International Journal for Multidisciplinary Research (IJFMR)
E-ISSN: 2582-2160 ● Website: www.ijfmr.com ● Email: editor@ijfmr.com

ROLE OF EMOTIONAL INTELLIGENCE IN CLASSROOM BEHAVIOR AND ACADEMIC ACHIEVEMENT

S. Anupama[1], Dr. Ramesh Bhavisetti[2], Prof. T.D. Vimala[3]

[1]Guest Faculty, [2]Assistant Professor, [3]Honorary Professor
[1]Department of Psychology, Acharya Nagarjuna University, Guntur, India, Pin code: 522510.
[2]R.V.R.R College of Education, Guntur, Andhra Pradesh, India.Pin code: 522006.
[3]Department of Psychology, Acharya Nagarjuna University, Guntur, India, Pin code: 522510

Abstract:
Emotional Intelligence (EI) plays a significant role in students' academic and social functioning. The present study examines the relationship between emotional intelligence, classroom behavior, and academic achievement among secondary school students. A sample of 120 students was selected using a random sampling technique. Emotional Intelligence Scale, Classroom Behavior Rating Scale, and academic records were used for data collection. The findings reveal a significant positive relationship between emotional intelligence and both classroom behavior and academic achievement. The study highlights the importance of incorporating emotional intelligence development programs within the educational curriculum to promote positive behavior and enhance academic outcomes.

Keywords: Emotional Intelligence, Classroom Behavior, Academic Achievement, Education Psychology.

Introduction

Education is not confined to the mere acquisition of academic knowledge; it also encompasses the development of emotional, social, and behavioral competencies essential for holistic growth. In contemporary educational settings, students are expected not only to perform academically but also to demonstrate emotional regulation, adaptability, and positive interpersonal behavior. Emotional Intelligence (EI) refers to an individual's ability to perceive, understand, manage, and regulate emotions in oneself and others, enabling effective functioning in both personal and academic contexts.

Within classroom environments, emotionally intelligent students are more likely to display positive classroom behavior, maintain healthy peer relationships, and engage constructively in learning activities. Emotional intelligence facilitates better self-control, empathy, and problem-solving skills, which are critical for managing academic demands and social interactions. As a result, EI has emerged as a significant psychological construct influencing students' behavioral adjustment and academic outcomes.

Modern educational psychology increasingly recognizes that academic success is determined not solely by cognitive intelligence (IQ), but also by emotional intelligence. While cognitive abilities contribute to knowledge acquisition, emotional intelligence plays a vital role in stress management, motivation, perseverance, and coping with academic challenges. Students with higher levels of emotional intelligence are better equipped to handle examination anxiety, classroom pressures, and learning difficulties, thereby enhancing their academic performance. Consequently, understanding the role of emotional intelligence in classroom behavior and academic achievement has become a crucial concern for educators, psychologists, and policymakers.

Need for the Study

In recent years, educational institutions have witnessed a noticeable increase in classroom behavioral problems, academic stress, emotional instability, and maladaptive coping strategies among students. Factors such as academic pressure, competitive environments, technological distractions, and reduced social interaction have contributed to emotional and behavioral challenges within classrooms. These issues not only affect students' academic achievement but also disrupt the overall learning environment.

Despite the growing recognition of emotional intelligence as a key determinant of student success, it remains insufficiently integrated into formal educational practices. There is a pressing need to empirically examine the relationship between emotional intelligence, classroom behavior, and academic achievement to provide evidence-based insights. Understanding this relationship can assist educators in designing effective emotional intelligence–based interventions, guidance programs, and classroom strategies aimed at fostering emotional competence and positive behavior. Hence, the present study seeks to explore the role of emotional intelligence in shaping classroom behavior and enhancing academic achievement among students.

Objectives of the Study

1. To assess the level of emotional intelligence among secondary school students.
2. To examine classroom behavior patterns of students.
3. To study the relationship between emotional intelligence and classroom behavior.
4. To analyze the relationship between emotional intelligence and academic achievement.
5. To determine whether emotional intelligence predicts academic achievement.

Hypotheses

1. There is no significant relationship between emotional intelligence and classroom behavior among students.
2. There is no significant relationship between emotional intelligence and academic achievement.
3. Emotional intelligence does not significantly predict academic achievement.

Methodology

Research Design

The study adopted a **descriptive and correlational research design**.

Sample

The sample consisted of **120 secondary school students** (60 boys and 60 girls) selected from government and private schools using a random sampling technique.

Tools Used

1. Emotional Intelligence Scale
2. Classroom Behavior Rating Scale
3. Academic Achievement – students' previous examination scores

Statistical Techniques

- Mean and Standard Deviation
- Pearson's Product Moment Correlation
- Regression Analysis

Results and Analysis

Table 1: Descriptive Statistics of Emotional Intelligence, Classroom Behavior, and Academic Achievement

Variable	N	Mean	Standard Deviation
Emotional Intelligence	120	98.45	12.36

Variable	N	Mean	Standard Deviation
Classroom Behavior	120	75.62	10.28
Academic Achievement	120	72.84	8.94

Interpretation: The mean scores indicate that students possess a moderate to high level of emotional intelligence and classroom behavior, along with average academic achievement. This suggests scope for improvement through emotional intelligence-based interventions.

Table 2: Correlation between Emotional Intelligence and Classroom Behavior

Variables	t-value	Significance
Emotional Intelligence & Classroom Behavior	0.62	Significant at 0.01 level

Interpretation: The obtained correlation coefficient (r = 0.62) indicates a **strong positive relationship** between emotional intelligence and classroom behavior. Hence, the null hypothesis is rejected. Students with higher emotional intelligence demonstrate better classroom behavior.

Table 3: Correlation between Emotional Intelligence and Academic Achievement

Variables	t-value	Significance
Emotional Intelligence & Academic Achievement	0.54	Significant at 0.01 level

Interpretation: The positive correlation (r = 0.54) suggests that emotional intelligence significantly influences academic achievement. Students with higher EI tend to perform better academically. The null hypothesis is rejected.

Table 4: Regression Analysis Predicting Academic Achievement from Emotional Intelligence

Predictor	Std. Error	t-value	Significance
Emotional Intelligence	0.07	6.85	$p < 0.01$

Interpretation: The regression analysis indicates that emotional intelligence significantly predicts academic achievement. Emotional intelligence contributes positively to academic success, confirming that EI is an important determinant of student performance.

Discussion

The findings of the present study are consistent with earlier research highlighting the significant role of emotional intelligence in the educational context. Students with higher levels of emotional intelligence demonstrate superior emotional regulation, exhibit more positive and adaptive classroom behaviors, and achieve better academic outcomes. The strong and positive relationship observed between emotional intelligence and classroom behavior indicates that emotional competencies such as self-awareness, self-control, empathy, and social skills enable students to respond effectively to classroom demands. These competencies support constructive interactions with teachers and peers, enhance engagement in learning activities, and reduce behavioral disruptions, thereby fostering a more conducive learning environment.

Educational Implications

1. Emotional intelligence training programs should be integrated into school curricula.
2. Teachers should be trained to foster emotional awareness and regulation among students.
3. Schools should promote emotionally supportive learning environments.
4. Counseling and guidance services should emphasize emotional skill development.

Limitations of the Study

- Limited sample size

- Restricted to secondary school students
- Self-report measures may introduce bias

Suggestions for Further Research

- Longitudinal studies on emotional intelligence development
- Comparative studies across different educational levels
- Intervention-based experimental studies

Conclusion

The present study concludes that emotional intelligence plays a pivotal role in shaping positive classroom behavior and enhancing academic achievement among students. Emotional intelligence enables learners to regulate their emotions, cope effectively with academic stress, and engage constructively in classroom interactions. Students with higher levels of emotional intelligence demonstrate better behavioral adjustment, increased motivation, and improved academic performance. The findings underscore the importance of integrating emotional intelligence development into educational practices to promote holistic student development. Fostering emotional competencies within school environments can contribute to sustainable educational success, healthier classroom climates, and the overall well-being of students.

REFERENCES:

1. Goleman, D. (1995). Emotional intelligence. Bantam Books.
2. Mayer, J. D., Salovey, P., & Caruso, D. R. (2004). Emotional intelligence: Theory, findings, and implications. Psychological Inquiry, 15(3), 197–215.
3. Parker, J. D. A., Saklofske, D. H., Wood, L. M., & Collin, T. (2018). The role of emotional intelligence in academic success. Personality and Individual Differences, 111, 141–147.
4. Brackett, M. A., Rivers, S. E., & Salovey, P. (2011). Emotional intelligence: Implications for personal, social, academic, and workplace success. Social and Personality Psychology Compass, 5(1), 88–103.
5. Petrides, K. V., Frederickson, N., & Furnham, A. (2004). The role of trait emotional intelligence in academic performance and deviant behavior at school. Personality and Individual Differences, 36(2), 277–293.
6. Extremera, N., & Fernández-Berrocal, P. (2003). Emotional intelligence and mental health among adolescents. Journal of Adolescence, 26(6), 649–659.
7. Zeidner, M., Matthews, G., & Roberts, R. D. (2009). What we know about emotional intelligence: How it affects learning, work, relationships, and our mental health. MIT Press.
8. Qualter, P., Gardner, K. J., Pope, D. J., Hutchinson, J. M., & Whiteley, H. E. (2012). Ability emotional intelligence, trait emotional intelligence, and academic success. Learning and Individual Differences, 22(1), 83–89.
9. Schutte, N. S., et al. (2007). Emotional intelligence and interpersonal relations. The Journal of Social Psychology, 141(4), 523–536.
10. MacCann, C., et al. (2020). Emotional intelligence predicts academic performance: A meta-analysis. Psychological Bulletin, 146(2), 150–186.
11. Durlak, J. A., et al. (2011). The impact of enhancing students' social and emotional learning: A meta-analysis. Child Development, 82(1), 405–432.
12. Rivers, S. E., et al. (2012). Emotional intelligence in schools: Improving academic performance and student behavior. Journal of Educational Psychology, 104(3), 701–712.
13. Farooq, M. S., et al. (2011). Factors affecting students' quality of academic performance. Journal of Quality and Technology Management, 7(2), 1–14.
14. Duckworth, A. L., & Seligman, M. E. P. (2005). Self-discipline outdoes IQ in predicting academic performance. Psychological Science, 16(12), 939–944.

15. Sánchez-Álvarez, N., et al. (2015). Emotional intelligence and subjective well-being: A meta-analytic investigation. The Journal of Positive Psychology, 10(3), 276–285.