



Research Article

Exploring the Mediating Role of Emotional Intelligence in The Relationship Between Family Support and Academic Achievement in High School Students

Sonia Rana ^{1*}, Dr. Mahesh Chand Gaur ²

¹Research Scholar, Department of Psychology, NIILM University, Kaithal, Haryana, India

² Professor Department of Psychology NIILM University, Kaithal, Haryana, India

Corresponding Author: * Sonia Rana

DOI: <https://doi.org/10.5281/zenodo.20688663>

Abstract

This study explores the mediating role of Emotional Intelligence (EI) in the relationship between family support and academic achievement among high school students. Academic stress, a common challenge faced by students, often affects their performance and well-being. Emotional intelligence, which involves the ability to recognise, regulate, and manage emotions, has been identified as a critical factor in helping students cope with academic stress. Family support plays an essential role in developing emotional intelligence, providing students with the resources and emotional stability needed to navigate academic pressures. This paper examines how emotional intelligence functions as a mediator, enhancing the positive effects of family support on academic achievement. Drawing on various theoretical frameworks such as the Bioecological Model, the Transactional Model of Stress, Self-Determination Theory, and Social Cognitive Theory, this research highlights the interplay between EI, family support, stress, and academic performance. The findings suggest that a supportive family environment fosters emotional regulation and resilience, which in turn helps students manage stress and achieve better academic outcomes.

Manuscript Information

- ISSN No: 2583-7397
- Received: 01-03-2026
- Accepted: 28-04-2026
- Published: 30-04-2026
- IJCRM:5(2); 2026: 1060-1064
- ©2026, All Rights Reserved
- Plagiarism Checked: Yes
- Peer Review Process: Yes

How to Cite this Article

Rana S, Gaur M C. Exploring the mediating role of emotional intelligence in the relationship between family support and academic achievement in high school students. Int J Contemp Res Multidiscip. 2026;5(2): 1060-1064.

Access this Article Online



www.multiarticlesjournal.com

KEYWORDS: Emotional Intelligence, Academic Stress, Family Support, Academic Achievement, High School Students, Stress Management, Resilience, Emotional Regulation, Self-Determination Theory.

1. INTRODUCTION

The relationship between emotional intelligence (EI), academic stress, family support, and academic achievement is complex and multifaceted. Emotional intelligence plays a significant role in how students manage stress, interact with their peers, and cope with academic challenges. The ability to regulate emotions, stay motivated, and develop resilience is crucial for academic success. Family support provides a strong foundation that can buffer the effects of academic stress and contribute to the development of emotional intelligence. As students face academic pressures, both emotional intelligence and family support work together to help students thrive and succeed academically.

Interaction Between Emotional Intelligence and Academic Stress

Emotional intelligence directly influences how students manage academic stress. Students who possess high levels of EI are better equipped to recognize and understand their emotions in response to academic pressures, such as exams, assignments, and deadlines. This self-awareness helps them take proactive steps to manage stress before it becomes overwhelming. Students with higher EI are more adept at regulating their emotions, which enables them to stay focused and perform well even under stressful conditions. By controlling their emotional reactions, these students can reduce the adverse effects of stress, such as anxiety and frustration, and maintain their motivation and focus on academic tasks (Goleman, 2023).

Furthermore, emotionally intelligent students are more resilient in the face of academic stress. When stress arises, students with high EI are more likely to view challenges as opportunities for growth rather than as obstacles. This positive outlook helps them remain calm, stay organized, and solve problems effectively, rather than becoming overwhelmed by negative emotions (Schutte et al., 2015). The emotional regulation and problem-solving skills associated with high EI ensure that students can continue to perform at their best, even in high-pressure academic situations. By maintaining emotional balance and resilience, students with higher EI are better able to navigate the ups and downs of academic life, leading to more consistent and improved academic performance (Goleman, 2023).

The ability to manage stress through emotional intelligence also enhances cognitive functioning. Stress often impairs students' ability to concentrate, retain information, and think critically. However, students with high EI are better at managing their emotional responses, allowing them to maintain focus during exams or while completing assignments. As a result, they are better able to handle academic demands and perform at higher levels in their academic pursuits (Schutte et al., 2015).

Emotional Intelligence as a Mediator Between Family Support and Academic Performance

Family support plays a crucial role in the development of emotional intelligence, which in turn affects academic performance. The emotional environment provided by the family significantly influences a student's ability to regulate emotions and cope with stress. Supportive family environments promote emotional well-being, resilience, and the development

of social and emotional skills, all of which are essential for academic success. Family support fosters an environment where students feel secure, valued, and encouraged to express and manage their emotions effectively (Castro, Salazar, & Suárez, 2021).

When students receive emotional support from their families, they are more likely to develop strong emotional intelligence. A family that provides a safe, nurturing environment enables students to feel more confident in managing their emotions and handling academic stress. Emotional intelligence helps students recognize when they are feeling stressed, identify the underlying causes, and apply effective coping strategies, such as time management or seeking help when needed. The emotional regulation learned in a supportive family environment allows students to perform better academically by preventing stress from hindering their ability to focus, learn, and achieve (Castro, Salazar, & Suárez, 2021).

Parental involvement and positive reinforcement also contribute to the development of emotional intelligence. Families who model healthy emotional regulation, empathy, and resilience provide valuable lessons for students. By observing how their parents handle stress, students learn effective strategies for managing their own emotions in academic settings. This guidance helps students develop the emotional tools necessary to face challenges head-on, leading to improved academic performance. When families set high but realistic expectations and offer support, students feel motivated and are better able to handle academic stress, ultimately leading to better academic outcomes (Goleman, 2023).

In summary, emotional intelligence acts as a mediator between family support and academic performance. A supportive family environment enhances the development of emotional intelligence, which in turn helps students manage academic stress and perform better in their studies. This interconnected relationship underscores the importance of both emotional intelligence and family support in fostering academic success and resilience.

Theoretical Frameworks Connecting Emotional Intelligence, Stress, Family Support, And Academic Achievement

The relationship between emotional intelligence (EI), stress, family support, and academic achievement can be better understood through the lens of various theoretical frameworks. These models offer a deeper insight into how these variables interact and influence each other. By integrating perspectives from psychology, education, and sociology, these frameworks help explain how students' emotional and academic outcomes are shaped by multiple factors, including emotional regulation, stress management, and the support they receive from their families and schools. The following sections explore key theoretical frameworks that connect these variables.

1. Bioecological Model (Bronfenbrenner)

The Bioecological Model of development, proposed by Urie Bronfenbrenner (2005), offers a multi-layered framework for understanding how various environmental systems shape a child's development. This model emphasizes that a child's emotional intelligence and academic success are influenced by

their interactions within and between different environmental contexts, ranging from immediate family settings to broader societal and cultural factors. According to Bronfenbrenner, these layers of environment—the microsystem, mesosystem, exosystem, and macrosystem—work together to impact a child’s development and, in turn, their emotional and academic outcomes.

At the core of this model is the microsystem, which refers to the immediate surroundings in which a child interacts daily, such as the family, school, and peer group. Family support is crucial in this context, as it provides the emotional stability and guidance needed for the child to develop emotional intelligence. A nurturing and supportive family environment help children understand and regulate their emotions, which are essential for managing academic stress and performing well in school. Families who provide consistent encouragement, understanding, and structure give children the confidence to face academic challenges head-on and maintain emotional balance, which ultimately contributes to their academic success (Bronfenbrenner, 2005). Emotional intelligence enables children to regulate their emotions effectively, handle stress, and maintain motivation, all of which are essential for managing academic demands.

The mesosystem refers to the interactions between the different elements within the microsystem. In the context of academic achievement, this system includes the relationship between the family and school. When families actively engage in their children’s education—by attending school events, maintaining communication with teachers, or helping with homework—they create a more robust support network that positively impacts the child’s academic performance and emotional well-being. This connection between home and school creates a cohesive environment where expectations are consistent, resources are accessible, and emotional support is reinforced. Such integration helps students manage stress and stay focused on their academic goals (Bronfenbrenner, 2005).

The exosystem involves larger, indirect influences that still affect a child’s development, such as the parent’s work environment, neighborhood conditions, or school policies. These factors may not interact directly with the child but can still impact their emotional and academic outcomes. For example, parental work-related stress can indirectly affect the emotional state of a child, which in turn could influence their ability to manage academic stress. Similarly, community resources such as tutoring centers or extracurricular activities can provide additional support for academic success, especially when the family’s resources are limited (Bronfenbrenner, 2005). Emotional intelligence helps children manage these indirect stressors by fostering resilience and adaptability, crucial traits for academic achievement.

At the outermost layer is the macrosystem, which encompasses broader cultural, societal, and policy-related influences. These include the cultural norms, values, and societal expectations around education and emotional well-being. For instance, in cultures where academic achievement is highly prioritized, students may experience more pressure, contributing to higher levels of academic stress. However, in cultures that emphasize emotional intelligence and the importance of balanced well-being, children may receive more support in managing

academic challenges and stress in healthier ways. Bronfenbrenner’s model underscores that emotional intelligence and academic outcomes are shaped not just by immediate family or school factors, but by the larger cultural context in which the child is embedded.

In essence, the Bioecological Model offers a comprehensive view of how multiple layers of environment, from the family to societal factors, influence the development of emotional intelligence and academic success. Family support, as a key element of the microsystem, plays a critical role in shaping emotional intelligence, which in turn helps students cope with stress and achieve academic success.

2. Transactional Model of Stress (Lazarus & Folkman)

The Transactional Model of Stress, developed by Lazarus and Folkman (1984), focuses on how individuals perceive and cope with stress, emphasizing the role of emotional intelligence in stress management. This model posits that stress arises when an individual appraises a situation as threatening and perceives that they lack the resources to cope with it. In the context of academic stress, students may experience pressure from exams, assignments, and expectations from parents or teachers. How they appraise these stressors and the coping strategies they use determine their emotional response and academic performance. Emotional intelligence plays a central role in this process by helping students recognize their emotional states, assess academic challenges accurately, and regulate their emotions effectively.

In this model, stress appraisal is crucial. Students with high emotional intelligence are better able to assess academic stressors, such as deadlines or exams, as challenges to be overcome rather than threats to their well-being. By recognizing that these situations can be managed, they are more likely to approach academic tasks with a problem-solving mindset, rather than becoming overwhelmed. High EI helps students develop a realistic appraisal of their academic challenges, reducing unnecessary anxiety and fostering a proactive approach to their studies. In contrast, students with lower emotional intelligence may experience heightened anxiety or frustration, making it more difficult for them to focus and perform well academically (Lazarus & Folkman, 1984).

The coping strategies employed to deal with stress are another key element of this model. Lazarus and Folkman (1984) identify two broad types of coping: problem-focused coping (which directly addresses the stressor) and emotion-focused coping (which manages emotional reactions to the stressor). Emotionally intelligent students tend to use a combination of both strategies effectively. For instance, they may organize their study schedules and break tasks into smaller, manageable pieces (problem-focused coping), while also using relaxation techniques or seeking social support to manage the emotional anxiety associated with academic pressure (emotion-focused coping). By regulating their emotions and using effective coping strategies, emotionally intelligent students can reduce the negative impact of stress on their academic performance (Lazarus & Folkman, 2014).

Family support plays an essential role in this model by providing resources that help students cope with stress. Families who offer emotional reassurance, guidance, and

practical help can alleviate stress and encourage adaptive coping strategies. A strong family support system can reduce the emotional burden of academic stress, allowing students to maintain focus and motivation (Lazarus & Folkman, 2014).

Ultimately, the Transactional Model of Stress highlights the importance of emotional intelligence in how students appraise and cope with academic stress. By managing their emotions effectively and using appropriate coping strategies, emotionally intelligent students are better equipped to succeed academically, with family support enhancing this process by providing the emotional and practical resources needed to navigate stress.

3. Self-Determination Theory (Deci & Ryan)

Self-Determination Theory (SDT), developed by Deci and Ryan (2000), focuses on the intrinsic motivation behind human behaviour, emphasising the need for autonomy, competence, and relatedness. These three fundamental psychological needs are essential for optimal functioning, emotional well-being, and academic success. According to SDT, when students' psychological needs are met, they are more likely to engage in academic tasks with intrinsic motivation and experience greater academic success. Emotional intelligence plays a key role in fulfilling these needs by fostering self-regulation, building healthy relationships, and enhancing academic competence.

- **Autonomy:** The need for autonomy involves the desire to make independent decisions and have control over one's actions. In the context of academics, students who feel they have control over their learning process—whether by choosing topics of interest, selecting study methods, or making decisions about their academic goals—are more likely to feel motivated and engaged. Emotional intelligence supports autonomy by helping students manage their emotions effectively, which enhances their ability to make informed decisions and remain self-directed in their learning. Family support encourages autonomy by providing guidance without being overly controlling, which helps students take ownership of their academic journey and fosters intrinsic motivation to succeed.
- **Competence:** The need for competence refers to the desire to feel capable and effective in one's actions. Students who believe in their ability to succeed in academic tasks are more likely to engage in learning with enthusiasm and determination. Emotional intelligence supports the need for competence by helping students regulate their emotional responses to challenges, thereby improving their ability to focus, persist, and perform well. Students with high EI are better able to manage frustration, overcome setbacks, and maintain a growth mindset, which enhances their academic competence (Tsaousis & Kantas, 2019).
- **Relatedness:** The need for relatedness involves forming positive, supportive relationships with others. Students who feel connected to their peers and family are more likely to stay motivated and engaged in their academic pursuits. Emotional intelligence contributes to this need by fostering empathy, communication, and conflict resolution skills, enabling students to build strong interpersonal relationships. Family support is critical in fulfilling the need for relatedness by providing emotional connections,

encouragement, and a sense of belonging, all of which enhance a student's academic motivation and performance.

Self-Determination Theory underscores the importance of fulfilling psychological needs for autonomy, competence, and relatedness to foster intrinsic motivation and academic success. Emotional intelligence enhances these needs by helping students regulate their emotions and form supportive relationships, while family support provides the emotional foundation necessary for students to thrive academically.

4. Social Cognitive Theory (Bandura)

Social Cognitive Theory (SCT), developed by Albert Bandura (1997), emphasises the importance of self-efficacy—the belief in one's ability to succeed in specific situations—in motivating behaviour and achieving goals. Self-efficacy plays a critical role in how students approach academic challenges, manage stress, and perform in school. According to Bandura, individuals with high self-efficacy are more likely to engage in tasks with confidence, persevere through difficulties, and maintain motivation in the face of setbacks.

- **Self-Efficacy and Emotional Regulation:** Self-efficacy is closely related to emotional intelligence because students with high self-efficacy are better able to manage their emotions effectively. Emotional intelligence helps students regulate feelings such as anxiety, frustration, or self-doubt, which can impede academic performance. By managing these emotions, students are more likely to stay focused, persevere through challenges, and achieve academic success. Students who believe they can overcome obstacles are more likely to persist and work toward their goals (Tsaousis, 2019).
- **Stress Management and Resilience:** Self-efficacy also influences how students manage stress and bounce back from academic setbacks. Students with high self-efficacy view challenges as manageable and are more likely to approach stressors with a positive mindset. Emotional intelligence enhances this process by providing the tools necessary for regulating stress and maintaining resilience, even when faced with difficult academic situations. Family support reinforces self-efficacy by encouraging students and helping them overcome challenges with emotional reassurance (Loh & Wong, 2021).
- **Persistence and Motivation:** High self-efficacy leads to greater persistence and **motivation**. Students with strong self-belief and emotional intelligence are more likely to continue working toward their academic goals, even when faced with difficulties. This persistence and motivation are essential for long-term academic success. Family support plays a crucial role in reinforcing self-efficacy by providing encouragement and reinforcing the belief that academic challenges can be overcome (Castro, Salazar, & Suárez, 2021).

In this framework, emotional intelligence helps students manage their emotions and enhance self-efficacy, which fosters persistence and resilience in the face of academic stress. Family support further strengthens self-efficacy by providing the encouragement and resources needed to overcome academic challenges.

The theoretical frameworks discussed above—Bioecological Model, Transactional Model of Stress, Self-Determination Theory, and Social Cognitive Theory—offer valuable insights into the intricate relationships between emotional intelligence, stress, family support, and academic achievement. These frameworks highlight the importance of emotional regulation, motivation, resilience, and family involvement in helping students navigate academic pressures and succeed in school. Together, they provide a comprehensive understanding of how students' emotional and academic outcomes are shaped by internal and external factors, underscoring the pivotal role of emotional intelligence and family support in fostering academic success.

CONCLUSION

This study underscores the critical role of Emotional Intelligence (EI) in mediating the relationship between family support and academic achievement among high school students. It emphasizes that a supportive family environment not only enhances emotional regulation but also fosters resilience, which allows students to manage academic stress effectively. High EI enables students to approach academic challenges with a positive mindset, regulate emotions, and maintain focus, ultimately improving their academic performance. The integration of family support, emotional intelligence, and academic resilience is essential in helping students navigate the pressures of academic life. Theoretical frameworks like the Bioecological Model, Transactional Model of Stress, Self-Determination Theory, and Social Cognitive Theory provide valuable perspectives on how EI, stress, family support, and academic achievement are interconnected, reinforcing the idea that emotional regulation and strong familial relationships are foundational to academic success.

REFERENCES

1. Castro P, Salazar A, Suárez M. Family support and its effects on emotional intelligence and academic achievement. *Educational Research Review*. 2021; 29:58-72. doi: 10.1016/j.edurev.2021.100357.
2. Castro P, Salazar A, Suárez M. The role of family support in emotional development: Insights into student academic performance. *Journal of Educational Psychology*. 2021;113(5):872-884. doi:10.1037/edu0000452.
3. Deci EL, Ryan RM. The "what" and "why" of goal pursuits: Human needs and the self-determination of behavior. *Psychological Inquiry*. 2000;11(4):227-268. doi:10.1207/S15327965PLI1104_01.
4. Goleman D. *Emotional Intelligence: A New Way of Being Intelligent*. Hoboken: John Wiley & Sons; 2021.
5. Goleman D. *Emotional Intelligence: Why It Can Matter More Than IQ*. New York: Bantam Books; 2023.
6. Lazarus RS, Folkman S. *Stress, Appraisal, and Coping*. New York: Springer Publishing; 1984.
7. Liu X, Zhang R. Parental involvement in education: Its effects on children's academic success and emotional well-being. *Educational Psychology*. 2020;40(6):752-768. doi:10.1080/01443410.2020.1812715.
8. Loh WY, Wong MF. Social support and self-efficacy as mediators of academic achievement in high school students. *Journal of Educational Psychology*. 2021;113(3):421-434. doi:10.1037/edu0000441.
9. Schutte NS, Avery J. The role of emotional intelligence in stress management and academic performance. *Personality and Individual Differences*. 2015; 86:252-256. doi: 10.1016/j.paid.2015.06.008.
10. Schutte NS, Malouff JM. The role of emotional intelligence in coping with academic stress in high school students. *International Journal of Educational Psychology*. 2022;16(4):288-304. doi:10.3233/IJEP-230012.
11. Schutte NS, Malouff JM, Hall LE, Haggerty DJ, Cooper JT, Golden CJ. Emotional intelligence and interpersonal relations: Examining the role of emotional intelligence in academic stress management. *Personality and Individual Differences*. 2015; 84:188-193. doi: 10.1016/j.paid.2015.03.027.
12. Tsaousis I, Kantas A. Emotional intelligence and its role in reducing academic stress among students. *Journal of College Student Development*. 2019;60(6):789-799. doi:10.1353/csd.2019.0067.
13. Vogel DA, White JM. Family involvement in the development of emotional intelligence and its impact on academic achievement. *Journal of School Psychology*. 2018; 58:122-134. doi: 10.1016/j.jsp.2018.02.004.

Creative Commons (CC) License

This article is an open-access article distributed under the terms and conditions of the Creative Commons Attribution–Non-Commercial–No Derivatives 4.0 International (CC BY-NC-ND 4.0) license. This license permits sharing and redistribution of the article in any medium or format for non-commercial purposes only, provided that appropriate credit is given to the original author(s) and source. No modifications, adaptations, or derivative works are permitted under this license.

About the Corresponding Author



Sonia Rana is a Research Scholar in the Department of Psychology at NIILM University. Her academic interests include psychological research, mental health, human behaviour, and contemporary issues in psychology. She is actively engaged in scholarly studies and contributes to advancing knowledge through research and academic inquiry in the field of psychology.