

## **Emotional Intelligence and Academic Performance among Hotel Management Students: Evidence from the Doaba Region of Punjab**

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### **Abstract**

The hospitality industry requires professionals who possess not only technical expertise but also strong emotional and interpersonal competencies. Emotional intelligence (EI) has emerged as an important predictor of academic and professional success, particularly in service-oriented disciplines such as hotel management. This study examines the relationship between emotional intelligence and academic performance among undergraduate hotel management students in the Doaba region of Punjab, with self-regulation examined as a mediating variable. A quantitative research design was adopted using a structured questionnaire administered to 250 students enrolled in hotel management institutions across Jalandhar, Hoshiarpur, Kapurthala, and SBS Nagar districts. A total of 232 valid responses were analyzed using descriptive statistics, correlation analysis, reliability testing, and Structural Equation Modeling (SEM). The findings revealed a significant positive relationship between emotional intelligence and academic performance. Emotional intelligence also significantly influenced self-regulation, which partially mediated the relationship between EI and academic achievement. The study highlights the importance of integrating emotional intelligence training into hospitality education to improve academic outcomes and industry readiness.

**Keywords:** Emotional Intelligence, Academic Performance, Self-Regulation, Hotel Management Education, Hospitality Students, Punjab

### **1. Introduction**

The hospitality industry is highly dependent on interpersonal communication, emotional labor, and service excellence. As a result, hotel management students are expected to develop emotional competencies alongside technical knowledge and operational skills. In recent years, emotional intelligence (EI) has gained considerable attention in educational research as a critical determinant of academic achievement and professional effectiveness.

Emotional intelligence refers to the ability to perceive, understand, regulate, and utilize emotions effectively in oneself and others (Mayer & Salovey, 1997). Students with higher emotional intelligence generally exhibit better stress management, interpersonal relationships, academic engagement, and adaptive learning behavior. These competencies are particularly important in hospitality education, where students frequently encounter demanding schedules, practical training, customer interaction, and performance pressure.

The Doaba region of Punjab has experienced rapid growth in hospitality and professional education. Despite this expansion, limited empirical research has examined the role of emotional intelligence in influencing academic performance among hotel management students in this region. Therefore, the present study investigates the relationship between emotional intelligence and academic performance while exploring the mediating role of self-regulation.

### **1.1 Research Objectives**

The study aims to:

1. Assess the level of emotional intelligence among hotel management students.
2. Examine the relationship between emotional intelligence and academic performance.
3. Analyze the impact of emotional intelligence on self-regulation.
4. Evaluate the influence of self-regulation on academic performance.
5. Examine the mediating role of self-regulation between emotional intelligence and academic performance.

### **1.2 Research Hypotheses**

H1: Emotional intelligence has a significant positive relationship with academic performance.

H2: Emotional intelligence significantly influences self-regulation.

H3: Self-regulation significantly influences academic performance.

H4: Self-regulation mediates the relationship between emotional intelligence and academic performance.

## **2. Review of Literature**

The concept of emotional intelligence was formally introduced by Mayer and Salovey (1990), who defined EI as the ability to monitor and regulate emotions effectively. Goleman (1995) further popularized the concept by emphasizing that emotional competencies contribute significantly to personal and professional success.

Several studies have established a positive association between emotional intelligence and academic achievement. Parker et al. (2004) found that emotionally intelligent students perform better academically due to improved stress management and social adaptability. Similarly, Petrides et al. (2004) reported that trait emotional intelligence significantly predicts academic success.

Research has also highlighted the importance of emotional regulation and self-control in academic settings. Qualter et al. (2015) concluded that emotionally intelligent students experience lower stress levels and improved learning engagement. Thomas et al. (2017) found that emotional intelligence reduces test anxiety and enhances academic confidence.

In higher education, emotional intelligence has been linked to motivation, self-awareness, communication skills, and resilience. MacCann et al. (2020) conducted a meta-analysis and confirmed that emotional intelligence significantly predicts academic performance across educational disciplines.

Despite extensive research in psychology, business, and medical education, limited studies have focused on hospitality education, especially in the Indian context. Furthermore, very few studies have examined the mediating role of self-regulation among hotel management students in Punjab. The present study addresses this research gap.

## **3. Research Methodology**

### **3.1 Research Design**

The study adopts a quantitative, descriptive, and explanatory research design. A cross-sectional survey method was used to collect data from hotel management students.

### 3.2 Population and Sampling

The target population consisted of undergraduate hotel management students enrolled in institutions located in the Doaba region of Punjab, including Jalandhar, Hoshiarpur, Kapurthala, and SBS Nagar.

A stratified random sampling technique was employed to ensure representation across institutions, academic years, and gender groups.

- Targeted Sample Size: 250
- Valid Responses Received: 232
- Response Rate: 92.8%

### 3.3 Instrumentation

Data were collected using a structured questionnaire consisting of four sections:

1. Demographic Information
2. Emotional Intelligence Scale
3. Self-Regulation Scale
4. Academic Performance Scale

Emotional intelligence was measured using adapted items from the Schutte Emotional Intelligence Scale and TMMS-24. Self-regulation was assessed through goal-setting, self-monitoring, and emotional control dimensions. Academic performance was measured through self-reported academic effectiveness and GPA indicators.

A five-point Likert scale was used:

1 = Strongly Disagree

5 = Strongly Agree

### 3.4 Data Analysis Techniques

The collected data were analyzed using:

- Descriptive Statistics
- Reliability Analysis
- Correlation Analysis
- Structural Equation Modeling (SEM)

SPSS and SmartPLS/AMOS software were used for statistical analysis.

### 3.5 Reliability and Validity

Reliability was assessed through Cronbach's Alpha. All constructs exceeded the acceptable threshold of 0.70, indicating strong internal consistency.

**Table 1 Reliability Analysis of Study Constructs**

Construct	Cronbach's Alpha
Emotional Intelligence	0.88
Self-Regulation	0.85
Academic Performance	0.82

Convergent validity was established through Composite Reliability (CR) and Average Variance Extracted (AVE).

**Table 2 Convergent Validity Analysis (CR and AVE)**

Construct	CR	AVE
Emotional Intelligence	0.91	0.58
Self-Regulation	0.89	0.55
Academic Performance	0.87	0.53

#### 4. Results and Analysis

##### 4.1 Demographic Profile

**Table 3 Demographic Profile of Respondents**

Variable	Category	Frequency	Percentage
Gender	Male	128	55.2%
	Female	104	44.8%
Age	18–20	96	41.4%
	21–23	112	48.3%
	24+	24	10.3%
Academic Year	1st Year	60	25.9%
	2nd Year	58	25.0%
	3rd Year	62	26.7%
	4th Year	52	22.4%

The sample distribution demonstrates balanced representation across gender and academic levels.

##### 4.2 Descriptive Statistics

**Table 4 Descriptive Statistics of Study Variables**

Construct	Mean	Standard Deviation
Emotional Intelligence	3.78	0.62
Self-Regulation	3.65	0.58
Academic Performance	3.72	0.60

The findings indicate that students possess moderate to high levels of emotional intelligence and academic competence.

4.3 Correlation Analysis

**Table 5 Correlation Matrix among Emotional Intelligence, Self-Regulation, and Academic Performance**

Variables	EI	SR	AP
Emotional Intelligence (EI)	1		
Self-Regulation (SR)	0.61**	1	
Academic Performance (AP)	0.58**	0.64**	1

\*\*p < 0.01

The results reveal strong positive correlations among emotional intelligence, self-regulation, and academic performance.

4.4 Structural Model Results

Hypothesis Testing

**Table 6 Structural Model Results and Hypothesis Testing**

Hypothesis	Path	$\beta$	t-value	p-value	Result
H1	EI $\rightarrow$ AP	0.32	4.85	<0.001	Supported
H2	EI $\rightarrow$ SR	0.61	9.72	<0.001	Supported
H3	SR $\rightarrow$ AP	0.45	6.98	<0.001	Supported

The findings confirm that emotional intelligence significantly predicts both self-regulation and academic performance.

4.5 Coefficient of Determination (R<sup>2</sup>)

**Table 7 Coefficient of Determination (R<sup>2</sup> Values)**

Dependent Variable	R <sup>2</sup>
Self-Regulation	0.37
Academic Performance	0.52

The model explains 52% of the variance in academic performance, indicating strong explanatory power.

4.6 Mediation Analysis

Bootstrapping analysis confirmed the mediating role of self-regulation.

**Table 8 Mediation Analysis Results**

Path	Indirect Effect	p-value	Result
EI $\rightarrow$ SR $\rightarrow$ AP	0.27	<0.001	Significant

The findings indicate that self-regulation partially mediates the relationship between emotional intelligence and academic performance.

### **5. Discussion**

The study demonstrates that emotional intelligence is a significant predictor of academic performance among hotel management students. Students with higher emotional intelligence exhibited better emotional awareness, stress management, interpersonal communication, and academic engagement.

The findings align with previous studies by Parker et al. (2004), Qualter et al. (2015), and MacCann et al. (2020), which emphasized the positive influence of emotional intelligence on academic achievement.

The study also highlights the importance of self-regulation as a mediating mechanism. Students with higher emotional intelligence displayed stronger goal-setting behavior, emotional control, and self-monitoring, which contributed to improved academic outcomes.

Hospitality education involves continuous interaction, practical exposure, and emotional labor. Therefore, emotional competencies are essential for academic success and professional preparedness.

### **6. Conclusion**

The present study concludes that emotional intelligence significantly influences academic performance among hotel management students in the Doaba region of Punjab. Emotional intelligence directly enhances academic achievement and indirectly improves performance through self-regulation.

The findings suggest that hospitality institutions should integrate emotional intelligence training into academic curricula and student development programs. Workshops focusing on emotional regulation, stress management, communication skills, and self-awareness can substantially improve student performance and employability.

The study contributes to hospitality education literature by providing empirical evidence from the Indian context and highlighting the mediating role of self-regulation.

### **7. Practical Implications**

#### Academic Institutions

- Integrate emotional intelligence modules into hospitality curricula.
- Conduct regular workshops on stress management and communication skills.
- Establish student mentoring and counseling systems.

#### Faculty Members

- Encourage emotionally supportive learning environments.
- Promote student-centered teaching approaches.
- Assist students in developing self-regulation skills.

#### Hospitality Industry

- Recruit graduates with strong emotional competencies.
- Design EI-based training programs for hospitality professionals.
- Align industry expectations with academic training.

## 8. Limitations and Future Scope

### Limitations

- The study is limited to the Doaba region of Punjab.
- The use of self-reported data may introduce response bias.
- The cross-sectional design restricts causal interpretation.

### Future Research Directions

Future studies may:

- Conduct longitudinal research designs.
- Include additional variables such as motivation and personality traits.
- Compare hospitality students across different regions and institutions.
- Use mixed-method research approaches.

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