



## A Meta-Analysis of the Correlation Between Emotional Intelligence and Mathematics Learning Outcomes Among Junior High School Students

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Received: 21-02-2025

Revised: 03-03-2025

Accepted: 15-03-2025

Published: 31-03-2025

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**Abstract:** In learning, whether or not learning objectives are achieved will be reflected in learning outcomes. Low mathematics learning outcomes can be influenced by various factors, including emotional intelligence (EQ). This study aims to analyze the correlation between EQ and mathematics learning outcomes of high school students through meta-analysis. This study integrates the results of 50 studies that meet the inclusion criteria, namely experimental or survey studies that investigate the relationship between EQ and mathematics learning outcomes. Analysis using the random effect model shows a significant positive correlation between emotional intelligence and mathematics learning outcomes of middle-class students ( $Q = 19170.390$ ). The meta-analysis found that EQ has a large influence ( $r_{RE} = 1.650$ ) on the mathematics learning outcomes of high school students. The Fail Safe-N test showed no publication bias. Emotional intelligence is an important factor in improving mathematics learning outcomes. Implementation of EQ training in educational environments can improve students' academic achievement.

**Keywords:** emotional intelligence, mathematics learning outcomes, meta-analysis, correlation

### Introduction

Mathematics is a fundamental discipline in education because it involves calculations and thought processes that are important for helping humans solve various problems. Problems can be defined as conditions that cause doubt, difficulty, or uncertainty that must be solved (Braithwaite dan Sprague 2021). In addition, mathematics is prioritized for development because it serves as the foundation for other sciences. The increasingly complex challenges of life, both physical and spiritual, in various social, cultural, economic, political, and mental aspects, reinforce the urgency of mastering mathematics (Fitriani, 2022).

Students have different levels of absorption and understanding when learning mathematics. Some students can understand the material quickly, while others need more time, even though they have the same desire to master the lesson (Ramadani et al., 2017). Therefore, a teacher should not assume that every student has the same level of understanding (Afifaturohmaniyyah & Malasari, 2021). Differentiated instruction is an important approach to accommodate students' varying abilities and learning needs effectively.

The learning process is an important component of human life. Through learning, individuals can understand themselves, develop their potential, recognize their environment, and adapt to changes

### How to Cite:

Putri, F.M., & Nurcahyono, N.A. (2025). A Meta-Analysis of the Correlation Between Emotional Intelligence and Mathematics Learning Outcomes Among Junior High School Students. *Journal of Educational Innovation and Technology (JEIT)*, 1(1)

around them. Learning is a continuous process characterized by a transition from inability to ability. In this process, individuals experience growth in understanding and comprehension, accompanied by the acquisition of new skills. Someone who has undergone the learning process will not be in the same condition as before they learned (Henky Luwis et al., 2022).

In learning, the achievement of goals is reflected in the learning outcomes obtained by students. To achieve optimal learning outcomes, an effective and focused learning process is required. However, low learning outcomes can be caused by various factors, both internal and external. One internal factor that influences learning achievement is emotional intelligence (Rahmi et al., 2022). A person's personality is shaped by the emotional experiences they encounter during their growth and development. Individuals who have difficulty managing and developing their emotions tend to experience obstacles in facing challenges related to learning, work, and other aspects of life (Fitriani, 2022).

Goleman (2015) states that IQ only contributes about 20% to the factors that determine success in life, while the remaining 80% is determined by other strengths. One of the main forces is emotional intelligence or Emotional Quotient (EQ). In the context of learning, emotional intelligence plays an important role because it enables students to understand the lessons taught by teachers. Intellectual ability alone will not function optimally without emotional involvement in the learning process (Fitriani, 2022).

Research at the University of Vermont on neurological structures, as well as behavioral studies conducted by LeDoux in the 1970s, indicate that in important life events, emotional intelligence (EQ) often emerges before rational intelligence (Fitriani, 2022). Good EQ not only plays a role in emotional decision-making but also serves as a key factor in an individual's success, including academic achievement and future success (Sukriadi et al., 2016).

Meta-analysis is necessary to synthesize and interpret research findings, draw comprehensive and convincing conclusions, and increase the likelihood that other researchers will arrive at similar conclusions (Schmidt & Hunter, 2015; Juandi & Tamur, 2020, as cited in Paloloang et al., 2020). This method allows for more accurate and credible conclusions compared to single primary studies or non-quantitative narrative reviews, as it combines effect sizes objectively and systematically (Rosenthal & DiMatteo, 2001, as cited in Zulyussri et al., 2022).

Based on these considerations, this study aims to expand and complement previous findings by focusing on the correlation between emotional intelligence and mathematics learning outcomes among secondary school students.

## Method

This study uses meta-analysis for correlation studies, which is a quantitative approach that integrates empirical findings from various previous studies relevant to the topic under review (Nur et al., 2023; Zulyusri et al., 2022). Statistical analysis in correlation meta-analysis includes two main components, namely the calculation of effect sizes and the formulation of effect summaries. In addition, a heterogeneity test is conducted to determine whether the effect sizes of the analyzed studies are consistent or show significant variation.

The correlation meta-analysis process begins by determining the effect size, which is then transformed into  $z$  (using Fisher's transformation). The transformed effect size is used to calculate the summary effect and to perform heterogeneity tests under the random effects model. The results of the summary effects, calculated using the fixed-effects model and the random-effects model, must then be converted back to correlation coefficients because the summary effect calculation process was initially based on the Fisher transformation. After the summary effects are converted back to  $z$ , the findings of the meta-analysis are interpreted and reported (Retnawati et al., 2018).

Previous research samples on the relationship between emotional intelligence and mathematics learning outcomes among middle school students were selected based on the following criteria.

1. Articles (primary studies) include experimental studies or surveys that investigate the relationship between emotional intelligence and mathematics learning outcomes among middle school students.
2. These articles provide statistical information necessary for analysis, such as sample size, correlation coefficients, and test values or test scores that indicate a relationship between emotional intelligence and mathematics learning outcomes.

Research samples were collected through searches on platforms such as Google Scholar, Academia, Publish or Perish, and repository networks. Literature searches used the keywords “correlation between emotional intelligence and mathematics learning outcomes.” Articles were screened based on predetermined sampling criteria, and those that did not meet the criteria were excluded.

## Result and Discussion

This section presents the results of an analysis of the relationship between emotional intelligence and mathematics learning outcomes among middle school students. The analysis was conducted systematically to identify patterns and the strength of correlations across all 50 studies. Using JASP software for data processing, Table 1 provides an overview of the variation in results among the analyzed studies, which serves as the basis for selecting the appropriate analysis model (fixed effects or random effects).

**Table 1.** Results of Heterogeneity Test

	Q	df	p
Omnibus test of Model Coefficients	25.847	1	< .001
Test of Residual Heterogeneity	19170.390	49	< .001

Note. p-values are approximate.

The results of the analysis indicate that the 50 effect sizes from the analyzed studies are heterogeneous. ( $Q = 19170.390$ ;  $p < .001$ ). Therefore, the Random-Effect model is more appropriate for estimating the average effect size of 50 studies. In addition, this analysis also shows the potential for investigating moderator variables that may influence the relationship between emotional intelligence and mathematics learning outcomes among middle school students. The following discussion outlines the correlation between emotional intelligence and mathematics learning outcomes among middle school students, based on the results of statistical tests conducted.

**Table 2.** Results of Heterogeneity Test

	Estimate	Standard Error	z	p	95% Confidence Interval	
					Lower	Upper
intercept	1.650	0.325	5.084	< .001	1.014	2.286

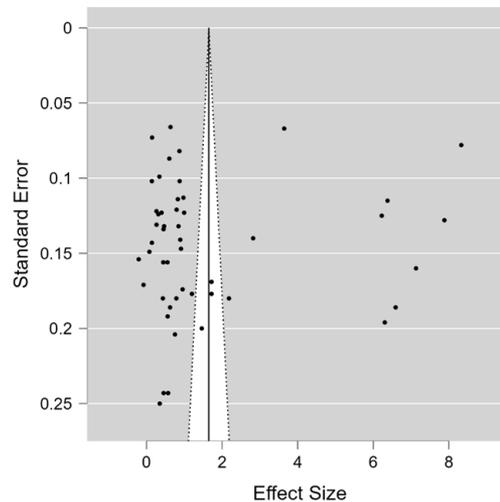
Note. Wald test.

The results of the analysis using the Random-Effect model, as shown in Table 2, indicate a significant positive correlation between emotional intelligence and mathematics learning outcomes among middle school students. ( $z = 5.084$ ;  $p < .001$ ; 95%CI [1.014; 2.286]). The influence of emotional intelligence on mathematics learning outcomes is categorized as high. ( $rRE = 1.650$ ). The correlation coefficient is interpreted as follows:  $r = 0.1$  (rendah),  $r = 0.3$  (sedang),  $r = 0.5$  (tinggi).

Previous studies have consistently shown a positive and significant relationship between emotional intelligence and mathematics learning outcomes among secondary school students (Abdullah et al. 2022; Adawiyah, Roza, dan Maimunah 2021; Alfiansyah et al. 2022; Molero Jurado et al. 2021; Muhtadi et al. 2022; Sekaryanti et al. 2022; Apriani et al, 2019; Diyayi & Kaku, 2020; Endrayana, 2017; Fitriani, 2022; Hakim et al., 2018; Handayani & Septhiani, 2021; Hapsari, 2019; Hapsyah et al., 2019; Henky Luwis et al., 2022; Imran, 2019; Jannah et al., 2016; Kasmianti et al., 2022; Kusriani & Eva, 2015; Lasarus & Pratini, 2020; Latifatul Fajry & Wahyuni, 2022; Matematika dkk., 2010; Murtafiah &



From the forest plot, it can be observed that the effect size of the analyzed studies ranges from -0.21 to 8.33. Furthermore, publication bias evaluation was conducted to ensure the validity of the findings. Using analysis methods such as funnel plots and statistical tests through JASP software, publication bias was assessed to identify potential imbalances in the publication of studies. This discussion outlines the correlation patterns based on the results of the forest plot, followed by an interpretation of the publication bias evaluation as an effort to ensure the accuracy and reliability of the meta-analysis findings.



**Figure 2.** Funnel Plot Results

The results of the funnel plot make it difficult to determine whether the plot is symmetrical or not. Therefore, Egger's test is needed to evaluate the symmetry of the funnel plot statistically.

**Table 3.** Hasil Egger's Test

*Regression test for Funnel plot asymmetry ("Egger's test")*

	z	p
sei	-0.622	0.534

Based on the table above, value of  $p > .05$  emphasizing that funnel plots are symmetrical. Therefore, it can be concluded that there is no publication bias in this meta-analysis study. In addition, a fail-safe N value is provided to assess the robustness of the meta-analysis results, indicating how many unpublished studies would be required to negate the significance of these findings.

**Table 4.** Fail Safe-N Test Results

*File Drawer Analysis*

	Fail-safe N	Target Significance	Observed Significance
Rosenthal	157236.000	0.050	< .001

Based on the table above, because  $K = 50$ , then the calculation is obtained  $5K + 10 = 5(50) + 10 = 260$ . The fail-safe value N is 157236, with a significance level of 0,05 and  $p < .001$ . Because the fail-safe value N is greater than  $5K + 10$ , Therefore, it can be concluded that there is no publication bias in this meta-analysis study.

## Conclusion

This article highlights the significant positive correlation between emotional intelligence and academic achievement in mathematics among secondary school students in Indonesia. A meta-analysis of fifty studies revealed that emotional intelligence significantly impacts student learning outcomes, underscoring the importance of emotional intelligence in education. The findings also indicate that

factors such as motivation, self-directed learning, and teaching approaches play a crucial role in enhancing students' mathematics performance.

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