their performance.

Regarding the contribution dimension in academic activities, which assesses how actively students contribute to their own learning and that of their peers, 33.8% of participants had low contribution, suggesting limited participation in academic activities. On the other hand, 36.7% had mid contribution, indicating moderate but potentially improvable participation. Furthermore, 29.5% of students stood out for having high contribution, implying a significant and active contribution to the academic environment. This variability in contribution can influence overall academic performance and the quality of classroom interactions (Table 4). This suggests that, although most participants feel moderately involved in their academic activities, a significant percentage still feel dissatisfied with their level of contribution.

On the other hand, dedication to study is a crucial dimension that reflects students' commitment to their own learning. In this regard, 33.8% of participants have low dedication, which may be associated with difficulties in achieving academic goals. A slightly higher percentage, 37.4%, has mid dedication, suggesting a moderate but potentially insufficient effort to achieve optimal performance. Finally, 28.8% of students stand out for having high dedication, which implies a strong commitment to study and a greater likelihood of academic success. In this sense, dedication is essential for maintaining good performance and achieving educational goals (Table 4). This distribution means that, although a significant portion of participants feel moderately dedicated to their studies, a considerable percentage still face challenges in their level of commitment.

Finally, the lack of organization of teaching resources is a dimension that assesses how students manage and use the materials and tools available for their learning. In this dimension, 45.3% of participants have a low level of lack of organization, suggesting good resource management. On the other hand, 24.5% have a medium level of lack of organization, which may indicate some but not serious difficulties. Similarly, 30.2% of students have a high level of lack of organization, implying serious difficulties in properly utilizing the available teaching resources. This lack of organization can negatively affect academic performance by limiting efficient access to necessary information and materials (Table 4). These results show that a large portion of participants face significant challenges in organizing the resources they use for their learning.

Table 4. *Results of the Academic Performance Perception*

Study population (n=139)				
Levels	**Frequency**	**Percentage**	**Valid percentage**	**Cumulative percentage**
Low	47	33.8	33.8	33.8
Mid	46	33.1	33.1	66.9
High	46	33.1	33.1	100.0
Total	139	100.0	100.0	

Note. *Significant scores

Table 5 presents the results of the correlation between EI and perceived academic performance in a sample of 139 participants, analyzed using Spearman's Rho coefficient. The data show a moderate and statistically significant positive correlation between both variables (r=0.334, p=0.001), suggesting that higher levels of EI indicate higher perceived academic performance reported by students. The significance (p<0.001) reinforces the robustness of this association, indicating a non-random relationship. Although the correlation value is not high, its practical relevance lies in the potential influence of EI on aspects such as motivation, stress management, and adaptation to the educational environment.

Table 5. *Correlation Results of the Study Variables*

Spearman's Rho Correlation Coefficient Matrix Study population (n=139)		
		Perception of academic performance
EI	Spearman's Rho (r)	0.334***
	p-value	0.001

Note. * p < .05, ** p < .01, *** p < .001

DISCUSSION

The results of the present research reveal a moderate positive correlation between EI and the perception of academic performance in secondary school students (r=0.334, p<0.001), which supports the hypothesis that emotional skills play a relevant role in educational success. This association coincides with previous research, such as that of Sánchez et al., (2020), who identified a significant effect of EI on performance (Z=0.26). However, the magnitude observed in the present study exceeds that reported by Alvi et al. (2023) and Abdulla et al. (2023), who found weaker correlations (r=0.18 and r=0.13, respectively). These differences could be attributed to methodological differences, such as the use of skills-based assessment instruments (TMMS-24) versus generic self-assessments, or to variations in the educational contexts analyzed.

Furthermore, the moderate correlation between EI and performance (r=0.334) suggests that, although there is a significant relationship, other factors such as family support, socioeconomic resources, or teaching quality also influence. In this regard, Dong et al., (2022), support this multicausality by identifying personality traits such as openness, kindness, and others, as independent predictors of academic success. Additionally, Wang

et al., (2023), highlighted that the historical grade point average (GPA) and study strategies mediate the impact of EI, implying that emotional skills operate in synergy with cognitive and contextual variables.

The tripartite distribution of EI levels (33.8% insufficient, 33.8% adequate, and 32.4% excellent) suggests that a third part of students require interventions focused on emotional development. This pattern contrasts with studies such as those by Altwijri et al., (2021), where no substantial differences by gender were identified, but highlights the universality of emotional gaps in adolescents. Particularly, emotional repair showed the highest percentage of students with insufficient regulation (37.4%), a critical finding considering that Merino et al., (2024) identified this dimension as a key mediator between academic burnout and performance. This explains the need to prioritize emotional regulation strategies in educational settings.

Regarding perceived academic performance, the balanced distribution between low, mid and high levels (≈33% each) reflects a heterogeneity similar to that documented by Wu et al., (2020), in medical students. However, the dimension of organization of teaching resources emerged as a predominant challenge, with 30.2% of students showing poor management. This result aligns with Farah et al., (2024), who linked EI with practical skills such as decision-making, essential for academic planning. Lack of organization could limit access to study materials, indirectly affecting self-perception of performance.

On the other hand, dedication to study, with an average commitment of 37.4%, reinforces the role of intrinsic motivation as an academic predictor. These results coincide with Wu et al., (2020), who showed that internal motivation surpasses external motivation in its impact on performance. Furthermore, Yang and Duan, (2023), highlighted that EI facilitates the management of negative emotions during learning, which could explain why students with greater emotional clarity (32.4% excellent) report greater dedication. However, the coexistence of high performance and regulatory difficulties, observed in Ubago et al., (2023), suggests that academic success does not always guarantee emotional well-being, posing a multidimensional pedagogical challenge.

Regarding emotional attention, with 28.8% reporting excellent perception, it explains that a minority of students are able to efficiently identify their own and others' emotions. This skill is crucial for social adaptation in educational settings, as noted by Martínez et al. (2020), who link EI with a reduction in cyberbullying. However, the 33.8% with insufficient attention may face difficulties interpreting emotional signals in teachers or peers, limiting their ability to seek support when facing academic challenges. This deficit highlights the importance of integrating emotional recognition training into curricular programs.

Besides, emotional clarity, with a distribution identical to the general results (33.8% insufficient, 33.8% adequate, 32.4% excellent), reflects that understanding the causes of emotions remains a challenge for many students at the level of interest. In this sense, Somaa et al., (2021) associated this dimension with the ability to overcome academic blocks, which would explain why students with excellent clarity tend to perceive their performance in a better way.

Equally, EI as a dynamic and trainable construct, Dong et al. (2022) suggests, offers opportunities for educational interventions. Mindfulness-based or emotional regulation programs, such as those proposed by Merino et al. (2024), could improve emotional repair in 37.4% of students with deficits. Furthermore, integrating emotional tutoring into school schedules, following the models of Farah et al. (2024), would help strengthen emotional clarity and attention. These strategies would not only benefit performance but also mental health, reducing risks such as academic burnout or dropping out of school.

For its part, the perception of performance as a subjective construct introduces inherent limitations, as it can diverge from objective indicators such as grades. However, studies such as those by Sánchez et al. (2020) support its validity by demonstrating that self-perception influences academic motivation and persistence. In the present study, 33.8% of students who perceive themselves as underperforming may be underestimating their abilities due to emotional biases, such as impostor syndrome. Interventions to correct these distortions, combining teacher feedback and emotional

reinforcement, would be decisive to breaking cycles of demotivation.

In parallel, the lack of resource organization (30.2% high) emerges as a critical obstacle, linked to executive skills such as planning. These results expand the perspective of Yang and Duan (2023) that associated EI with academic literacy in bilingual environments. Implementing time management workshops or digital tools to organize materials could mitigate this problem, especially in students with insufficient EI. Furthermore, as Wang et al. (2023) suggest, fostering positive interpersonal relationships would facilitate the exchange of resources between peers, compensating for individual deficits.

Several aspects related to EI that have not been directly addressed deserve attention. First, the differential influence of EI in specific academic subjects. While studies such as those by Yang and Duan (2023) analyze its impact in linguistic contexts, the results of a moderate correlation (r=0.334) explain that EI could be more critical in disciplines that demand constant collaboration, such as arts or social sciences, compared to individualistic areas such as mathematics. This hypothesis aligns with Farah et al. (2024), who observed that EI better predicts performance in clinical (interpersonal) skills than in theoretical exams. Future research should compare the power of EI across subjects, considering whether the social nature of certain subjects amplifies its relevance.

Second, the relationship between EI and learning styles also deserves attention. Students with high emotional clarity (32.4% excellent) might lean toward metacognitive approaches, planning their study according to emotional states, while those with insufficient repair (37.4%) would tend toward avoidant styles under stress. In this regard, Wang et al. (2023) support this idea by linking EI with adaptive study strategies. This link may indicate that EI interventions should be customized according to predominant learning styles, integrating, for example, emotional regulation techniques into active methodologies such as the flipped classroom.

Similarly, the role of EI in the transition between educational levels is another emerging topic. Adolescence, the stage of the analyzed sample, involves academic and psychosocial changes where EI could act as a buffer. Research such as that of Merino et al. (2024) on university students highlights that emotional regulation mitigates burnout during critical transitions. In secondary school, students with excellent EI (32.4%) could better adapt to increasing demands, while the 33.8% with insufficient levels would face a risk of dropping out. This temporal approach opens up avenues for studying how EI prepares for educational leaps.

Also, the intersection between EI and educational technologies also requires analysis. With the rise of hybrid environments post-pandemic, emotional self-regulation (37.4% insufficient) could be relevant to maintaining motivation in virtual modalities. In this sense, Dong et al. (2022) point out that EI moderates adaptation to digital environments, but in our study, the lack of resource organization (30.2% high) could be exacerbated in online contexts, where autonomy is essential. Programs that combine EI training and digital skills, such as the use of apps for emotional management, would be innovative.

EI could mediate phenomena such as academic bullying or unfair competition. This has been addressed by Martínez et al. (2020), who linked EI with lower victimization. However, in the context of the present research, students with excellent perception (28.8%) could detect and report abuse dynamics more efficiently. Conversely, those with insufficient emotional attention (33.8%) would be vulnerable to normalizing micro-violence, affecting their performance. This angle connects EI with educational justice, proposing its inclusion in anti-bullying protocols.

The influence of EI on creativity and problem-solving is another underexplored area. Although not directly measured, the correlation found suggests that students with excellent emotional repair (32.4%) would better manage frustration in complex challenges, persevering with innovative solutions. This would coincide with Altwijri et al. (2021), where EI was associated with critical thinking in medicine. In STEM, where tolerance for failure is crucial, integrating EI into experimental projects could boost both performance and innovation.

The role of EI in the construction of academic identity deserves attention. Students who perceive

themselves as underachievers (33.8%) may internalize an identity of failure if they lack the skills to reinterpret negative experiences. Ubago et al. (2023) warn that high performance without EI leads to fragile self-concepts, dependent on external achievements. Narrative interventions, where students analyze their emotions in success/failure, could foster resilient academic identities, detached from the mere accumulation of grades.

CONCLUSIONS

The results of this research confirm that EI plays a significant role in the academic performance of high school students. The positive correlation identified suggests that skills such as emotional regulation and empathy not only improve socio-affective adaptation but also act as catalysts for educational success. These findings justify the implementation of curricular programs that integrate emotional development, especially in diverse educational contexts where individual and contextual factors interact. Future studies should expand demographic diversity. In summary, this work underscores the need to address EI as an essential component in educational policies aimed at comprehensive development, balancing cognitive and emotional competencies to optimize adolescents' academic and personal potential.

Current studies on EI reveal its significant impact on the academic performance of high school students. Skills such as emotional regulation and empathy improve socio-affective adaptation and catalyze educational success.

It is necessary to implement curricular programs that integrate emotional development, especially in diverse educational contexts, considering individual and contextual factors such as socioeconomic status, family environment, and cultural differences. Future studies in these areas of research should expand demographic diversity to consolidate these findings.

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