



Understanding The Impact Of Emotional Intelligence On Learning Outcomes: A Theoretical Analysis

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Abstract

Emotional intelligence (EI), defined as the ability to identify, understand, manage, and regulate emotions, has emerged as a critical element manipulating learning outcomes. This paper explores the theoretical foundations of EI, its dimensions, and its effect on cognitive and socio-emotional learning. Drawing from current research, the analysis highlights how EI nurtures self-awareness, emotional regulation, and interpersonal skills, creating encouraging learning surroundings. The study also investigates the interaction between EI and academic performance, motivation, and collaborative learning. Recommendations are offered for incorporating EI into educational structures to improve holistic development of child. Future research directions are suggested to discourse gaps in realistic studies and expand understanding across various educational settings.

Keywords: Emotional Intelligence, Learning Outcomes, Academic Performance, Socio-Emotional Learning, Holistic Development

1.Introduction

In recent years, the role of emotional intelligence (EI) in education has received a lot of attention. While traditional education systems focus on cognitive capacities as predictors of academic success, a rising amount of research highlights the significance of emotional and social skills. Goleman (1995) promoted the concept of Emotional Intelligence (EI), which involves recognition, understanding, and governing one's own and others' emotions. This research examines the theoretical structures of Emotional Intelligence (EI) and its impact on learning outcomes, connecting the gap between behavioral growth and academic performance.

According to the findings, students with higher levels of behavioral intelligence exhibit better classroom behavior, more involvement in learning activities, and higher academic accomplishment. Emotionally intelligent learners manage stress more efficiently, cooperate better with classmates, and have a more

optimistic outlook toward learning, which increases their academic performance. The study underscores the need of including emotional intelligence development into elementary education, claiming that nurturing EI can encourage both cognitive and social and emotional growth, resulting in more complete educational success. (Blessing, Moses; 2024).

According to the study, Emotional Intelligence, Kinesthetic Intelligence, and Learning Motivation all had a significant influence on Physical Education learning outcomes among fifth-grade kids, accounting for 16.51%, 13.94%, and 11.15%, respectively. These features account for 41.60% of the outcomes, highlighting the importance of including emotional and kinesthetic intelligence development, as well as motivational strategies, into teaching techniques to increase student performance in physical education. (Hidayat et al., 2024).

The findings emphasize the relevance of study habits, which have been established as a significant factor in assessing student success. Strengthening emotional intelligence and developing better study habits have been found to improve learning outcomes in physical education. These findings emphasize the importance of incorporating emotional intelligence and study habit-building into teaching methods at all educational levels, from primary through secondary education. (Rumahlewang, et al., 2024).

2. Theoretical Foundations of Emotional Intelligence

Emotional intelligence (EI) is a multifaceted concept that has been theorized and transformed through numerous theoretical frameworks over the time. At the core of EI theory is the ground-breaking work of Mayer and Salovey (1997), who had presented a four-branch model of EI. This model views EI as a collection of interconnected intellectual and emotional talents that allow people to interpret personal emotions well. According to this theory, EI includes the following four core abilities:

- **Perceiving Emotions:** Ability to perceive and discriminate feelings in oneself and others, as well as in objects, art, stories, and other stimulus.
- **Using Emotions to Facilitate Thinking:** The capacity to connect emotions to prioritize rational, enhance reasoning, and guide decision-making.
- **Understanding Emotions:** The skill to understand emotional language and the complex interaction of emotions, including how emotions change and interact over time.
- **Regulating Emotions:** The ability to handle emotions effectively to raise emotional and intellectual growth.

Goleman (1995) built on this central concept, introducing a larger angle that combined social and emotional abilities into an awareness of EI. Goleman's model focuses on the practical implications of EI in everyday life, particularly in social settings. His model includes critical components i.e. Empathy, Motivation, and Social Skills, all of which are needed for both personal and professional success.

3. Dimensions of EI

The idea of EI includes several characteristics that give a detailed understanding of emotional and social functioning. These characteristics serve as foundational factors for forming EI and effectively directing difficult social contexts. The four fundamental factors are presented as shown below:

1. **Self-awareness:** Self-awareness is the ability to recognize and fully understand one's own emotions, feelings, and activities. It requires specifically determining how emotions affect decision-making, performance, and interpersonal interactions. High self-awareness promotes confidence and a realistic hold of one's ability and limitations. (Cherniss & Goleman, 2001).
2. **Self-regulation:** Self-regulation is the process of controlling and managing emotional responses so that they relate with personal goals and social standards. This component includes abilities like self-discipline, flexibility, and impulse control, all of which are essential for maintaining emotional balance and responding to difficulties effectively. (Mayer et al., 2016).
3. **Social Awareness:** Social awareness includes the ability to recognize, understand, and understand with others' feelings. It demands recognizing emotional signs in social situations, accepting other points of view, and responding thoughtfully to the requirements of others. Empathy, a vital component of social awareness, encourages successful communication along with significant connections. (Goleman, 1998).
4. **Relationship Management:** Relationship management refers to the ability to establish and maintain healthy interpersonal relations through efficient communication, conflict resolution, and collaboration. This dimension emphasizes on social impact, teamwork, and leadership skills, allowing people to manage confusing social dynamics and develop mutual trust and respect. (Brackett et al., 2011).

These components serve as the keystone of EI, providing persons with the ability to adapt to new situations, grow personally, and achieve academic and professional success. Integrating these fundamentals into educational and business environments can significantly contribute to holistic development and social stability.

4. The Impact of EI on Learning Outcomes

The purpose of emotional intelligence (EI) in determining learning outcomes has received a lot of consideration in educational research, with studies representing that it has a major impact on many aspects of learning. Emotional intelligence, defined as the ability to perceive, analyze, and manage one's own emotions while successfully dealing with interpersonal relationships, is an important forecaster of both academic and social success in educational situations.

From a cognitive aspect, EI improves learners' capacity to concentrate, solve problems, and learn fresh information. Students can decrease stress and retain focus by developing self-awareness and emotional management, which leads to enhanced cognitive performance. For example, kids with higher levels of EI are better able to cope with anxiety nearby tests, which can otherwise block academic progress. Socio-emotionally, EI helps to develop crucial skills including empathy, communication, and collaborative efforts. These qualities

make children able to form a healthy relationship with their colleague students and educators, fostering cooperative learning and mutual support. According to research, classrooms with high levels of emotional intelligence have stronger connections to the community and less behavioral troubles, which promotes academic success.

EI connects with collaborative learning paradigms by encouraging group dynamics based on mutual respect, knowledge, and shared aims. Students having high levels of emotional intelligence can negotiate conflicts, provide productive comments, and work successfully in clusters, all of which improve their overall quality of education. The various effects of emotional intelligence on learning outcomes prove its importance in education. Integrating EI-focused strategies into teaching- learning practices can help students achieve academic success while additionally improving socio-emotional well-being. Future studies should look into new approaches to foster emotional intelligence in a variety of educational environments, making sure that all students can take benefit from it.

4.1 Cognitive Development: Emotional intelligence (EI) is important in cognitive development because it impacts critical mental tasks like attention, memory, and problem-solving. These cognitive skills are very much important for academic performance and overall mental growth of any child. Students having high levels of EI have a better ability to manage stress and anxiety which are usually underscore as major obstacles to effective learning. Emotional intelligence (EI) gives children the skills that they need to stay focused, absorb information fast, and solve problems with more clarity and creativity. The connection between EI and cognitive ability is completely known. According to Brackett et al. (2011), pupils with higher emotional intelligence are better able to cope with the intellectual stress caused by emotional suffering. This relief implies that their mental resources can be better directed around academic goals. For example, a student who can manage anxiety associated with testing is more likely to perform well on tests since their cognitive attention is unaffected by emotional chaos. In cooperative learning situations, emotionally perception students may easily negotiate social dynamics, increasing their cognitive engagement.

Emotional intelligence significantly improves one of the most important cognitive processes. Students who can regulate their emotions are capable of working on assignments for lengthy periods, even when diverted or challenged. This constant focus allows children for deeper learning and retention of skills. Another important component of cognition advances from strong EI. Emotional management helps to prevent stress-induced memory shortages, allowing students to recall and apply knowledge more effectively in academic and real-world situations. EI improves problem-solving abilities, which are essential for cognitive growth. Emotionally intelligent pupils can tackle problems with an unbiased viewpoint, relying on their capacity to remain calm under pressure. This emotional steadiness promotes creative thinking and flexibility, both of which are necessary for handling difficult problems. For example, when challenged with a hard mathematics problem, a student with high EI is less likely to become irritated and is more likely to persevere in exploring various solutions.

These findings have broad consequences for teaching methods. Incorporating emotional control skills into classroom activities and courses may significantly enhance cognitive growth. Mindfulness exercises, reflective writing, and emotion-focused talks help students regulate their emotions effectively. Educators may furthermore promote cognitive development by representing emotionally intelligent actions and fostering a learning environment that prioritizes emotional well-being alongside academic performance. The relationship between emotional intelligence and cognitive development highlights the importance of promoting EI in educational situations. Teachers can help students in improving their attention, memory, and problem-solving abilities by teaching them how to control their emotions. This complete approach not only promotes academic success but also prepares students to negotiate life's obstacles with confidence and flexibility.

4.2 Socio-Emotional Learning: Socio-emotional learning (SEL) is strongly associated with the important ideas of emotional intelligence (EI), emphasizing self-awareness, emotional control, and interpersonal skills. SEL is an organized method that contributes students in developing central socio-emotional capabilities required for success in both personal and academic domains. By incorporating EI principles into SEL frameworks, educational programs achieve to foster emotional and social development, resulting in well-rounded individuals capable of navigating complex social interactions and difficulties. Research says that the effectiveness of SEL programs in increasing learners' mental abilities. Durlak et al. (2011) found that SEL interventions considerably improved students' ability to control their emotions, display empathy, and settle struggles fruitfully. These interventions promote mental toughness, allowing learners to deal with stress and difficulty with greater confidence and flexibility. Such skills are needed for development of an enjoyable classroom environment in which kids feel supported and recognized.

One of the primary findings of SEL projects is increased empathy in child, which is an energetic component of EI. By teaching kids to understand and value separate points of view, SEL programs promote inclusivity and avoid bullying and social exclusion. This empathic understanding supports relationships with other students, causing in a coherent and helpful learning environment. For example, role-playing games and group discussions in SEL syllabus allow students to practice sympathetic responses, strengthening their capacity to connect with others emotionally. Conflict resolution is another significant part of SEL that benefits from the implementation of different concepts of EI. Students with emotional control abilities can approach arguments calmly and productively, looking for solutions that meet the interests of all parties interested. These abilities not only advance classroom dynamics but also help students prepare for future career and interpersonal connections. SEL programs frequently contain models and guided activities to assist students in internalizing these conflict resolution methods, ensuring their practical application in real-world situations.

SEL help to assist in the creation of a pleasant emotional environment in schools. Classrooms that prioritize socio-emotional development nurture an environment of trust and respect in which students

feel comfortable expressing their beliefs and emotions. This supportive environment encourages academic engagement while dropping behavioral concerns, allowing kids to concentrate on their studies. Teachers get advantages from such surroundings as well, since they experience less stress and more job satisfaction, strengthening the effectiveness of SEL initiatives. Integrating SEL into educational procedures provides a means to promote holistic development. By addressing both the emotional and social fundamentals of learning, SEL prepares children to shine in a dynamic and interconnected world. Based on research, Instructors can use SEL frameworks to create activities and curricula that value emotional intelligence together with academic achievement. This balanced approach guarantees that children are not only intellectually capable but also emotionally strong and emotionally skilled.

Socio-emotional learning is an innovative educational strategy founded on emotional intelligence concepts. SEL programs help kids develop holistically by inspiring self-awareness, empathy, and constructive social connections, allowing them to thrive in a variety of environments. The positive consequences of SEL highlight its significance as a critical component of modern education, molding individuals who are emotionally expert, socially responsible, and intellectually proficient.

4.3 Academic Performance: Observed research supports the important link between Emotional Intelligence (EI) and Academic success. Students with high levels of EI show increased motivation, resilience, and adaptability—all of which are important for achieving academic goals and successful in educational surroundings. These students are more ready to negotiate the challenges of academic life, effectively managing stress and difficulties which encourages long-term engagement and achievement. One of the most important contributions of EI to academic achievement is its effect on self-regulation and fundamental motivation. Students with a high level of emotional intelligence can create realistic goals, track their progress, and persevere in the face of a problem. This fundamental motivation stimulates students to offer more effort and time to their studies, resulting in better learning outcomes. Students who can control their emotions are less likely to be stunned by exam anxiety, encouraging them to do well on high-stakes tests.

Parker et al. (2008) conducted a complete study that found a positive relationship between EI and major academic performance indicators like Grade Point Average (GPA) and scores on standardized tests. Their findings highlight the importance of Emotional Intelligence in growing cognitive engagement and dropping the cognitive load that comes with emotional distress. This relationship shows that learners with high EI can better organize their mental resources, therefore maximizing their academic performance. Resilience, an attribute associated with emotional intelligence, is also important for academic performance. Students with high EI have higher emotional stability and are better ready to deal with academic stressors such as heavy workloads and the fear of failure. This flexibility minimizes the likelihood of engagement or academic burnout, allowing students to remain focused on their long-

term objectives. EI promotes a growth viewpoint in children, encouraging them to see obstacles as challenges for learning rather than impossible hurdles.

Another important component of EI advances academic success by allowing pupils to adjust to different environments and learning demands. Whether move out to a new school, adapting to a requiring curriculum, or interacting with peers from different backgrounds, high-EI children display the capability for adaptation required to succeed in changing educational situations. This adaptability not only helps their academic performance but also places them for future success in an ever-changing environment. The results of these findings for educational practices are significant. Integrating emotional intelligence development into curricula can improve kids' academic achievement and general well-being. Programs that promote self-awareness, management of emotions, and interpersonal skills can give children the tools they need to succeed academically. Educators can help with this integration by providing emotionally helpful classrooms that promote persistence, resilience, and an optimistic mindset toward learning.

Emotional intelligence is a vital component of academic achievement. EI helps students overcome difficulties, achieve their purposes, and retain an attitude of development by cultivating motivation, resilience, and adaptability. The data connecting EI to academic success shows its important role in education, stressing the importance of integrating it into both teaching practices and educational policies to produce well-rounded and profitable students.

4.4 Collaborative Learning: Collaboration has changed as a crucial ability in current educational surroundings, ensuring both academic achievement and future employment activities. Emotional intelligence (EI) helps to build effective cooperation by improving students' ability to communicate responsively, manage problems successfully, and work collaboratively in diverse group settings. EI provides students with the tools they need to effectively interact with social relationships, arranging the foundation for productive and pleasant collaborative learning experiences. One of the key ways EI promotes collaboration is through improved communication. Students with high EI are capable of communicating their thoughts and feelings clearly while also understanding the verbal and nonverbal clues of others. Clear communication decreases misconceptions and develops a culture of openness and common respect within institutions. Students with emotional intelligence are more open to feedback, which is an important part of collaborative learning since it allows groups to effectively modify their ideas and techniques.

Conflict resolution is another critical part of collaboration in which EI is energetic. Group work can frequently include opposing viewpoints and perspectives, which can lead to differences. Students with high emotional intelligence may understand the fundamental reasons for problems and resolve them calmly and creatively. By managing their own emotions and empathizing with others, these students help to resolve problems politely, ensuring that conflicts do not delay the group's progress or

cohesiveness. Nelis et al. (2009) found that emotional intelligence (EI) is critical for understanding and controlling the emotional dynamics of groups. Individuals with high emotional intelligence are skilled at understanding and responding to their peers' emotions, which supports in the maintenance of a pleasant and complete group environment. This emotional openness decreases the possibility of irritation or exclusion within the group, fostering a sense of belonging and mutual respect among members. Empathy and social awareness, the two fundamental elements of emotional intelligence, are critical in developing inclusive and effective collaborative learning settings. Empathy helps pupils recognize the exclusive contributions of each group member by encouraging an appreciation of various perspectives of view. This not only improves the quality of group projects, but also nurtures relationships between people that excel beyond the classroom. When students demonstrate empathy and social sensitivity, activities such as peer reviews, group projects, and shared problem-solving exercises become more effective.

The advantages of collaborative learning enhanced by EI go beyond academic accomplishments. Such experiences prepare students for professional settings where collaboration and interpersonal skills are valued greatly. Industries and organizations frequently favor applicants who can work well in groups, adapt to various work cultures, and manage interpersonal dynamics with emotional intelligence. Students who participate in EI-enhanced collaborative learning gain practical skills that they can apply in their future employment. The implementation of EI in collaborative settings aids in the formation of emotionally supportive learning communities. These communities live on trust, respect, and shared goals, fostering an environment in which all the students are driven to take intellectual risks and fully occupy in the learning process. Teachers can boost these dynamics by demonstrating emotionally intelligent actions and organizing activities that encourage teamwork and mutual respect.

Emotional intelligence is very important in maximizing the effectiveness of collaborative learning. EI helps students to communicate efficiently in groups by improving communication, conflict resolution, empathy, and social awareness, resulting in better academic and interpersonal outcomes. Integrating EI into collaborative learning practices not only helps pupils to achieve their instant educational goals but also provides them with vital life skills for success in professional and social environments.

5. Recommendations for Educational Practice

- 1. Integrating EI into Curriculum:** Create and manage suitable for your age programs that focus on developing key emotional intelligence (EI) qualities like self-awareness, empathy, emotional regulation, and interpersonal skills. These programs should be seamlessly blended into the present curriculum, using engaging activities, storytelling, role-playing, and reflection exercises, etc.
- 2. Teacher Training:** Provide extensive training to educators so that they can efficiently model and teach EI characteristics. This contains courses on emotional regulation skills, cultivating empathy in the classroom, and building a helpful learning environment that prioritizes psychological well-being.

3. **Assessment of EI:** Use reliable and trustworthy assessment techniques to analyze and track pupils' emotional development through time. These tools may include self-report surveys, peer assessments, and observational checklists that are being designed for recording different characteristics of EI. Regular assessments can assist teachers in identifying areas for improvement and implementing remedies appropriately.
4. **Technology Integration:** Use digital platforms and AI-powered technologies to facilitate personalized learning and deliver specific recommendations on EI growth. Interactive apps, virtual reality simulations, and online games etc. can also be used to create fully immersive educational experiences that can help students in improving their emotional and social skills in a safe and regulated situation.
5. **Parental Involvement:** Encourage collaboration between schools and families to support EI practices at home which can be very much useful for child. Conduct parent workshops regularly and provide tools to help them to understand the importance of emotional intelligence and how to promote young people's emotional development. This relationship ensures that EI is encouraged regularly between school and home surroundings.

6. Future Research Directions

While marvelous progress has been made toward understanding emotional intelligence (EI) and its consequences, many gaps may exist that require more investigation. Future research should focus on the following areas:

- **Investigate the Long-Term Effects of EI:** Conduct a longitudinal study that can investigate the long-term influence of emotional intelligence on economic achievement, personal well-being, and life happiness. Such type of studies can provide very significant insights into how EI affects professional courses, workplace dynamics, and one's flexibility across the time.
- **Explore Cultural Variations in EI:** Investigate how cultural norms and values can influence the expression, development, and awareness of emotional intelligence among various groups of persons. This research can give contribution in making EI frameworks and strategies more inclusive and culturally profound, ensuring their success in global contexts.
- **Examine EI in Virtual and Hybrid Learning Environments:** Evaluate the significance of Emotional Intelligence in promoting student engagement, collaboration, and perseverance in virtual, off-line and hybrid educational settings. In today's ever-changing educational context, it is very important to study how EI-based solutions can discourse difficulties such as reduced interpersonal involvement and digital exhaustion.
- **Assess EI Development in Early Childhood:** Study EI's developmental path from early life to young adulthood, with an attention on important intervention periods. Understanding how fundamental emotional skills develop might help guide focused actions that encourage EI from an early age.

- **Leverage Technology for EI Research:** Use emerging technology like Artificial Intelligence (AI), Machine Learning, and physiological Tools that can help further to study EI. These tools can also bring new visions into real-time emotional regulation and social interactions, strengthening the precision and scope of EI research.
- **Study EI in Diverse Educational Contexts:** Investigate how Emotional Intelligence can affect student's performance in new and innovative educational contexts such as vocational training, special education, and adult learning programs etc. This research may disclose fresh and different challenges as well as possibilities for integrating EI into diverse learning contexts.

7. Conclusion

Emotional intelligence (EI) has developed as an important aspect of education, linking the conventional emphasis on intellectual talents to the necessary development of emotional and social competencies. This study emphasizes the important impact of EI on a variety of educational structures, including cognitive development, socio-emotional learning (SEL), academic achievement, and collaborative learning. EI provides a comprehensive framework for understanding how emotional regulation, empathy, and interactions with others contribute to academic success and holistic development. It is based on theoretical models developed by Mayer and Salovey (1997) and Goleman (1995).

Integrating EI into educational methods creates environments that promote psychological well-being, improve learning results, and prepare students for future challenges. Empirical research shows that students having high EI are supposed to be better to handle stress, can pay close attention, and participate in significant interpersonal connections, resulting in higher academic success and lower dropout rates. EI-driven socio-emotional educational activities have been found to promote empathy, conflict resolution, and collaboration, resulting in inclusive and supportive classroom environments.

To fully understand the promise of EI in education, significant efforts are needed to include EI-focused initiatives in curricula, teacher training, and measurement practices. Innovative approaches, such as utilizing technology and encouraging parental involvement, can improve the realization of EI principles in a variety of educational settings. Future research should also look into EI's cultural and institutional alterations, its long-term impact on personal and professional success, and its use in virtual, offline and hybrid learning settings. Emotional intelligence is a revolutionary approach to education that emphasizes the interaction between emotions and learning. By knowing the importance of emotional intelligence and adopting its principles in educational institutions, we can enable students to achieve not only academic achievement but also personal growth and social well-being, resulting in a generation of emotionally intelligent and adaptive individuals.

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