

## INVESTIGATING THE RELATIONSHIP BETWEEN EMOTIONAL INTELLIGENCE AND LANGUAGE PROFICIENCY AMONG INTERMEDIATE STUDENTS IN DISTRICT CHINIOT

Dur E Sameen Ahmad

[duresameenwaraich@gmail.com](mailto:duresameenwaraich@gmail.com)

M.phil Scholar, Department of Applied Linguistics,  
Government College University, Faisalabad, Punjab, Pakistan.

Wardah Azhar

[wardha.azhar@gcuf.edu.pk](mailto:wardha.azhar@gcuf.edu.pk)

Assistant Professor, Department of Applied Linguistics,  
Government College University, Faisalabad, Punjab, Pakistan.

Tehreem Fatima

[tehreemfatima@gmail.com](mailto:tehreemfatima@gmail.com)

M.phil Scholar, Department of Applied Linguistics,  
Government College University, Faisalabad, Punjab, Pakistan.

### Abstract

This study investigates the relationship of emotional intelligence and language proficiency among intermediate students. It is a quantitative research. It has used an experimental research design. Two questionnaires have been used as a tool, one questionnaire deals with emotional intelligence and one questionnaire deals with language proficiency. Pre-test and post-test of both questionnaires have been conducted. Between the phase of pre-test and post-test, intervention phase has been added to see which group either the treatment group or an experimental group shows better results. It is observed that students with better emotional intelligence show better performance in language proficiency as well. The intervention phase has made it more clear that the treatment group showed better results in language proficiency. SPSS is used for the statistical analysis of results in pre-test and post-test.

**Keywords:** *Chiniot, Emotional Intelligence, Language Proficiency*

**Corresponding Author:** Dur E Sameen Ahmad (M.phil Scholar, Department of Applied Linguistics, Government College University, Faisalabad, Punjab, Pakistan.)

**Email:** [duresameenwaraich@gmail.com](mailto:duresameenwaraich@gmail.com)

## **1. Introduction**

In the field of instructional psychology and language learning, two subjects have been prominent over the last few years: emotional intelligence (EI) and Language Proficiency. Traditionally, cognitive success has been measured by using cognitive capability and performance in standard tests. However, recent and prominent research shows that non-cognitive capabilities such as emotional intelligence plays an important role in shaping the achievement of students. At the same time, language proficiency, particularly English, is considered an important indicator of a student's academic and professional abilities.

This study examines the relationship between emotional intelligence and linguistic proficiency among intermediate students at Superior College in Chiniot, Pakistan. Emotional intelligence means the emotional and social capabilities that influence the way individuals understand and express themselves and how they develop and maintain relationships, cope with natural challenges, and utilise emotional data in practical and meaningful ways (Almayez et al., 2025; Gao et al., 2025). Daniel Goleman, a pioneer in the field, outlines five key domains of EI: self-cognisance, self-regulation, motivation, empathy, and social abilities. These domains are no longer only essential in interpersonal communication but also important in educational settings. In this context, emotionally intelligent students show better performance in academics overall and in language proficiency specifically.

## **2. Literature Review**

### **2.1. Theoretical Framework**

There are many theories in both emotional intelligence and language proficiency domains and it forms an interdisciplinary foundation for expertise in emotional and linguistic capabilities for the educational setting. The theoretical framework integrates Daniel Goleman's model of emotional intelligence with cognitive and socio-cultural theories of language acquisition and academic performance. Furthermore, these frameworks give a lens through which we can examine the capacity of relationship of emotional intelligence and language proficiency among college students.

Daniel Goleman's theory of emotional intelligence provides the primary mental basis

for this study. According to Goleman, emotional intelligence comprises five key components: self-awareness, self-management, motivation, empathy, and social skills. These components tell how individuals understand themselves, manage stress and interact with others, and navigate social and educational challenges. In academic contexts, these talents are increasingly recognised as essential for effective learning, especially in environments that require verbal exchange, collaboration, and flexibility.

Goleman's model emphasises the idea that emotions can facilitate or expand cognitive processing, which is especially applicable in language, learning, and writing responsibilities, where pressure, tension, and self-belief significantly impact student performance.

## 2.2. Research Relevant Studies

Barkaoui (2025) conducted a longitudinal research of the relationship between English language proficiency test rankings (IELTS, TOEFL iBT) and college GPA among students in Canada. Data analysis, the use of multilevel modelling showed that skillability check rankings extensively expected educational performance, with versions depending on discipline and predominant. Although EI became now not directly measured, the examine authors advocate that factors which includes emotional manipulation and test anxiety—dimensions related to EI—possibly impact check overall performance and educational consequences, pointing to the want for further studies on emotional elements in high-stakes language checks (Barkaoui,

2025).

Peng & Shuhong (2025) conducted a massive-scale meta-evaluation titled "Emotional factor topics in language mastering?" covering 47 studies with a total of 18,649 contributors. They determined a small but good-sized correlation between EI and subjective language fulfilment ( $r = .24$ ) and a mild correlation with goal measures of language talent ( $r = .41$ ). Moderator analyses found that educational stage, language talent assessed, and year of guide affected the strength of those relationships. These outcomes verify the useful effect of EI on language performance, particularly in writing and objective testing situations, and emphasise the need for emotionally supportive pedagogy to sustainably aid language freshmen (Peng et al.,

2025).

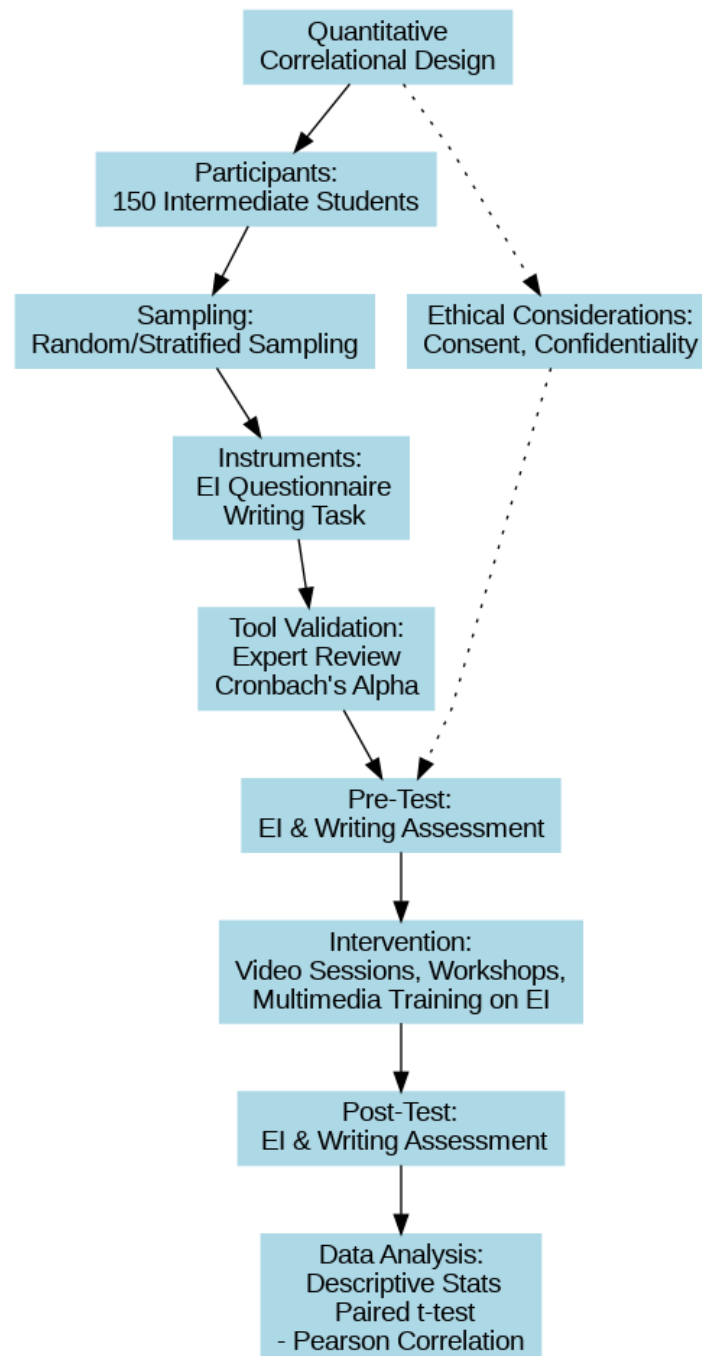
Naveed Ahmed Taseer, Ahsaan Siddique, Shabana Kausar Rabi, and Atika Maqsood (2023) conducted a massive-scale correlational study involving 700 10th-grade students in Lahore, Pakistan. Using Bar-On's EQ-i Short Form, they found a high-quality correlation between EI and academic performance (Pearson's  $r$  not exact). Gender differences have been additionally discussed. Although the study measured contemporary academic success, its context and scale provide insights into how EI affects school-stage abilities—comprising writing—across diverse student populations (Taseer et al., 2023).

### 3. Research Methodology

#### 3.1. Research Design

The study examines a quantitative, experimental study designed to investigate the relationship between emotional intelligence (EI) and language proficiency among intermediate college students in District Chiniot, Pakistan. The nature of the studies' questions and hypotheses, which aim to examine statistically or not and to what extent EI correlates with language talent. The population of this study is Superior College Chiniot and 150 intermediate students have been used as a sample of this study.

Quantitative research design is mostly ideal for studies which have to analyse the relationship or the statistical analysis of longitudinal relationship of any variable.



### 3.2. Population and Sampling

Superior college chiniot is used as a population because it describes the district chioniot in a balanced way. People of various backgrounds come here from the whole district thus it justifies the world district.

### 3.3. Research Instruments

- The Emotional Intelligence (EI) Self-Assessment has been used in this study as a dependent and reflective device adapted from Goleman's five-domain framework, encompassing self-consciousness, self-awareness, motivation, empathy, and social skills.
- The Writing Proficiency Questionnaire applied in this study was tailored from the ESLP 182 Self-Assessment Tool, an established tool designed to help beginners reflect on their educational writing and editing techniques.

## 4. Results

### 4.1. Pre-Test Scores

#### 4.1.1. Global Indices

The pattern of one hundred fifty college students started the examination with a moderate emotional-intelligence profile ( $M = 174.0$ ,  $SD \approx 18.8$ ) and barely lower language-proficiency status (Writing\_Total  $M = 135.1$ ,  $SD \approx 18.1$ ). Box plots in Figure 3A and Figure 3B corroborate the numeric sample: inter-quartile degrees span 30 factors for EI and 25 factors for LP, suggesting vast heterogeneity—a proper precondition for detecting an increase. Skewness inspection (no longer proven numerically) revealed near-symmetrical shapes for each total, though EI\_Total exhibited a shallow proper tail (a handful of excessive performers clustered close to 225). The broader implication is that ground effects—ratings bunched on the low give up—were absent, so participants had room to improve in each domain.

### 4.2. EI Subscales

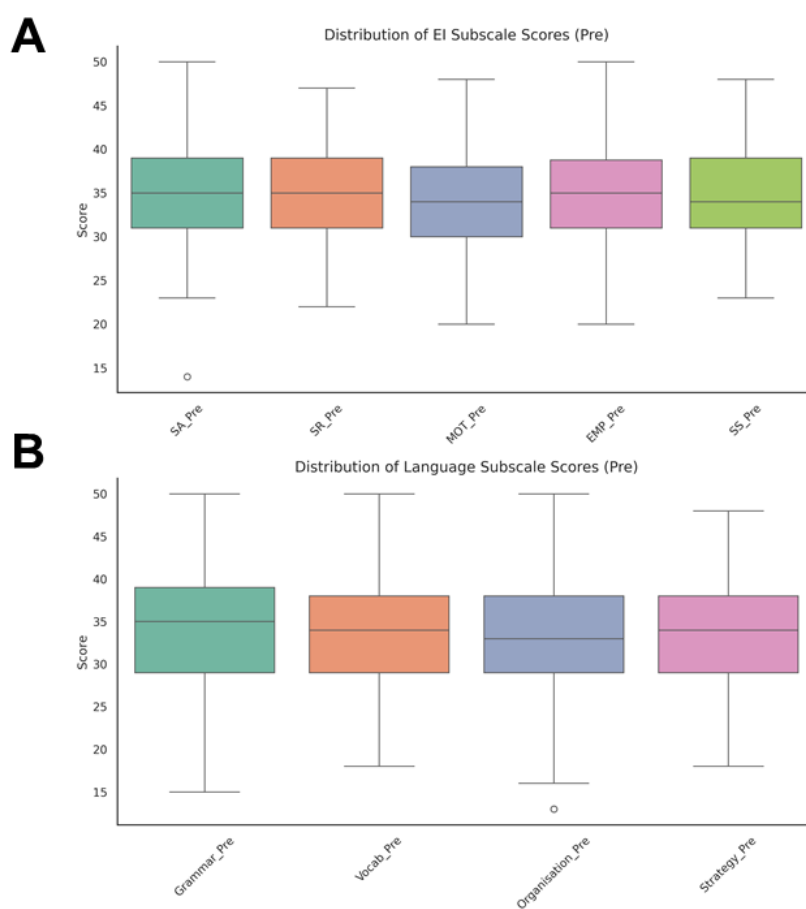
Figure four-3 (higher panel) visualises the 5 EI dimensions at baseline. Mean rankings

clustered narrowly between 34.3 (MOT\_Pre) and 35.1 (SS\_Pre)—indicating the absence of evident strengths or weaknesses within the emotional profile. Standard

deviations hovered around 5.8–6.0, an important constant with verified EI gadgets in similar South-Asian samples.

### 4.3. LP Subscales

Baseline language subskills—Grammar, Vocabulary, Organisation, Strategy—displayed a similarly tight clustering: manner floated from 33.4 (Vocab\_Pre) to 34.7 (Grammar\_Pre), with SDs of 6.4–7.3 (Table 1). The distribution of ratings, depicted in Figure 4B, is likewise widely symmetric, but two noteworthy patterns emerge:



- Grammar\_Pre held the lowest minimum (15), eight factors below the next-lowest LP minimum. This long leftward stretch alerts that the wallet of grammatical deficiency persisted even among intermediate students who had improved into college streams.

- Organisation\_Pre exhibited the widest inter-quartile range (IQR = 9), echoing theoretical literature that textual enterprise is an emergent, higher-order writing competency typically received unevenly in English-as-a-Second-Language (ESL) settings.

- Strategic competence (e.g., planning, revising) displayed a reasonably balanced distribution, albeit with slightly low-score outliers under 20. Overall, the pre-check snapshot justifies treating the LP construct as multi-faceted in place of uniform; baseline divergence across subscales later becomes salient when analysing differential gains.

#### 4.4. Post-Test Scores

Twenty-four weeks later, post-test a test the statistics painted a markedly accelerated

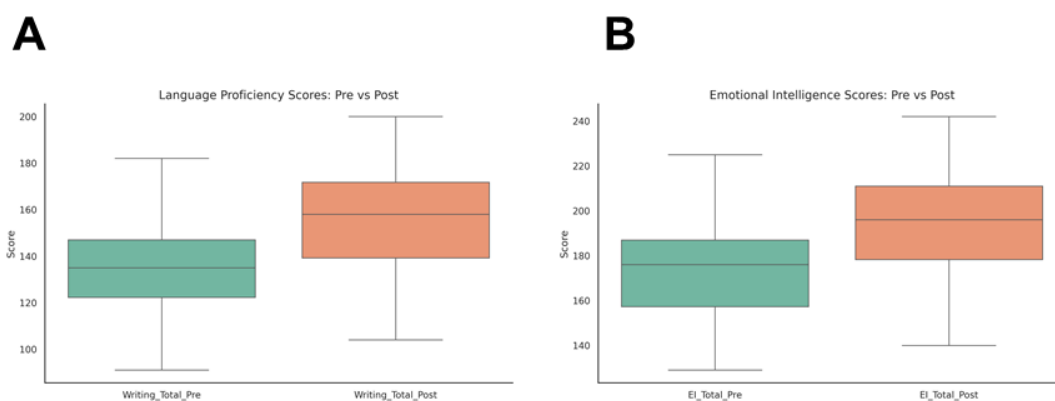
performance inferential significance is provided in Section uncooked descriptive traits are summarised below.

#### 4.5. Global Indices

Mean EI rose from 174.0 to 194.3—a nominal benefit of 20.3 points ( $\approx +11.6\%$ ).

Writing\_Total climbed more strikingly from 131.1 to 152.2 (+14.9 %;  $\Delta = 20.1$  points). Figure 3 visualises these shifts: now not only do median lines migrate upward, but entire containers ascend, illustrating that improvement became cohort-wide as opposed to

constrained to a small subset.



Notably, both totals' top quartile obstacles (Q3) touch or exceed the previous maxima,

signalling that lead performers drove the ceiling upward. Conversely, the decrease in whiskers shrank barely, suggesting that previously low-attaining students moved towards the cohort's primary mass. Together, those styles hint at a combined ceiling elevation and floor improvement, which is precisely the dual outcome sought in fairness-minded interventions.

Dispersion warrants short comment: post-test SDs rose modestly (from 18.8 → 22.4

for EI\_Total; 18.1 → 22.2 for Writing\_Total). Such an uptick might, before everything, look like a signal of growing variability; however, a closer examination shows that standard-deviation inflation arises often from the proper tail—i.e., high

achievers surging ahead—whilst the left tail shortens. Stated differently, variance will increase because correct students became super, not because vulnerable students regressed.

## 5. Discussion

This study aimed to explore the relationship between emotional intelligence (EI) and

English writing talent among intermediate-level college students in Chiniot, Pakistan. Through a quantitative, correlational design incorporating both pre- and post-assessments, the studies furnished crucial insights into how emotional talents interact with instructional writing talents in a language context. The findings now not only verify a statistically significant correlation between emotional intelligence and writing skillability, but also shed darkness on the nuanced interplay between different EI domains and particular aspects of language performance.

The effects of the existing study are in alignment with a growing body of global literature suggesting that emotional intelligence plays a substantial role in instructional achievement, mainly in language acquisition and literacy abilities. The observed correlation between universal EI and writing proficiency echoes findings from (Peng et al., 2025), whose meta-evaluation confirmed that emotional intelligence had a slight, however good-sized impact on language learning results.

Similarly, (Krishna et al., 2024) observed that scholars with better intrapersonal talents, which include self-attention and flexibility, validated advanced writing competencies in EFL settings. Our take a look reinforces Goleman's theoretical framework through demonstrating that scholars with higher stages of self-regulation, motivation, and empathy generally tend to perform higher in written expression. These findings assist Krashen's

Affective Filter Hypothesis, which argues that anxiety, motivation, and self-confidence seriously influences language acquisition. Students with higher emotional intelligence can reduce inner stressors, making them more receptive to language input and more engaged in the process of drafting, revising, and expressing ideas.

Furthermore, our consequences resonate with Vygotsky's Sociocultural Theory of learning, which emphasises that language improvement is embedded in social and emotional contexts. Students with stronger social capabilities, empathy, and motivation frequently take advantage of peer feedback, collaborative writing, and interactive school

room environments. These emotional strengths decorate their potential to reflect, revise, and talk correctly through writing.

## 6. Conclusion

The outcomes showed a statistically significant correlation between emotional intelligence and writing proficiency. Students with better tiers of emotional intelligence—especially in the areas of motivation and self-regulation—finished higher on measures of English writing competencies. This is consistent with existing literature suggesting that emotional factors impact students' capacity to research, keep, and observe language information effectively. Motivation enabled college students to approach writing duties with intention-oriented strength and perseverance, and at the same time, self-law helped them control stress and preserve composure during cognitively demanding events such as organising thoughts, enhancing drafts, or managing time during tests. Self-cognisance, empathy, and social abilities also confirmed high-quality associations with writing performance, albeit to a slightly lesser degree. This suggests that while writing talent is encouraged strongly with the aid of inner emotional developments, interpersonal and empathetic talents also play a supporting role in helping college students understand the target audience's desires, express ideas creatively, and interact in positive exchanges.

## 7. Recommendations

These conclusions provide several implications for schooling in Pakistan and beyond.

Most importantly, the study underscores the need to move far from conventional, cognition-targeted pedagogies and toward a more holistic version of education that embraces emotional development as valuable to learning. English language instruction, specifically writing training, has to be restructured to include emotional getting-to-know-you principles. Writing tasks should no longer merely focus on grammar, syntax, or shape, but need to additionally inspire college students to reflect, specify, and system their emotions through language. For example, narrative writing prompts that permit college students to discover personal experiences, express gratitude, or describe emotional journeys can serve dual functions: improving

linguistic competence and developing emotional fluency.

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