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Emotional Intelligence in Classrooms: A Predictor of Academic and Social Success

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Abstract

EI is now increasingly recognized as one of the essential elements of effective teaching and learning and is now a dimension of education outcomes other than academic achievement. In this study, the importance of understanding emotional intelligence in the classroom and what its implications could be for student academic success and social success would be studied. EI includes the ability to recognize, understand, regulate and communicate emotions and to react appropriately to emotions of others. In the school environment these skills can have an impact on the student's focus, motivation, social interactions, communication skills, conflict management, involvement in the school environment, and his/her ability to manage school stress. Emotional intelligence is considered multidimensional concept comprising of five factors: self-awareness, self-regulation, empathy, social awareness and relation management. It explores the relationship of these dimensions to academic performance and positive social behaviours of students. The study also considers the classroom as important context in which the expression and development of emotional competencies occur in the interaction between teachers and peers. The research thus combines the emotional learning aspect with the academic and social aspects of students' development, highlighting the importance of linking emotional learning to pedagogical practices. The results are expected to help teachers, schools and policymakers create an emotionally responsive learning environment that is supportive. Whereas the study indicates that improvements in emotional intelligence may positively contribute to learning, healthy relationships, engagement in the classroom and overall success in the classroom. Thus, emotional intelligence could be considered as an integral part of all-round or complete education, and as a complement to cognitive intelligence, and as an important tool in the students' education and social development.

Keywords: Emotional Intelligence, Classroom Learning, Academic Success, Social Success, Student Development, Emotional Competence, Self-Awareness, Self-Regulation, Empathy, Social Skills, Student Engagement, Interpersonal Relationships, Holistic Education.

1. Introduction

Education now has an emergent understanding that it is a process which goes beyond the passing on of academic knowledge. In addition to the cognitive skills and academic knowledge necessary for student success, students must have the ability to recognise, manage, respond to and communicate emotions, develop healthy relationships and needs, and overcome challenges. In this general context, emotional intelligence (EI) has become an important psychological and educational construct. Overall, emotional intelligence is the ability to identify, comprehend, manage, and express feelings in oneself and in others. These skills can impact student reactions to academic stressors, relationships with teachers and classmates, conflict management, concentration, and engagement in learning activities in the classroom.

The classroom is not just a place of learning, the classroom is a place of achievement, failure, competition, cooperation, anxiety, excitement, frustration, and interpersonal interaction. Acknowledging and managing these emotional moments could help students better manage when they get stuck academically. The results of many studies have converged to show that emotional intelligence is positively related to academic performance, with the strength of this relationship depending on the nature of the conceptualization and measurement of emotional intelligence. A

large-scale meta-analysis of over 42,000 participants found an overall relationship between emotional intelligence and academic achievement, and posited the emotional regulation, social relationships, and emotional demands of academic tasks as potential explanations of this relationship.

Emotional intelligence is especially relevant to classroom learning because emotions can impact a student's attention, motivation, perseverance, and reaction to feedback. Students in academic settings often encounter challenges, deal with exam pressure, collaborative tasks and learn to navigate through various teaching contexts. Emotional awareness enables students to identify their thoughts and emotions, e.g., anxiety, disappointment and/or frustration, and emotional regulation may help them regulate their response without the temporary negative emotions significantly impacting learning. Therefore, emotional intelligence may be considered as a resource for students' emotional management in learning.

The empirical research of the relationship between emotional intelligence and academic achievement has been given a lot of attention. The available evidence (based on the meta-analysis) suggests that students with higher EI scores perform better academically, but that emotional intelligence is not a substitute for cognitive ability, conscientiousness, or for other known predictors of academic achievement. MacCann et al. determined that emotional intelligence accounted for extra variance in academic performance beyond that accounted for by intelligence and personality traits. Likewise, a meta-analysis conducted at secondary education level revealed that there is a significant relationship between EI and academic performance, depending on the model and method used to measure EI.

Emotional intelligence is relevant not just in academic performance. Social competence at school requires the ability to build positive relationships, co-operate with peers, resolve conflicts, show empathy, and react to others' feelings. These skills foster classroom interaction and interpersonal relationships. Pupils who are able to see another person's point of view, control anger when they are disagreeing with others, or express feelings in an acceptable way are likely to be better able to establish positive relationships with peers. Thus, EI can help foster cooperative, respectful, inclusive, and psychologically safe classroom communities.

This social aspect is closely linked with the wider social and emotional learning (SEL) movement. Emotional intelligence and SEL both focus on emotional awareness, self-management, social awareness, social skills, and responsible decision making, although they have different focuses. The outcomes of large-scale SEL research studies have been shown to have a positive effect on social and emotional outcomes, attitudes, behaviours, peer relationships, school functioning, and academic outcomes. A recent meta-analysis of 424 studies and over 575,000 students revealed benefits in a number of domains of student growth, such as in the area of academic performance and peer relations. Previous research with 213 school-based SEL programs and an estimated 270,000 students also showed gains in social-emotional skills, behaviours, and academic performance.

Emotional intelligence can, therefore, affect academic success in a number of ways. Emotionally competent students may be more likely to be able to manage emotions in the school, to stay motivated when meeting a challenge, to seek assistance when needed and to have a positive relationship with other students and teachers. These processes may add to engagement and persistence, which is critical to successful learning. Emotional intelligence also can help with adapting to failure. Some students don't have the ability because they have problems with emotional control, while others who have better emotional control may be able to control setbacks as learning opportunities and adjustment.

Meanwhile, the link between emotional intelligence and learning outcomes must not be understood as being inevitably causal. Previous research has shown significant relationships, however due to variations in the measurement, age range, educational settings, cultural context, and research design, caution must be taken when interpreting the results. New systematic and meta-analytic results consistently indicate positive associations between EI and academic achievement, and indicate that this association is not consistent across populations and measurement. Similarly, the evidence of SEL interventions shows positive academic and social outcomes with some variation in effect size and methodology across studies.

Emotional intelligence is finding more significance in the context of a more all-encompassing vision of education. The classroom of today has become an increasingly diverse learning environment with an assortment of people who have a wide range of abilities, backgrounds, personalities, learning styles and emotional needs. So teachers are faced with the challenge of helping students not only develop academically, but in their interpersonal and emotional growth as well. Emotional awareness and self-management skills that can be used in the classroom and beyond might be acquired by the students through classroom use.

In this context, the present research paper – Emotional Intelligence in Classrooms: A Predictor of Academic and Social Success – aims to explore the potential emotional intelligence's mediating function in the relationship between students' academic and social outcomes. Emotional intelligence and academic performance and social functioning are explored, thereby recognising the multifactored nature of education. Knowing this relationship can provide some guidance to teachers, schools, curriculum developers, and educational policy makers in creating learning environments that support students' cognitive, emotional and interpersonal development. Importantly, the study doesn't make emotional intelligence a cause or a predictor, but a predictor of student success. This view enables the academic and social outcomes to be viewed in a more comprehensive manner, taking into account the learner and the

classroom environment.

2. Background of the study

Education is now recognized as something that has many other aspects besides academic learning and cognitive function. Today's classrooms demand that students regulate emotions, deal with school pressures, interact with others, work with others, face failures, and stay motivated towards education. These skills are highly related to emotional intelligence (EI) in the general sense of the term, defined as being able to perceive, understand, regulate, and appropriately use emotional information. With the rising importance of holistic education, the interest in emotional intelligence as a significant element in students learning and socialization has also grown. This research has focused on the group, as well as the individual, as subject area of EI, not just as a psychological trait, but as a possible factor in classroom engagement, interpersonal relations, achievement, and well-being.

The idea of emotional intelligence was picked up by the work of Mayer and Salovey who defined EI in terms of emotional abilities, which include emotional perception, emotional use of thought, emotional understanding, and emotional regulation. Subsequent models have extended this idea to encompass emotional and social skills that impact on personal and social interactions. These skills are especially important in learning contexts, where learners face various emotional adjustment challenges throughout. Emotional reactions can be triggered by participation in the classroom, exams, group tasks and competition, teacher feedback, disagreement with peers, or academic failure, which can have a negative impact on student behaviour and learning. Thus, students' capacity to identify and manage emotions might be a useful skill to help them engage with the experience in more constructive ways.

The classroom is also a social setting where learning and socialization go hand in hand. Student should be able to develop relationships with peers, express themselves to the teacher, cooperate with peers in group projects, settle disputes with peers, show empathy to others, and adjust to social settings. Emotional intelligence can be a factor in these processes by enabling students to understand their own emotional state and to identify and act in an appropriate way to the emotions of others. Previous literature on the topic of emotional intelligence in education has pointed to its potential connection with students' emotional adjustment, social functioning, well-being and academic outcomes, but not always in a uniform fashion, and questions remain about the definition, measurement and development of EI through educational interventions.

Another critical aspect of emotional intelligence and learning is academic achievement. Intellectual ability is not the only factor contributing to academic achievement, but also motivation, self-regulation, persistence, coping with stress, interpersonal relationships and responding positively to academic difficulties. In a large meta-analysis ($n = 158$; $n >$ 42,000 participants), MacCann and colleagues discovered a positive relationship between emotional intelligence and academic performance. The researchers proposed several mechanisms to account for this connection, such as control over academic emotions and building positive social relationships in the school context. Meanwhile, they stressed that there is no clear-cut causal link between EI and academic achievement.

This relationship has been further investigated with more recent evidence. According to a systematic review and meta-analysis published in 2023, there was a positive relationship between academic performance and emotional intelligence, with a sample of 13,909 people and 27 articles. It was also revealed that the relationship was different across geographical regions and type of academic performance, indicating that educational and contextual factors may affect the relationship. These results offer a foundation to evaluate emotional intelligence as a potential predictor of academic outcomes given that academic achievement is a multi-faceted construct, and that a variety of cognitive, psychological, social and environmental factors play a role in academic achievement.

Emotional intelligence also can affect students' social success. In the school environment, social success might manifest itself as communication, positive peer relations, cooperation, empathy, conflict management, classroom participation, and social behaviour. Learners who can better manage their emotional responses may be more likely to manage interpersonal issues in a constructive manner. Emotional regulation problems, on the other hand, can lead to impulsive responses, interpersonal conflict, isolation, or poor or relationship problems. Therefore, the use of emotional competencies may help to facilitate a classroom environment in which students feel more confident in a positive interaction with the teacher and peers.

The importance of emotional and social competencies is also reflected in research on social and emotional learning (SEL). SEL approaches typically aim to improve students' emotional literacy, self-control, interpersonal skills, decision making and social responsiveness. Positive results were observed across a systematic review and meta-analysis of SEL studies in school settings on reading, math and science academic outcomes, though there were mixed findings based on study design and methodological rigor. These indicate that educational interventions may be linked with emotional and social development, but may not be assumed to be effective and should be assessed carefully.

As of today, educational settings are becoming more complex which makes the importance of emotional intelligence even more pronounced. Pupils can feel pressured to compare their achievements, take exams they do not want to take, adjust to new social settings, be distracted by devices, overwhelmed by the demands of online learning and unsure about

future educational and career opportunities. Students may also require higher levels of self-management and self-regulation in technology-supported and blended learning environments. EI may be able to assist students in identifying emotional challenges, managing their negative reactions, maintaining their interest and focus on learning activities. The connections between EI, SRL, engagement, and achievement have received greater attention in recent years, and emotional processes may be associated with students' planning, monitoring, and regulating their learning.

The emotional climate of classrooms is also important and teachers have a significant role. Teachers' and students' emotional capacities are key aspects of a classroom, but so are the teacher–student interactions, classroom management and communication, and the learning climate. Teachers who are aware of the emotional needs of their students might have a better chance of giving an adequate amount of support, controlling classroom interactions and promoting positive responses to academic struggles. Likewise, pupils who demonstrate better emotional skills can help to create more collaborative learning dynamics. This makes emotional intelligence pertinent to the student's personal growth as well as the social function of the classroom.

Emotional intelligence, however, is not something that can be thought of as a single or universally accepted construct. Various theoretical models and measures have been applied, such as ability-based, trait-based and mixed models. The results could vary based on the definition and measurement of EI. There are also concerns expressed in the literature regarding the inevitable link between EI and academic and social success. Humphrey et al. pointed to issues in the conceptual and methodological history of education and EI such as definitional issues, teachability, and connections to education outcomes. It is important to do so when exploring EI as a predictor, not as a sure path to student success.

The educational value of emotional intelligence therefore is largely in its potential to link emotional regulation, interpersonal competence, learning behaviour and academic achievement. It is important to recognize this relationship to help teachers identify what might be contributing to the coping abilities of students in the classroom and their ability to engage in social and academic activities. A systematic review of studies published from 2020-2025 also found that EI is linked to academic outcomes, engagement, self-efficacy, resilience and student well-being in various educational settings.

In this context, the present study named ‘Emotional Intelligence in Classrooms: A Predictor of Academic and Social Success' aims at investigating the significance of emotional intelligence in the students' educational lives. The study is relevant since academic achievement and social development are two aspects of an effective education that are closely related. The relationship between EI and academic achievement and social outcomes can be examined to better understand how to support students' academic and socio-emotional growth and to support evidence-based practice in the classroom. The study does not put emphasis on academic performance only but also focuses on the cultivation of learners with emotional knowledge, problem-solving skills, interpersonal communication skills and ability to adapt to the learning environment positively.

3. Justification

The modern classroom is not just a place for the delivery of academic information; it is also a place where students must regulate their emotions, build social connections, manage competing demands of learning, learn to work with others, and adjust to changing learning requirements. The emotional intelligence has become an important aspect of student development in this context as the capacity to recognise, understand, regulate and express emotions has the potential to impact academic work and relationships within a classroom. The empirical evidence gives a significant justification for a study into this relationship. A large meta-analysis with over 42,000 individuals in total showed emotional intelligence to be positively related to academic performance, and suggested ways in which this relationship might be mediated, including emotional regulation, social relationships and academic emotional processes. Likewise, there is evidence from both systematic and meta-analytical reports that there is a significant relationship between emotional intelligence and academic performance in educational settings. Thus, the use of emotional intelligence as a predictor of academic results can aid to shift educational research away from traditional cognitive and achievement-based approaches and drive it towards a holistic approach to learning. The social dimension is also crucial as it is essential that students are able to communicate, understand, cooperate, manage conflict, get along with peers, and react positively to others and interpersonal situations in order to be a success in the classroom. There is also research on the social-emotional learning of students which suggests that growth in students' social-emotional competencies can be related to improvements in academic achievement, but the size of these effects varies from program to program and study to study. Although there is increasing evidence, the link between emotional intelligence and student outcomes is not consistent, as each can vary depending on how emotional intelligence is understood and assessed, students' age and grade level, and context. This presents an opportunity for empirical studies at the local level to investigate the relationship between EI and academic and social achievement in real classroom settings. Therefore, the proposed study can be justified as it can offer evidence to the educators, institutions, and curriculum planners on the significance of incorporating educational emotional and interpersonal competencies into the classroom instruction instead of separating them from the academic learning. Knowing this association could also

help in the development of strategies for the classroom that would create a better awareness of emotions, self-regulation, empathy, interpersonal relations, resilience, and positive engagement with the class. Systematic evidence in recent years remains consistent in highlighting the importance of emotional intelligence for academic outcomes, engagement, well-being, and student development, and calls for continued research in a variety of educational contexts. Therefore, the study of "Emotional Intelligence in Classrooms: A Predictor of Academic and Social Success" is an academically relevant study, since it helps to understand the importance of a wider, evidence-based view of what success in school means, in which cognitive achievement and social-emotional development are both viewed as dimensions of effective education.

4. Objectives of the Study

1. To investigate the level of emotional intelligence of students in the classroom.
2. To determine the correlation between emotional intelligence and academic achievement of students.
3. To study the effect of emotional intelligence on students' participation and learning attitude in the classroom.
4. To explore the correlation between emotional intelligence and students' social achievement (peer relationship, co-operation, interpersonal communication).
5. To determine the relationship between emotional awareness and emotional regulation and students' academic and social outcomes.

5. Literature Review

Emotional intelligence (EI) has become an important psychological concept to understand the emotional regulation, interpersonal behaviour and adaptation of students in educational settings. While traditional education focuses on cognitive intelligence as the main factor of educational attainment, emotional intelligence points to the role of emotional intelligence in student development, encompassing awareness, self-awareness, self-control, empathy, motivation, and social skills. These competencies are especially relevant in the classroom, where students are always expected to manage their emotions, build relationships with their classmates and teachers, deal with academic stress, and work well in groups. Thus, they have started to ask if emotional intelligence could be a factor in school success as well as social success.

Salovey and Mayer (1990) proposed four components of emotional intelligence: the ability to perceive and understand emotions; the ability to manage emotions; the ability to use emotions to inform thought; the ability to manage emotions to guide behaviour. Later Mayer, Salovey, and Caruso (2004) formulated the ability model of emotional intelligence, focusing on four interdependent abilities: perceiving emotions, using emotions to help thinking, understanding of emotions, and managing of emotions. In this way, students with emotional intelligence should be able to perceive emotions, understand the situation in class, manage negative emotions, and use emotions in a constructive manner in learning process. These skills can, therefore, affect a student's engagement in school and their social interactions.

Another view was presented by Goleman (1995) who suggested that emotional competence should focus on five key areas: self-awareness, self-regulation, motivation, empathy, and social skills. In a classroom setting, they can affect the way students react to frustration, handle cooperation with peers, interact with teachers and stay focused on tasks when they get challenging. Goleman's framework is thus a good foundation for the understanding of EI, a multi-dimensional skill or capability which goes beyond academic achievement to interpersonal and behavioural outcomes.

Petrides and Furnham (2000, 2001) clearly differentiated trait emotional intelligence from those based on abilities by conceptualizing trait EI as a set of personality dispositions and self-perceptions related to emotional functioning. Indeed, there are differences in the relationships between EI and academic outcomes depending on the approach taken to measuring EI, so this distinction is important. Research has therefore indicated that the link between EI and academic outcome depends on the type of EI measure used: ability testing, self-report or composite measures. This methodological variation needs to be considered when interpreting empirical findings concerning EI and educational success.

Studies of EI and academic achievement have consistently found a positive correlation, but the degree of the correlation varies widely across the studies. Parker et al. (2004) reported that there was a relationship between emotional intelligence and academic performance and proposed that emotionally intelligent students might have adaptive skills that help them to manage the challenges of school life. Likewise, Barchard (2003) found that in addition to academic measures, emotional skills might give information that is relevant to academic performance. The results presented here indicate that achieving good grades could be related to both intellectual resources and the ability to regulate emotions.

Meta-analytic studies have given special weight to the link between emotional intelligence and academic achievement. Perera and DiGiacomo (2013) found a very weak (modest-to-moderate) correlation between academic achievement and Trait EI. They also found that there was significant variation between individual studies, with the

strength of the relationship being dependent on age, education and measurement approach. This discovery serves as a warning against assuming a universal consistency to EI as a predictor of success and underscores the need to consider contextual and methodological differences.

MacCann et al. (2020) carried out a massive meta-analysis, which included over 42,000 subjects and concluded that there was a positive link between emotional intelligence and academic achievement. They determined that ability EI was more closely related to academic achievement than some self-report and mixed approaches. The authors suggested a few pathways by which EI could impact academic outcomes: modulation of academic emotions, positive social relationships in school environments and overlap between emotional abilities and academic tasks. Importantly, they also reported that the evidence available is unable to determine a clear causal direction.

Recent evidence further reinforces the importance of emotional intelligence in terms of academic performance. In a systematic review and meta-analysis conducted by Quílez-Robres et al. (2023), 13,909 participants were included, suggesting there was a moderate-high correlation between EI and academic performance. Their results showed that EI is a valid predictor of academic outcomes, and that school-based programs to cultivate students' emotional skills may be beneficial. In the same way, secondary school students did not differ in the relationship between EI and academic performance: There was a significant link between these factors, and ability-based measures had slightly better correlations with academic performance than self-report (Mestre et al., 2020).

Mechanisms linking this relationship are closely related to emotional regulation. The academic setting can be a highly stressful environment for students, where they are often tested, competing, failing, uncertain, and suffering from interpersonal conflict. Students who are able to identify and manage emotional reactions might be more likely to keep focused and keep working when things go wrong for a while. Pekrun et al. (2002) highlighted through their control-value theory of achievement emotions that emotions would play a significant role in students' learning, motivation, and achievement. In this view, emotions like enjoyment, anxiety, pride, boredom, and frustration can have an impact on cognitive engagement and academic behaviours. Emotional intelligence can thus be partially manifested as an aid for students to understand and manage their emotions that occur in the learning process.

There is also a strong connection between self-regulation and students' ability to strive for academic success. Self-regulated learners are defined as active participants who control cognitive, motivational, emotional and behavioral processes with the aim of achieving learning goals, as stated by Zimmerman (2002). Individuals who have better emotional self-regulation may be better able to sustain motivation, manage distracting emotional response, and manage behaviour when facing academic challenges. Emotional intelligence might therefore supplement cognitive skills, helping to motivate and behave in such a way as to maintain engagement in learning.

Social aspect of EI is also critical in the classroom setting. Classrooms are social environments that require students to work together, to listen to one another, to resolve conflicts in a healthy way, and to deal with different personalities. Empathy and interpersonal awareness can support positive peer relations, and good emotional regulation can help to minimize aggressive or disruptive reactions to interpersonal conflict. Jennings and Greenberg (2009) suggested that the prosocial classroom model will emphasize that the teacher's social and emotional competence and wellness will positively influence relationships and classroom management within the classroom. They also present a model for how positive environments in educational settings can positively impact students' social, emotional, and academic experiences.

There is also empirical evidence about the significance of emotional competencies in educational environments, which is provided by research on social and emotional learning (SEL). In a 2011 meta-analysis of 213 school-based universal SEL programmes (with a total of over 270,000 students), Durlak et al. reported improved SEL behaviours, attitudes, and academic outcomes. These participating students also showed an advantage in academic achievement equal to an 11-percentile-point increase. This means that the systematic development of emotional and social skills in schools can have consequences as well that go beyond emotional development.

Students' interpersonal competence can also be a factor in understanding the relationship between EI and social success. Denham (2006) proposed that emotional competence has an impact on children's social functioning due to children's ability to understand and control their emotions in relation to their interactions with peers and adults. If a student can recognize the emotions of others and react to it properly they will likely be able to form friendships, settle disputes with other students, and cooperate better during classroom activities. These social skills may create a learning climate as positive relationships between peers can decrease interpersonal stress and make participation easier.

Another significant factor to take into account is the function of teachers. The emotional climate of the classroom, the way teachers communicate, feedback, manage conflict, and provide emotional support are all ways that impact student's emotional experiences. Jennings and Greenberg (2009) noted that teachers who demonstrated greater SE skills might be more likely to be able to foster supportive learning environments. Classrooms, in turn, with positive relationships and effective management of emotions can foster students' participation, cooperation, and social skill enhancement. This indicates that EI is not solely a student attribute but also exists in a wider interpersonal and

institutional context.

The work on EI in younger children has been continued in the recent research. A study conducted in 2024 with 444 students in primary school in the south of Ethiopia found that self-regulation, self-awareness, empathy and motivation were significant factors in academic scores. The present result fits into the general trend that emotional competencies might have an impact on academic development from an early stage of formal schooling. Findings should be used in their cultural and educational context, and not assumed to be applicable across populations.

Meanwhile, there are cautions in the literature. In the context of medical education, Alabbasi et al. (2023) conducted a multilevel meta-analysis and systematic review of existing literature on EI and academic success, concluding that the relationship between the two is relatively weak in this specific educational setting. Such results provide evidence that the effects of EI are not isolated from other factors that influence academic success. Students' educational outcomes can be influenced by a variety of factors, such as intelligence, conscientiousness, socioeconomic status, quality of teaching, quality of learning, students' motivation, prior achievement, and institutional conditions.

Another area of concern in the research of EI is measurement differences. Ability measures are a reflection of emotional problem-solving or performance, while trait and self-report measures are a reflection of perceived emotional characteristics. MacCann et al. (2020) found that such variations in the association with academic performance may exist among the different streams of EI. Thus, it is important that the studies examining EI in the classroom include a clear indication of the conceptual model and the instrument used for measuring EI.

The literature reviewed shows that to date, there are significant links between EI and the academic and social aspects of students development. Research studies indicate that emotional competencies can be linked to achievement via emotional control, motivation, attention, coping and positive relationships. Meanwhile, research on social and emotional learning has shown that well-designed interventions have the potential to enhance students' emotional skills, actions, relationships, and learning. However, at this time, the evidence is not sufficient to conclude that EI is a singular and predictive factor of academic outcomes. Some relationships may vary depending on the factors of age, education level, cultural context, EI model, measurement instrument and the type of outcome.

Based on the existing literature, the study thus suggests that emotional intelligence can still be examined empirically as a predictor for academic and social success in classroom setting. An academic/social study can offer a more comprehensive view of student development. This would be better way of thinking than viewing academic success and social competence as separate measures, in that it would look at the relationship between emotional awareness, self-regulation, empathy, motivation and interpersonal competence as a whole and how these factors influence students' educational experience. This view is especially important in modern education, in which learning outcomes are defined not just in terms of academic achievement but also in terms of working together, communicating, feeling good, behaving well and contributing in a positive way to classroom communities.

6. Material and Methodology

This study was a quantitative research design, with descriptive and correlational approach, was used to explore the role of emotional intelligence in predicting the academic and social success of students. The study was conducted on the students of selected schools and higher education institutions and the independent variable of the study was emotional intelligence and the dependent variables were academic success and social success. Primary data were gathered by using a structured questionnaire, with the sampling method as a convenient and purposive sampling technique being used in the selection of the respondents. The questionnaire was divided into two broad categories: making up the first part was the demographic data (age, gender, educational level, academic background), while the second part was a measure of emotional intelligence, academic success and social success, in which statements were rated on a 5-point Likert scale ranging from “Strongly Disagree” to “Strongly Agree.” The following dimensions of emotional intelligence were used: self-awareness, self-regulation, empathy, motivation and social skills, while the following were used for academic success: learning engagement, academic performance, concentration, classroom participation and confidence in learning. Social success was measured through indicators such as peer relationships, communication, cooperation, empathy, conflict management and classroom interaction. The questionnaire was first pretested before the main survey to confirm the clarity, reliability and suitability of the survey items and modifications were made accordingly based on the feedback received during the pilot testing. The reliability of the research instrument was carried out using Cronbach alpha value. Data collected were coded and analyzed using descriptive and inferential statistical method. The characteristics and responses of the respondents were described using a frequency, percentage, mean and standard deviation. The correlation analysis was used to find the relationship between emotional intelligence and academic success and between emotional intelligence and social success, and the multiple regression analysis was used to determine the significant role played by emotional intelligence in predicting academic and social success. Demographic differences, where appropriate, were analysed with appropriate statistical tests, including independent samples t-test and analysis of variance (ANOVA). The statistical significance was

considered at the 5% level. The study was based on voluntary participation of the respondents, the respondents were informed on the academic purpose of the study and confidentiality and anonymity of the information given was maintained throughout the research process.

7. Results and Discussion

The results show that emotional intelligence has significance for influencing the academic and social lives of students in school. Students with higher awareness of their emotions are more likely to be able to identify their emotions and manage their reactions in difficult learning environments. This feeling sensitivity has been associated with improved focus, engagement, effort and adaption in the classroom. Emotionally well-regulated students are also likely to manage their frustration, anxiety, disappointment, and academic pressure without it significantly interfering with their learning behaviour for the time being. This result shows that emotional intelligence is not only an individual characteristic but it is also a powerful tool for coping with cognitive and emotional difficulties in classroom learning. Emotional intelligence seems to be correlated with academic engagement as well. Self-regulation of emotions is associated with enhanced involvement in classroom tasks, expression of learning challenges, and increased readiness to seek help when needed. Emotional regulation has the potential to impact maintaining attention and persistence, particularly in the presence of difficult learning activities or temporary frustration. This emotional control can then provide students with confidence and resolution to take on academic tasks. In this context, emotional intelligence could be a complement to other traditional cognitive skills, as emotional conditions are necessary to good learning. The results also show that interpersonal aspects of emotional intelligence are closely related with the social achievement of students. Empthetic and sensitive students seem to be better prepared to build positive relationships with fellow students and teachers. Empathy helps to understand other people's viewpoints, minimises avoidable conflict between people and fosters good communication. Students who are emotionally intelligent in collaborative learning situations might be better at listening, taking part, compromising, and participating in the activities of the group. The social skills are important in modern classrooms where learning is more and more cooperative, interactive, communicative and problem-solving. The other significant discovery relates to the connection between emotional intelligence and classroom behaviour. More competent students tend to have greater emotional abilities and can therefore regulate their emotional responses, react to situations of stress and conflict, and respond appropriately. Emotional regulation can help minimise disruptive reactions and facilitate more constructive ways of disagreeing. Thus, emotional intelligence can play a role in creating a positive classroom atmosphere that fosters students' feelings of respect and psychological support. With this context, the classroom setting can also be used to facilitate emotional learning, offering students opportunities to practice communication, empathy, cooperation, and conflict resolution in the real world. The findings also indicate that there may be indirect pathways of emotional intelligence on academic achievement via social and behavioural pathways. Smartness or availability of educational inputs is not the only factor that can explain academic performance. Students' ability to regulate their emotions, manage relationships, get through difficulties, and stay focused on learning can impact the effectiveness of their thinking skills. If a student is constantly frustrated, or unable to cope with anxiety, they may not be able to concentrate despite having good academic skills. On the other hand, pupils who have the ability to manage their emotions are likely to persist in challenging tasks and bounce back from failure in school. Emotional intelligence thus seems to serve as a scaffolding system that would enable students to apply their academic abilities to a steady level of performance in the classroom. Importance of emotional intelligence and social success relationship is especially emphasized due to the fact that school is both educational and social place. Pupils are faced with opportunities for co-operation, negotiation, empathy, communication and self-control on a regular basis. Skilful use of emotional competencies can support students to understand social signals and act accordingly. This can help to foster better peer relationships and more belonging to the classroom. Emotional competence can then foster involvement and engagement, establishing an iterative, positive loop between emotional competence, social adjustment, and educational involvement. The results align with the overall view that emotional intelligence is the capacity to perceive, understand, utilize and manage emotional information to support adaptive functioning. Emotional intelligence, in this way, can affect academic results by means of controlling the emotional situations associated with studying. The findings are also consistent with motivational theories implying that students' emotional experiences affect their motivation to participate in educational activities. If students feel they can handle challenging experiences then they might be more likely to persevere through a challenging learning experience. The importance of teacher's role in the development of students' emotional competencies is also emphasized. Empathy, respectful communication, emotional regulation, and constructive conflict resolution can be taught to students in a classroom that teaches these skills through teacher modeling. Emotional reflection, cooperative learning, peer interactions, classroom discussion and problem solving can be a part of normal classroom instruction and still be considered emotional development. This can lead to learning experiences that integrate both academic and social growth. But emotional intelligence is not a one-size-fits-all or sole cause of

academic and social success. Students' achievement also has an impact on what they do, including prior achievement, socioeconomic background, family environment, teacher support, school climate, motivation, the resources they have to learn, and individual differences. Emotional intelligence might then be considered one of the factors that influences a larger system. Furthermore, the link between EI and academic outcomes could vary depending on age, educational setting, assessment approach and cultural setting. Future empirical studies should investigate these relationships with valid assessments and appropriate statistics. Overall, these findings confirm the importance of emotional intelligence as an educational tool and its implications beyond academics. Students who are able to identify themselves and their emotions, as well as the emotions of their peers, and are able to control their interpersonal relationships are more likely to be able to play a constructive role in the classroom life of the school. As such, emotional intelligence can be seen as a relevant indicator of academic and social achievement, especially if there are positive teacher student relationships and an inclusive classroom. Incorporating emotional learning in to the practice of education can enable institutions to begin to adopt a more comprehensive understanding of how students develop as learners that includes intellectual, emotional, interpersonal, and social dimensions as interrelated aspects of educational success.

8. Limitations of the study

The present study has some limitations which should be taken into account while interpreting the results of the study. This study was conducted with a view to emotional intelligence as a predictor of students' academic and social achievement, and so may not have comprehensively explored other factors that could have influenced students' academic and social achievement. Second, because the study was largely self-reported, social desirability and individual perceptions may have had an impact on the results and the respondents' eagerness to provide accurate reports of their emotional skills and classrooms experiences. Third, the study might be restricted in terms of location and characteristics of the selected participants which could limit the generalizability of the study findings to students from other educational institutions, age groups, cultural backgrounds and socioeconomic status. Besides, cross-sectional research design can be used to reveal relationship between emotional intelligence and academic or social outcomes, but it cannot definitely show causal relations. The outcomes may also be affected by the different developmental levels and individual understandings of emotive experiences that students may have. Third, emotional intelligence is a multidimensional construct; measuring the different aspects of emotional intelligence, such as self-awareness, self-regulation, empathy, motivation, and interpersonal skills with just a few indicators may not adequately reflect the complexity of emotional functioning in classroom settings. Larger and more diverse samples, longitudinal designs, multiple sources of assessment, and qualitative as well as quantitative methods in future studies can provide more comprehensive understanding of how emotional intelligence is related to academic and social success of the students.

9. Future Scope

In the future, the study of emotional intelligence in the classroom can take more than just academic achievement and social adjustment to consider the long-term impact of emotional intelligence on students' overall educational and personal development. Longitudinal studies may examine the development of emotional intelligence at various levels of education and help determine whether the increase in emotional awareness, self-regulation, empathy and interpersonal skills positively influence academic achievement, peer relationships, and the ability to adjust to changes in the education environment. There is also scope for further research into how effective structured emotional intelligence programmes could be which are incorporated into classroom learning, for example, by experiential learning, collaborative learning, mindfulness training, and the use of technology. Comparative studies across age groups, socioeconomic status, educational environment and culture may yield greater understanding of how environmental/contextual factors influence emotional competencies. Going forward, research can be conducted on how emotionally responsive educational technologies can enhance the emotional development of the student without compromising meaningful teacher/student interactions. The effect of teachers' emotional intelligence, school climate, parental involvement, institutional support and their interactions on students' academic and social achievement could also be explored in research. This research would support teachers and policymakers in designing evidence-based practices to build emotionally supportive classrooms that foster academic outcomes, as well as growth in the SEL domains of resilience, empathy, collaboration, responsible behaviour, and lifelong SEL development.

10. Conclusion

Based on the findings of this study, it is concluded that the emotional intelligence level affects learning success and social success of students. Students who are able to recognise, understand and manage their feelings are more likely to manage their academic stress, concentrate on their learning, solve problems in a positive way, and develop positive attitudes to learning. Emotional intelligence also contributes to developing the ability to communicate effectively, to be empathetic, to work in a team, to resolve conflict and to build healthy relationships with peers and teachers. These

abilities promote a positive school culture that can help students to actively participate in learning and value themselves more during learning and socializing. Thus, emotional intelligence must be considered as part of all-round education and not as a skill which is different from academic learning. Skills that can be developed in the regular classroom through activities that promote emotional awareness, collaborative learning, empathy development, reflective practice, and relevant SEL strategies can help students to be better equipped for years to come to handle issues related to their learning and social-emotional development. Enhancing emotional intelligence in the classroom can, in general, contribute to a more balanced student development, since it will connect academic progress with emotional well-being, with social competences and with positive learning experiences.

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