

The Effects of Affective and Emotional Consideration in Learning Outcomes

Wildhan Ramadani Yudistira*¹, Insani Aisa Fitri², Arnita Tamaro Sihombing³

Universitas Riau Kepulauan, Riau, Indonesia^{1,2,3}

*Corresponding Email: wildhanramadaniy@gmail.com

Abstract

This study presents a systematic literature review examining the effects of affective and emotional factors on learning outcomes. The review synthesized peer-reviewed studies published between 2023 and 2024, retrieved from academic databases including ScienceDirect, BMC Psychology, Frontiers in Psychology, and Scopus. The analysis focused on key affective variables such as emotional intelligence, motivation, self-efficacy, resilience, anxiety, and emotional engagement, and their relationship with academic performance across primary, secondary, and tertiary education contexts. The findings indicate that emotional intelligence plays a central role in enhancing academic achievement by supporting emotional regulation, motivation, and adaptive coping strategies. Motivation, particularly intrinsic motivation, emerged as a critical mediating factor that fosters engagement and persistence in learning tasks. In addition, self-efficacy and resilience were identified as essential contributors to students' ability to overcome academic challenges and maintain long-term learning success. Emotional engagement was consistently associated with active participation, improved retention, and effective knowledge application. Overall, the review highlights the importance of integrating emotional and affective considerations into educational practices to improve learning outcomes. The study concludes that a holistic approach addressing both emotional and cognitive dimensions of learning can lead to more effective pedagogy and enhanced student performance.

Keywords: affective factors, emotional engagement, emotional intelligence, learning outcomes, motivation, self-efficacy

Introduction

The role of emotional and affective components in education has increasingly gained scholarly attention as traditional pedagogical methods continue to evolve. Emotional engagement is now widely regarded as a crucial factor in shaping successful learning outcomes, as affective elements such as motivation, attitude, anxiety, and self-concept strongly influence how students absorb, process, and apply knowledge (Mizumoto, 2012). Several studies have demonstrated that emotional states directly affect cognitive processing and classroom participation, highlighting the close relationship between emotions and learning (Sánchez-Álvarez et al., 2023; Shengyao et al.,

2024; Algarni, 2024). In addition, emotional intelligence has been identified as an important contributor to academic success, as it enhances self-efficacy, resilience, and students' ability to manage learning challenges effectively (Tang & He, 2023; Algarni, 2024). These findings collectively emphasize the multifaceted influence of emotional and affective factors on students' educational experiences.

Despite the growing body of research on individual emotional variables, significant gaps remain in understanding the combined effects and interactions of multiple affective factors. Research suggests that self-efficacy beliefs play a vital role in shaping students' motivation, effort, persistence, and academic achievement (Borkowski et al., 1988). However, examining these factors in isolation may overlook the complex ways in which emotions interact to influence learning outcomes. An integrated perspective that considers the interplay among motivation, anxiety, attitude, and emotional intelligence may therefore provide a more comprehensive understanding of how emotional dimensions contribute to educational success.

The existing literature indicates that adopting an integrated approach to emotional and affective elements in education is both necessary and beneficial. Investigating how different emotions intertwine and contribute to learning processes is particularly important, as affective factors have often been underexplored in certain educational contexts, including professional and medical education (Barni et al., 2019). Recognizing the combined influence of emotional and cognitive factors can be transformative for educational practice. Consequently, this study emphasizes the importance of incorporating emotional considerations into instructional design and pedagogical strategies to enhance student engagement, learning effectiveness, and overall academic achievement.

Method

This study adopts a systematic literature review design to synthesize current research on the impact of affective and emotional factors on learning outcomes. A systematic review approach was utilized to ensure comprehensive coverage of relevant studies. The review incorporated studies published between 2023 and 2024, emphasizing methodological rigor and relevance to affective and emotional considerations in education.

The data for this study were collected through a systematic search of several reputable academic databases, including ScienceDirect, BMC Psychology, Frontiers in Psychology, and Scopus. These databases were selected because they provide access to high-quality, peer-reviewed journals relevant to education and psychology.

To guide the search process, specific keywords were employed, namely *emotional intelligence*, *academic performance*, *motivation*, *self-efficacy*, and *learning outcomes*. These keywords were chosen to ensure that the retrieved studies directly addressed affective or emotional factors and their relationship with educational achievement.

The inclusion criteria were applied to filter relevant studies. Only peer-reviewed articles published between 2023 and 2024 were included to ensure the use of recent and up-to-date research. In addition, the selected studies focused on primary, secondary, and tertiary education

contexts and explicitly examined the relationship between affective or emotional factors and measurable learning outcomes.

Thematic coding was employed to identify and categorize primary themes, including emotional engagement, motivation, emotional intelligence, anxiety, and self-efficacy. These themes were analyzed using a synthesis matrix to identify patterns and relationships across studies. Synthesis Matrix Patterns and relationships across the studies were synthesized and systematically analyzed.

Results and Discussion

Emotional Intelligence and Academic Performance

Recent studies emphasize the critical role of emotional intelligence (EI) in academic achievement, highlighting its influence beyond cognitive ability alone. Emotional intelligence enables students to recognize, understand, and regulate their emotions, which in turn supports effective learning behaviors and adaptive responses to academic challenges. Students with higher levels of EI tend to manage stress more effectively, maintain positive learning attitudes, and engage more actively in classroom activities, all of which contribute to improved academic performance.

For instance, Sánchez-Álvarez et al. (2023) identified a strong correlation between emotional intelligence and academic success, showing that EI accounted for a significant proportion of the variability in students' academic performance. Their findings suggest that emotionally intelligent students are better equipped to cope with academic pressure, set realistic goals, and sustain motivation throughout the learning process. Similarly, Shengyao et al. (2024) demonstrated that EI positively influences both psychological well-being and academic outcomes through mediating factors such as motivation and resilience. Students with higher EI were more likely to persist in the face of difficulties, recover from setbacks, and maintain engagement with their studies.

Furthermore, emotional intelligence has been linked to improved interpersonal relationships in educational settings, including more positive interactions with peers and instructors. These social benefits create supportive learning environments that foster collaboration, participation, and a sense of belonging, which are essential for academic success. Collectively, these findings indicate that emotional intelligence plays a multifaceted role in academic performance by enhancing emotional regulation, motivation, resilience, and social interaction, underscoring the importance of integrating EI development into educational practices.

Motivation as a Mediating Factor

Motivation emerged as a central theme in the reviewed studies, particularly as a key mechanism linking emotional intelligence to academic success. Motivation influences students' willingness to engage in learning activities, persist when faced with difficulties, and invest effort in achieving academic goals. Students who are emotionally aware and able to regulate their emotions tend to develop stronger motivational orientations, which positively shape their learning behaviors and academic outcomes.

Tang and He (2023) highlighted the importance of intrinsic motivation, demonstrating that students who are internally driven by interest, enjoyment, and personal value in learning show deeper cognitive engagement and greater persistence in academic tasks. Their findings suggest that intrinsic motivation acts as a mediating factor between emotional intelligence and academic achievement, meaning that emotionally intelligent students are more likely to remain motivated, which in turn leads to improved performance. Rather than relying solely on external rewards, intrinsically motivated students are more resilient and better able to sustain effort over time.

Furthermore, motivated students are more likely to employ effective learning strategies, actively participate in classroom activities, and set meaningful academic goals. When motivation is supported by emotional intelligence, students can manage anxiety, overcome frustration, and maintain focus during challenging tasks. This interaction underscores the importance of fostering both emotional intelligence and intrinsic motivation in educational settings, as their combined influence plays a crucial role in enhancing engagement, persistence, and overall academic success.

Self-Efficacy and Resilience

Self-efficacy and resilience have been identified as critical psychological factors that support students in managing academic demands and overcoming learning challenges. Self-efficacy refers to students' beliefs in their ability to successfully perform academic tasks, while resilience reflects their capacity to adapt, persist, and recover from setbacks. Together, these factors play a vital role in shaping students' responses to difficulties and sustaining their engagement in learning.

Shengyao et al. (2024) found that self-efficacy and resilience functioned as key mediating variables that strengthened the relationship between emotional intelligence and academic performance. Students with higher emotional intelligence were better able to regulate negative emotions, interpret challenges as manageable, and maintain confidence in their abilities. This emotional regulation enhanced their self-efficacy, allowing them to approach academic tasks with greater assurance and persistence. At the same time, emotionally intelligent students demonstrated higher resilience, enabling them to cope with academic stress, adapt to changing learning conditions, and recover more quickly from failure.

These findings suggest that self-efficacy and resilience amplify the positive impact of emotional intelligence on learning outcomes by promoting sustained effort, adaptive learning strategies, and positive coping mechanisms. Students who believe in their capabilities and can persevere through challenges are more likely to remain engaged, achieve higher academic performance, and experience long-term educational success. Consequently, fostering self-efficacy and resilience alongside emotional intelligence should be a key focus of educational practices aimed at supporting students' academic and personal development.

Emotional Engagement and Participation

Emotional engagement, which encompasses interest, enjoyment, and enthusiasm, was consistently associated with active classroom participation and improved academic performance. Research has shown that students with higher levels of emotional engagement tend to demonstrate better retention and more effective application of knowledge, indicating that emotional involvement plays a crucial role in meaningful learning processes (Tadesse et al., 2024). These findings confirm

that affective and emotional factors are integral to academic success, as they directly support students' cognitive functioning and learning behaviors.

Emotional intelligence emerged as a foundational element that influences motivation, self-efficacy, and resilience. Together, these affective components enhance cognitive processing, classroom engagement, and overall learning outcomes. The results align with established theoretical frameworks, including Self-Determination Theory and Bandura's self-efficacy model, which emphasize the importance of autonomy, competence, and emotional regulation in learning. Based on these insights, educators are encouraged to integrate emotional considerations into pedagogy by fostering emotional intelligence through targeted activities, promoting intrinsic motivation through autonomy-supportive learning environments, and strengthening students' self-efficacy and resilience through positive reinforcement and appropriately structured challenges. Collectively, these strategies not only improve academic performance but also contribute to students' holistic development.

Conclusion

This systematic literature review examined the effects of affective and emotional factors on learning outcomes by synthesizing recent empirical studies published between 2023 and 2024. The findings clearly demonstrate that emotional and affective components—particularly emotional intelligence, motivation, self-efficacy, resilience, and emotional engagement—play a critical role in shaping students' academic performance and learning experiences. Emotional intelligence emerged as a foundational factor that supports students' ability to regulate emotions, manage academic stress, and sustain motivation, thereby enhancing cognitive processing and academic achievement.

Moreover, the review highlights motivation as a key mediating variable that links emotional intelligence to learning outcomes. Intrinsic motivation, in particular, was found to promote deeper engagement, persistence, and effective learning strategies. Similarly, self-efficacy and resilience were shown to strengthen students' capacity to overcome academic challenges and maintain long-term engagement, further amplifying the positive effects of emotional intelligence. Emotional engagement also consistently contributed to active participation, improved retention, and meaningful knowledge application.

Overall, the findings suggest that learning outcomes are not solely determined by cognitive ability but are strongly influenced by the interaction of emotional and affective factors. Therefore, educational practices should integrate emotional considerations into instructional design and pedagogy. By fostering emotional intelligence, supporting intrinsic motivation, and strengthening students' self-efficacy and resilience, educators can create more effective, inclusive, and supportive learning environments that enhance both academic performance and students' holistic development.

Acknowledgements

The authors wish to acknowledge the academic resources and digital library access provided by Universitas Islam Ogan Komering Ilir and Universitas Riau Kepulauan.

References

- Algarni, A. (2024). Biomedical students' self-efficacy and academic performance by gender in a flipped learning haematology course. *BMC Medical Education*, 24(1). <https://doi.org/10.1186/s12909-024-05421-2>
- Barni, D., Danioni, F., & Benevene, P. (2019). Teachers' self-efficacy: the role of personal values and motivations for teaching. *Frontiers in Psychology*, 10. <https://doi.org/10.3389/fpsyg.2019.01645>
- Borkowski, J., Weyhing, R., & Carr, M. (1988). Effects of attributional retraining on strategy-based reading comprehension in learning-disabled students. *Journal of Educational Psychology*, 80(1), 46-53. <https://doi.org/10.1037/0022-0663.80.1.46>
- Mizumoto, A. (2012). Exploring the effects of self-efficacy on vocabulary learning strategies. *Studies in Self-Access Learning Journal*, 423-437. <https://doi.org/10.37237/030407>
- Sánchez-Álvarez, N., et al. (2023). Emotional intelligence and academic performance: A systematic review and meta-analysis. *ScienceDirect*. <https://www.sciencedirect.com/science/article/pii/S1871187123001244>
- Shengyao, Y., et al. (2024). Emotional intelligence impact on academic achievement and psychological well-being among university students: The mediating role of positive psychological characteristics. *BMC Psychology*, 12, Article 389. <https://bmcp psychology.biomedcentral.com/articles/10.1186/s40359-024-01886-4>
- Tang, Y., & He, W. (2023). Relationship between emotional intelligence and learning motivation among college students during the COVID-19 pandemic: A serial mediation model. *Frontiers in Psychology*, 14, Article 1109569. <https://www.frontiersin.org/articles/10.3389/fpsyg.2023.1109569/full>
- Tadesse, S., et al. (2024). Emotional intelligence as a predictor for academic achievement of children: Evidence from primary schools of southern Ethiopia. *Social Sciences & Humanities Open*, 9, 100779. <https://www.sciencedirect.com/science/article/pii/S2590291123003844>