Exploring the Role of Emotional Intelligence in Academic Achievement, Social Adjustment, and Classroom Behaviour among School Students

Gopal Senapati

Research Scholar, Dept. of Education, YBN University, Ranchi, Jharkhand.

Working as State Added College Teacher, Dept. of Education,

Debra Thana Sahid Kshudiram Smriti Mahavidyalaya, Debra, Chak Kumar, West Bengal.

Email Id: gopal.vbu1989@gmail.com

Prof. Dr. Tabassum Khatoon

Principal of Education, Professor, Dept. of Education, Sai Nath University, Jharkhand.

Email Id: khantabbu24680@gmail.com

ABSTRACT

The present study explores the role of Emotional Intelligence (EI) in academic achievement, social adjustment, and classroom behaviour among school students. In contemporary educational settings, cognitive ability alone is insufficient to explain students' overall success, as emotional competencies significantly influence learning and behavioural outcomes. This study examines how components of emotional intelligence such as self-awareness, emotional regulation, motivation, empathy, and social skills contribute to students' academic performance and their ability to adapt socially within the school environment. A review of recent empirical studies indicates a positive relationship between emotional intelligence and scholastic achievement, improved peer relationships, and constructive classroom behaviour. Findings suggest that students with higher EI demonstrate better stress management, enhanced cooperation, and greater engagement in academic tasks. The study emphasizes the importance of integrating social-emotional learning programs into school curricula to foster holistic development. Overall, emotional intelligence emerges as a critical factor in promoting balanced academic and socio-emotional growth among students.

Keywords: Emotional Intelligence, Academic Achievement, Social Adjustment, Classroom Behaviour.

1. INTRODUCTION

Emotional Intelligence (EI) has emerged as a vital psychological construct influencing students' overall development and academic success. Traditionally, educational achievement was primarily associated with cognitive intelligence (IQ); however, recent research emphasizes that emotional competencies play an equally significant role in shaping students' performance and behaviour in

school settings. Emotional Intelligence, popularized by Daniel Goleman, refers to the ability to perceive, understand, regulate, and manage one's own emotions as well as those of others. In the context of schooling, these emotional skills are crucial for maintaining focus, coping with academic stress, building positive peer relationships, and demonstrating appropriate classroom conduct.

Students today face increasing academic pressure, social competition, and emotional challenges that affect their adjustment and behaviour. Those with higher emotional intelligence tend to exhibit better self-control, empathy, and social competence, which contribute positively to academic achievement and classroom discipline. Moreover, emotional intelligence facilitates social adjustment by enhancing communication skills, cooperation, and conflict resolution abilities. Therefore, understanding the role of emotional intelligence in academic achievement, social adjustment, and classroom behaviour is essential for promoting holistic development among school students and designing effective educational interventions.

1.1 Concept of Emotional Intelligence (EI)

Emotional Intelligence (EI) refers to the ability to recognize, understand, manage, and effectively use emotions in oneself and in interactions with others. Unlike traditional intelligence, which focuses on cognitive abilities such as reasoning and problem-solving, emotional intelligence emphasizes emotional awareness, empathy, and interpersonal skills. The concept gained prominence through the work of Daniel Goleman, who described EI as a set of competencies including self-awareness, self-regulation, motivation, empathy, and social skills. These competencies enable individuals to navigate social complexities, make responsible decisions, and handle interpersonal relationships judiciously and empathetically. Emotional awareness is a foundational component of EI. It involves the ability to accurately perceive and label one's emotions, as well as understand how these emotions influence thoughts and behaviour. Emotional regulation, on the other hand, refers to the capacity to manage and control emotional responses appropriately, especially in challenging situations. In educational settings, emotional awareness helps students identify feelings such as anxiety or frustration, while regulation enables them to respond constructively rather than react impulsively. Together, these skills foster resilience, improve communication, and contribute significantly to academic success and positive social interactions.

1.2 Historical Background of EI

The concept of Emotional Intelligence (EI) evolved gradually within the field of psychology and gained recognition in educational psychology during the late twentieth century. Earlier psychological theories primarily focused on cognitive intelligence (IQ) as the main determinant of success. However, researchers began to realize that intellectual ability alone could not fully explain academic achievement, leadership effectiveness, or social competence. This shift in perspective led scholars to explore non-cognitive aspects of intelligence, including emotional and social abilities. The formal academic foundation of EI was laid by Peter Salovey and John D. Mayer in 1990, who defined emotional intelligence as the ability to perceive, understand, manage, and use emotions effectively in thinking and action. Their work marked the beginning of systematic research on emotional competencies within educational and organizational settings. The concept gained widespread

popularity through the influential work of Daniel Goleman in 1995. In his book *Emotional Intelligence*, Goleman expanded the idea beyond academic theory and emphasized its practical implications in education, workplace success, and personal relationships. He argued that emotional competencies such as self-awareness, self-regulation, motivation, empathy, and social skills are often more critical than IQ in determining long-term success. His work significantly influenced educational policies and encouraged schools to integrate emotional learning into their curricula.

1.3 Relevance of EI in School Context

Emotional Intelligence (EI) holds significant relevance in the school context as it directly influences students' learning experiences, interpersonal relationships, and overall development. Schools are not only centers of academic instruction but also environments where students interact socially, face competition, manage expectations, and cope with emotional challenges. In such settings, the ability to understand and regulate emotions becomes essential for maintaining psychological well-being and academic focus. Students with high emotional intelligence are better equipped to manage academic stress, examination anxiety, peer pressure, and classroom challenges. Emotional awareness helps them recognize feelings such as frustration or fear, while emotional regulation enables them to respond constructively rather than react impulsively. This promotes concentration, persistence, and problem-solving abilities, all of which contribute to improved academic performance. Furthermore, EI enhances social adjustment within the school environment. Emotionally intelligent students tend to display empathy, cooperation, and effective communication skills, leading to positive peer relationships and reduced conflicts. In classroom settings, these students demonstrate better discipline, active participation, and respectful behaviour toward teachers and classmates. Therefore, integrating emotional intelligence development into school education supports holistic growth by fostering both academic success and social competence among students.

1.4 EI and Academic Achievement

Emotional Intelligence (EI) plays a significant role in shaping academic achievement among school students. Academic performance is not determined solely by cognitive ability; emotional competencies such as regulation, motivation, and self-discipline substantially influence learning outcomes. Students who can effectively manage their emotions are more likely to remain focused, cope with academic challenges, and sustain consistent effort in their studies.

Relationship between Emotional Regulation and Academic Performance: Emotional regulation refers to the ability to control and manage emotional responses, especially in stressful or demanding situations. In academic settings, students frequently encounter examination anxiety, performance pressure, and fear of failure. Those with strong emotional regulation skills are better able to manage stress, maintain concentration, and approach tasks with a problem-solving mindset. Instead of reacting impulsively to setbacks, they demonstrate resilience and persistence, which positively impacts their academic performance.

Influence of Motivation and Self-Discipline on Learning Outcomes: Motivation, a key component of EI, drives students to set goals and strive for achievement. Intrinsically motivated students engage more deeply in learning activities and show greater curiosity and commitment. Self-

discipline further supports this process by helping students manage time effectively, avoid distractions, and maintain consistent study habits. Together, motivation and self-discipline enhance academic engagement, leading to improved grades and overall scholastic success.

1.5 Need for the Present Study

In recent years, the educational environment has become increasingly competitive and demanding, placing significant emotional and psychological pressure on school students. Rising academic expectations, examination stress, peer comparison, and social challenges often affect students' mental well-being, behaviour, and academic performance. While traditional education systems have primarily emphasized cognitive intelligence (IQ) and subject knowledge, growing evidence suggests that emotional competencies play an equally important role in determining overall success in school. Therefore, there is a pressing need to examine the role of Emotional Intelligence (EI) in shaping academic achievement, social adjustment, and classroom behaviour. Many behavioural problems, lack of discipline, poor peer relationships, and declining academic performance among students may be linked to inadequate emotional regulation and low emotional awareness. Understanding how EI contributes to students' ability to manage stress, build healthy relationships, and maintain positive classroom behaviour can provide valuable insights for educators and policymakers. Moreover, identifying the relationship between emotional intelligence and academic outcomes can help schools design effective social-emotional learning programs and intervention strategies. Hence, the present study is essential to promote holistic development and foster emotionally resilient, socially competent, and academically successful students.

1.6 Significance of the study

The present study holds significant importance in the field of educational psychology as it explores the role of Emotional Intelligence (EI) in academic achievement, social adjustment, and classroom behaviour among school students. In contemporary education systems, emphasis is often placed on intellectual performance, while emotional competencies receive comparatively less attention. This study highlights the importance of integrating emotional development with academic learning to ensure holistic growth of students.

2. RELATED REVIEWS

Malik & Goyal (2025). was to investigate the relationship between adolescents' adjustment skills and their social intelligence. The study aimed to examine this correlation among male and female adolescents studying in private as well as government schools in Chandigarh. A total of 200 adolescents were selected as participants for the investigation. The collected data were analysed using appropriate statistical techniques, particularly Pearson's correlation coefficient (r). The findings indicated that a positive relationship existed between adjustment and social intelligence among both male and female adolescents, irrespective of whether they belonged to government or private schools. The results suggested that higher levels of social intelligence were associated with better adjustment abilities. The study was considered significant for the contemporary education system, as it was expected to assist educators, policymakers, and other stakeholders in developing a comprehensive framework aimed at enhancing adolescents' adaptive capacities through the promotion of social intelligence within school settings.

Toker & Eser (2025). aimed to examine differences in social skills between students diagnosed with learning disabilities (LD) and their typically developing (TD) peers aged 7–11 years, with reference to age, gender, and grade level. The study group comprised 261 students diagnosed with LD and 189 TD students enrolled in primary schools affiliated with the Ministry of National Education. The findings indicated that the social skills scores of students in the TD group were statistically significantly higher than those of students in the LD group. In terms of academic performance, the mean scores of TD students were also found to be significantly higher than those of their LD counterparts. Furthermore, analysis of behavioural problems suggested that students diagnosed with LD demonstrated more pronounced adjustment difficulties compared to the TD group. Gender-based analyses revealed that girls exhibited more developed social interaction skills than boys.

Kumari & Mahto (2025). Social harmony, social adjustment, and inner peace were regarded as essential components for effective adaptation within society. Adjustment was conceptualized as a psychological process that involved adapting to new norms, values, and principles. In psychological terms, adjustment was described as an individual's ability to maintain balanced and constructive relationships within society. Social adjustment was understood to include harmonious peer relationships, appropriate awareness of social expectations, and adherence to social norms at home, school, and in the broader community. Good mental health was characterized by an individual's capacity to recognize personal abilities, manage everyday stressors, perform tasks efficiently, and contribute meaningfully to society. Evidence from previous studies indicated that students tended to seek professional help only when symptoms became severe, reflecting limited awareness of mental health promotion and preventive measures. Moreover, students experiencing depression and distress were found to be less likely to recognize symptoms of mental illness compared to their peers.

Ukaegbu & Nnaji (2025). examined the relationship between social adjustment strategies and academic achievement among secondary school students offering Government in Etche Local Government Area of Rivers State. Three research questions and three null hypotheses guided the investigation. A correlational research design was adopted. The population comprised 5,076 students studying Government in 25 public senior secondary schools, from which a sample of 346 Senior Secondary Two students was selected using a multi-stage sampling procedure. Two researcher-developed instruments, namely the Social Adjustment Strategies Questionnaire (SASQ) and the Government Achievement Test (GAT), were utilized for data collection. The SASQ was face validated, while the GAT was content validated. Reliability coefficients of .73 and .75 were obtained for the SASQ and GAT, respectively, indicating acceptable internal consistency. Pearson Product Moment Correlation was employed for data analysis. The findings revealed a significant positive relationship between peer interaction, help-seeking behaviour, emotional self-regulation, and academic achievement. Recommendations emphasized the promotion of collaborative learning strategies to strengthen peer interaction.

Dumitru et.al., (2025). investigated the relationship between emotional intelligence (EI) and academic performance among 33 middle school students and further examined differences based on gender, grade level, scholarship status, and participation in extracurricular activities. Validated self-report instruments were administered to assess five components of EI, while academic performance

was measured through task and contextual performance scores. Spearman's rank-order correlation analysis revealed significant positive associations between motivation, social skills, and both indicators of academic performance. Kruskal–Wallis tests indicated no significant differences in EI or academic performance with respect to gender or grade level. However, students receiving scholarships demonstrated significantly higher task performance, whereas those engaged in extracurricular activities exhibited significantly higher contextual performance, along with near-significant differences in task performance and social skills. The findings provided partial support for the proposed hypotheses, suggesting that specific EI dimensions, particularly motivation and social skills, were positively related to academic achievement. Nonetheless, due to the small sample size and single-school setting, the results were considered exploratory and context-bound.

Du et.al., (2025). examined the significance of teachers' interpersonal styles and students' school adjustment in influencing the academic performance of students with special education needs (SEN). It aimed to develop and validate an instrument for measuring school adjustment among students with SEN and to explore its mediating role in the relationship between teachers' interpersonal styles and students' academic achievement. Data were collected from 625 inclusive primary and junior high school teachers in China. The findings indicated that the proposed four-factor model of school adjustment—comprising behavioural, emotional, peer, and learning adjustment—demonstrated satisfactory reliability and validity. Positive teacher interpersonal styles were found to significantly and positively predict both students' school adjustment and academic performance, whereas negative interpersonal styles negatively predicted school adjustment. Additionally, school adjustment was shown to positively predict academic performance. Mediation analysis further revealed that school adjustment partially mediated the relationship between teachers' positive interpersonal styles and students' academic performance.

Azad (2024). was regarded as a fundamental component of a balanced and fulfilling life, particularly during the student years and within residential school settings where adaptation patterns were assumed to influence educational outcomes. The study aimed to examine gender differences in social, emotional, and educational adjustment and to determine their combined effect on academic achievement among residential school students. Using random sampling, a total of 120 students (60 boys and 60 girls) from Grades 11 and 12 at Akal Academy, Baru Sahib were selected. Participants were further categorized into high and low adjustment groups. Data were collected using the Adjustment Inventory by Sinha and Singh (1971), along with GPA scores to measure academic achievement. Multiple Linear Regression and the t-test were employed for analysis. The findings indicated that boys demonstrated significantly higher social adjustment than girls, whereas no significant gender differences were observed in emotional and educational adjustment. Moreover, the combined effect of adjustment dimensions did not significantly predict academic achievement, suggesting a complex relationship warranting further exploration.

Khalid & Tabassum (2024). examined the relationship between social behaviour and academic performance among secondary-level science students in District Rawalpindi. Specifically, the dimensions of social behaviour, namely aggression and altruism, were investigated. The objectives were to determine the association between academic achievement and social behaviour and to

identify gender-based differences in the social behaviour of science students. The target population comprised Grade 10 science students from both boys' and girls' schools. Using a stratified sampling technique, data were collected from 294 students, including 116 males and 178 females. A self-developed questionnaire consisting of 25 items was administered to obtain responses. The findings indicated that no significant relationship existed between social behaviour and academic performance, although a weak positive correlation was observed. No significant overall gender difference in social behaviour was found. However, boys were reported to exhibit higher levels of aggression, whereas girls demonstrated greater altruistic and cooperative behaviours. The study recommended the use of praise and rewards to manage aggression and enhance academic outcomes.

Koç et.al., (2024). investigated the effects of the cooperation between emotional intelligence and social activities in education on school culture and value acquisition. A simultaneous transformational research design employing mixed methods was adopted. The quantitative component included 710 students, while the qualitative component involved 105 teachers and school administrators. Quantitative findings revealed a positive and statistically significant relationship among social activities, values, and school culture. Students' participation in social activities was found to mediate the influence of values on school culture, thereby contributing to cultural formation within the school context. The results suggested that the integration of emotional intelligence and social activities significantly enhanced students' emotional and social competencies, facilitated the positive transformation of school culture, and supported value acquisition. Qualitative data further corroborated these findings, as teachers emphasized the vital role of social activities in value education and in strengthening students' attachment to school. The study concluded that educational programs and policies promoting this cooperation were essential for fostering sustainable development in education systems.

Gupta & Mohammadi (2023). examined the impact of emotional intelligence, adjustment, aggressiveness, and academic achievement among secondary school students in Bahraich District, with particular attention to differences between rural and urban contexts. A total of 300 students, equally drawn from urban and rural schools, participated in the study. Standardized instruments were used to measure emotional intelligence, adjustment, and aggressiveness, while academic performance data were obtained from official school records. A quantitative research design incorporating correlation and regression analyses was employed to explore the relationships among these variables. The results indicated a negative correlation between aggressiveness and academic performance, whereas emotional intelligence was positively associated with both better adjustment and higher academic achievement. Notably, the influence of these factors varied between urban and rural students, with emotional intelligence showing a stronger positive effect on academic performance among urban students. The findings underscore the importance of addressing aggressive behaviours and fostering emotional intelligence and adjustment skills to enhance academic outcomes across diverse socio-environmental settings.

Gkintoni et.al., (2023). recognized for its significant influence on various life outcomes, including academic performance. The present study sought to examine the relationship between EI and academic achievement within the school context, emphasizing the role of emotional skills and competencies in

predicting students' educational success. It also highlighted the importance of incorporating EI training into educational curricula, as enhancing students' emotional awareness, empathy, self-regulation, and social skills was found to support more effective learning environments. This systematic review synthesized research conducted between 2016 and 2023, analyzing 64 publications sourced from reputable academic databases such as Scopus, PsycINFO, PubMed, and Web of Science. The findings indicated that the five dimensions of EI were correlated with personality traits, creativity, resilience, educational frameworks, and specific EI-focused programs. Overall, the results underscored that EI is a critical educational factor, offering valuable insights for students, educators, and policymakers in fostering both academic and socio-emotional development.

Khan et.al., (2023). investigated the role of classroom emotional intelligence (CEI) in influencing self-esteem and academic performance among secondary school students in Dera Ismail Khan District, Pakistan. The primary objective was to assess the impact of CEI on students' self-esteem, while the secondary objective focused on its effect on academic achievement. Twenty secondary schools were selected from both rural and urban areas, with a total population of 49,000 students. A sample of 490 students, comprising 276 science students and 215 arts students, participated in the study. Two questionnaires—the Classroom Emotional Intelligence Questionnaire (CEIQ) and the Self-Esteem Questionnaire (SEQ)—were developed and validated by fifteen educational experts. Reliability analysis using Cronbach's alpha yielded coefficients of 0.811 for CEI and 0.801 for self-esteem, indicating satisfactory internal consistency. The results revealed positive relationships between classroom emotional intelligence and both self-esteem ($r = .06^{**}$) and academic achievement ($r = .58^{**}$). The study recommended providing students with resources and guidance to express and manage negative emotions constructively, thereby preventing the formation of undesirable behavioural traits.

Josephine (2023). explored the relationship between teacher affection and student adjustment in public boarding secondary schools in Nairobi County, Kenya, focusing on academic, emotional, social, and routine-related adjustment. Student adjustment was considered essential for academic, emotional, and psychosocial preparedness, particularly in cosmopolitan areas where maladaptive behaviours such as truancy and rule-breaking were common. A correlational research design was adopted, guided by Bronfenbrenner's Bioecological Systems Theory and Ceci and Connell's Self-Determination Theory. From a population of 7,123 students and 145 teachers, a sample of 692 students (335 boys, 357 girls) and 24 teachers (12 male, 12 female) was selected using stratified and random sampling. Data were collected via questionnaires and teacher interviews, with instrument reliability confirmed by a Cronbach's alpha of 0.870. Pearson correlation analyses revealed significant positive relationships between teacher affection and students' adjustment to school routine ($r = 0.463$), academic ($r = 0.654$), emotional ($r = 0.645$), and social adjustment ($r = 0.738$). The study concluded that teacher affection significantly enhances student adjustment and recommended fostering affective teacher-student relationships.

Yekinni & Ogbuanya (2022). examined strategies for enhancing the emotional intelligence (EI) competencies of technology education students to support sustainable socio-behavioural adjustment. It began by addressing the concept and scope of technology education, highlighting the behavioural challenges and deviances observed among students in this field. The chapter emphasized the importance of emotional intelligence, exploring its relevance to academic success, job opportunities,

and workplace performance. Further, the study assessed the current levels of emotional intelligence among technology education students and identified the specific EI skills necessary for their academic, social, and professional development. The chapter also outlined practical strategies and phased approaches for cultivating these competencies, emphasizing systematic development of self-awareness, self-regulation, empathy, and social skills. Overall, the chapter underscored that improving emotional intelligence in technology education students is critical for fostering effective socio-behavioural adjustment and preparing them for both academic and professional success.

Martínez-Martínez et.al., (2022). examined the relationship between Emotional Intelligence (EI), academic performance, and bullying among students in Compulsory Secondary Education. It emphasized that bullying often stems from poor emotional management, suggesting that higher EI could serve as a protective factor. The study sample consisted of 3,451 students aged 11 to 18 years, with a near-equal gender distribution (50.88% female, 49.12% male). High schools were selected through non-random convenience sampling, and data were collected using the Peer Bullying Questionnaire (CAI), TMM-24, and school grades. Structural equation modeling, estimated via maximum likelihood with bootstrapping, was employed to analyze the relationships among variables. The findings indicated that higher EI was associated with lower levels of bullying and positively correlated with academic performance. Specifically, greater emotional clarity, repair, and attention reduced the likelihood of victimization, while a school environment characterized by lower aggressiveness promoted stronger school engagement and more favourable learning outcomes.

Goyal & Khan (2022). examined the level of emotional intelligence (EI) and adjustment among secondary school students, emphasizing their role in personality development, behavior modification, and coping with life's challenges. Emotional intelligence was defined as the ability to manage and appropriately express emotions, while adjustment reflected an individual's capacity to adapt to their immediate environment. Both constructs were considered essential for academic, social, and emotional well-being. A sample of 56 students from varied academic streams was selected. Data were collected using the Emotional Intelligence Scale by S.K. Mangal and Shubhra Mangal and the Adjustment Inventory for School Students by A.K.P. Sinha and R.P. Singh. The findings indicated that while most students demonstrated adequate emotional intelligence and adjustment, a notable proportion exhibited low levels in both areas, signalling the need for targeted interventions. Gender differences were observed, with girls displaying higher levels of emotional intelligence and adjustment than boys. A positive correlation was also identified between emotional intelligence and adjustment among secondary school students, highlighting their interrelated influence on overall student development.

Vila Pérez et.al., (2021). examined the effectiveness of an educational training program designed to enhance emotional management and social skills while reducing antisocial and criminal behaviour among secondary school students. A quasi-experimental design with a pre-test/post-test structure and a control group was employed. The study involved 141 Spanish secondary school students, randomly assigned to either the experimental group (n = 55), which participated in the training program, or the control group (n = 57), which engaged in standard mentoring activities. The participants' mean age was 13.01 years (SD = 0.935), with 52.7% male and 47.3% female. Results indicated that the

program effectively improved the school environment by fostering emotional intelligence (EI) competencies among students. Participants in the experimental group demonstrated reduced conflicts and enhanced interpersonal relationships within the educational community. The study highlighted that targeted EI-based interventions could promote positive coexistence in secondary schools, supporting both social and academic development, and offered practical recommendations for integrating such programs to improve overall school climate.

Trigueros et.al., (2020). investigated the relationship between emotional intelligence (EI), social skills, and bullying among Spanish high school students. A total of 912 students aged 14–16 years (471 boys and 441 girls) participated and completed the Spanish versions of the Trait Meta-Mood Scale 24, the Batería de Socialización BAS-3, and the Peer Harassment Questionnaire. Structural equation modeling was employed to analyze the relationships among the variables. Results indicated a significant positive relationship between emotional intelligence and social skills (B = 0.44, p < 0.001) and a significant negative relationship between emotional intelligence and bullying (B = −0.56, p < 0.001). Additionally, social skills were negatively associated with bullying (B = −0.38, p < 0.001). These findings underscore the importance of fostering emotional intelligence and social competencies in the classroom as a strategy to reduce bullying behaviours, highlighting the need for educational programs that integrate EI development to promote safer and more supportive learning environments.

Khan (2020). examined the effect of counselling on the social adjustment of underachieving high school students. An experimental research design was employed, initially involving 441 ninth-grade students from the Baramulla and Singpora Kallan educational zones in District Baramulla. Intelligence was assessed using Raven's Advanced Progressive Matrices (Non-Verbal), and academic achievement was determined by the mean scores of two annual examinations (7th and 8th grades). Students whose academic performance fell at least 10 percentile points below their intelligence scores were identified as underachievers, resulting in a final sample of 164 students. The sample was divided equally into experimental and control groups (n = 82 each). Social adjustment was measured using Qadri's Urdu Adaptation of Bell's Adjustment Inventory at pre-test. Individual counselling, based on an eclectic approach, was provided to the experimental group over 42 days. Post-test results indicated that counselling significantly improved the social adjustment of underachieving students, as confirmed by t-test analysis, highlighting the effectiveness of targeted counselling interventions.

Karimi et.al., (2020). examined the relationship between emotional intelligence (EI) and academic achievement among public secondary school students in Kilifi County, Kenya, where poor performance in public examinations has been linked to environmental factors. A correlational research design was adopted, targeting Form Four students in 2018. Purposive, simple random, and cluster sampling techniques were used to select schools and students, resulting in a sample of 271 students (145 girls and 126 boys). Data were collected using the adapted Schutte Self-Report Emotional Intelligence Test, while academic achievement was measured through the mean scores of end-of-second-term examinations. Both descriptive and inferential statistical analyses were employed. The findings revealed a strong positive relationship between emotional intelligence and

academic achievement, with specific EI domains significantly correlating with students' performance. The study recommended that teachers, educators, and other stakeholders collaboratively support the development of students' emotional intelligence, and that curriculum developers consider integrating EI skill-building into the educational curriculum to enhance academic outcomes.

3. MAJOR FINDINGS FORM REVIEW STUDY

Author(s) & Year	Purpose of the Study	Sample & Methodology	Key Variables	Major Findings	Educational Implications
Malik & Goyal (2025)	To examine the relationship between adjustment and social intelligence among adolescents	200 adolescents from government and private schools; Pearson's correlation	Adjustment, Social Intelligence, Gender, School Type	Positive relationship between social intelligence and adjustment across gender and school type	Enhancing social intelligence can improve adolescents' adjustment
Toker & Eser (2025)	To compare social skills and adjustment between LD and TD students	261 LD and 189 TD students (ages 7–11); comparative analysis	Social Skills, Adjustment, Academic Performance, Gender	TD students showed higher social skills and academic scores; LD students showed more adjustment problems	Need for social skills interventions for students with learning disabilities
Kumari & Mahto (2025)	To conceptualize social adjustment, mental health, and inner peace	Conceptual and review-based study	Social Adjustment, Mental Health, Awareness	Poor mental health awareness; distressed students less likely to recognize symptoms	Mental health education and preventive counselling are essential
Ukaegbu & Nnaji (2025)	To study social adjustment strategies and academic achievement	346 secondary students; correlational design	Peer Interaction, Help-Seeking, Emotional Regulation, Achievement	Significant positive relationship between social adjustment strategies and achievement	Collaborative learning and peer support should be encouraged

Dumitru et al. (2025)	To examine EI and academic performance	33 middle school students; Spearman correlation & Kruskal–Wallis test	EI (Motivation, Social Skills), Academic Performance	Motivation and social skills positively related to performance	EI-focused programs may enhance academic outcomes
Du et al. (2025)	To study teacher interpersonal style, school adjustment, and achievement in SEN students	625 teachers; SEM and mediation analysis	Teacher Style, School Adjustment, Academic Achievement	School adjustment partially mediated teacher style and achievement	Positive teacher–student interaction is critical in inclusive education
Azad (2024)	To examine adjustment and academic achievement among residential school students	120 students; t-test and regression	Social, Emotional, Educational Adjustment, Achievement	Boys showed higher social adjustment; adjustment did not predict achievement	Adjustment–achievement link is complex and context-dependent
Khalid & Tabassum (2024)	To examine social behaviour and academic performance	294 Grade 10 science students; correlational study	Aggression, Altruism, Academic Achievement	Weak positive correlation; boys more aggressive, girls more altruistic	Behaviour management strategies needed in classrooms
Koç et al. (2024)	To study EI, social activities, and school culture	710 students (quantitative), 105 staff (qualitative)	EI, Social Activities, Values, School Culture	Social activities mediated values and school culture	Integrating EI and activities strengthens school culture
Gupta & Mohammadi (2023)	To examine EI, adjustment, aggression, and achievement	300 rural & urban students; correlation and regression	EI, Adjustment, Aggression, Achievement	EI positively linked to adjustment and achievement; aggression negative	EI development crucial, especially in diverse settings
Gkintoni et al. (2023)	To review EI and academic achievement	Systematic review of 64 studies (2016–2023)	EI Dimensions, Academic Success	EI strongly linked with academic and socio-emotional outcomes	EI training should be embedded in curricula

Khan et al. (2023)	To study classroom EI, self-esteem, and achievement	490 students; validated questionnaires	Classroom EI, Self-Esteem, Achievement	Positive relationship between CEI, self-esteem, and achievement	Emotion-supportive classrooms improve learning
Josephine (2023)	To examine teacher affection and student adjustment	692 students, 24 teachers; correlational study	Teacher Affection, Student Adjustment	Strong positive relationship across adjustment domains	Emotional bonding enhances student adjustment
Yekinni & Ogbuanya (2022)	To enhance EI competencies in technology education students	Conceptual and strategy-based chapter	EI Skills, Socio-behavioural Adjustment	EI development supports academic and professional success	Structured EI training is essential
Martínez-Martínez et al. (2022)	To study EI, bullying, and achievement	3,451 students; SEM	EI, Bullying, Academic Performance	High EI reduced bullying and improved achievement	EI acts as a protective academic and social factor
Goyal & Khan (2022)	To examine EI and adjustment among secondary students	56 students; correlational study	EI, Adjustment, Gender	Girls showed higher EI and adjustment; positive EI–adjustment link	Gender-sensitive interventions required
Vila Pérez et al. (2021)	To evaluate EI training program effectiveness	141 students; quasi-experimental design	EI, Social Skills, Behaviour	Improved EI and reduced antisocial behaviour	EI programs enhance school climate
Trigueros et al. (2020)	To study EI, social skills, and bullying	912 students; SEM	EI, Social Skills, Bullying	EI positively related to social skills; negatively to bullying	EI-based prevention programs are effective
Khan (2020)	To study counselling and social adjustment	164 underachievers; experimental design	Counselling, Social Adjustment	Counselling significantly improved adjustment	Individual counselling supports underachieving students
Karimi et al. (2020)	To examine EI and academic achievement	271 students; correlational study	EI Domains, Achievement	Strong positive EI–achievement relationship	

4. CONCLUSION

The review of related literature demonstrates a consistent and meaningful relationship between emotional intelligence, social adjustment, classroom behaviour, and academic achievement among school students. Across diverse educational contexts and age groups, studies indicate that emotional competencies such as self-regulation, motivation, empathy, and social skills significantly contribute to improved academic performance and better adjustment within school environments. Research findings also reveal that emotional intelligence is positively associated with reduced behavioural problems, enhanced peer relationships, and stronger engagement in learning activities. Although certain studies highlight contextual variations and gender differences, the overall evidence supports the view that emotional intelligence functions as a crucial non-cognitive predictor of educational success. Furthermore, intervention-based and counseling studies suggest that emotional competencies can be developed through structured programs and supportive school environments. Therefore, fostering emotional intelligence within educational settings is essential for promoting holistic development, strengthening social adaptation, and enhancing students' academic outcomes in a balanced and sustainable manner.

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