

Role of Emotional Intelligence and Aggression in Academic Achievement among Adolescents in Samastipur District

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ABSTRACT

The present study examines the role of aggression and emotional intelligence in influencing the academic performance of adolescents. Academic achievement is not solely determined by cognitive ability but is also significantly affected by emotional and behavioural factors. A quantitative, correlational research design was employed, and data were collected from a sample of 323 adolescents selected through purposive sampling from various educational institutions in Samastipur district. Standardized psychological tools were used to assess emotional intelligence and aggression, while academic performance was measured through students' academic scores. The data were analyzed using Pearson's correlation coefficient. The findings revealed a significant negative relationship between aggression and academic achievement ($r = -.254, p < .01$), indicating that higher levels of aggression are associated with poorer academic performance. Emotional intelligence showed a significant positive relationship with academic achievement ($r = .129, p < .05$), suggesting that adolescents with better emotional regulation and awareness tend to perform better academically. Furthermore, emotional intelligence was found to be negatively correlated with aggression ($r = -.217, p < .01$), highlighting its role in reducing aggressive tendencies among adolescents. The results suggest that emotional intelligence and aggression are important psychological factors influencing academic outcomes. Emotional intelligence appears to enhance academic performance by promoting emotional regulation and adaptive behaviour, whereas aggression may hinder learning and classroom adjustment. The study emphasizes the need for educational interventions focusing on emotional skill development and behavioural management to improve academic success among adolescents.

Keywords: Emotional intelligence, Aggression, Academic achievement, Adolescents.

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Introduction

Academic performance during adolescence is widely regarded as a crucial indicator of cognitive development, future educational attainment, and overall life success. Traditionally, academic achievement has been associated primarily with intellectual ability and cognitive skills; however, contemporary research increasingly emphasizes the importance of psychological and behavioural factors in shaping academic outcomes. Among these, **emotional intelligence** and **aggression** have emerged as significant variables that influence how adolescents perform in academic settings. These factors not only affect learning processes but also shape interpersonal relationships, classroom behaviour, and overall adjustment within the school environment.

Adolescence is a critical developmental stage marked by rapid physical, emotional, and social changes. During this period, individuals often experience heightened emotional sensitivity and variability, which can significantly impact their academic functioning. Emotional intelligence, defined by John D. Mayer and Peter Salovey (1997) as the ability to perceive, understand, manage, and utilize emotions effectively, plays a crucial role in helping adolescents navigate these challenges. Students with higher emotional intelligence are generally better equipped to cope with stress, regulate their emotions, and maintain focus on academic tasks, thereby enhancing their performance. A growing body of literature supports the positive relationship between emotional intelligence and academic achievement. For instance, J. D. A. Parker et

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al. (2004) found that emotional intelligence significantly predicts academic success among high school students. Similarly, A. Costa and L. Faria (2015) conducted a longitudinal study demonstrating that students with higher levels of emotional intelligence tend to achieve better academic outcomes over time. These findings suggest that emotional intelligence contributes to effective learning by enhancing self-regulation, motivation, and interpersonal skills.

However, the relationship between emotional intelligence and academic performance is not always entirely straightforward. Some studies indicate that different components of emotional intelligence may have varying effects on academic outcomes. For example, while emotional regulation and self-awareness are often positively related to academic success, other components such as interpersonal skills may show weaker or inconsistent relationships. This complexity suggests that emotional intelligence should not be viewed as a single, uniform construct but rather as a multidimensional factor influencing academic performance in diverse ways.

In contrast to emotional intelligence, **aggression** is generally considered a negative behavioural factor that can hinder academic achievement. Aggression refers to behaviours intended to harm or injure others, either physically or verbally, and may also include hostility and anger. During adolescence, aggressive behaviour can arise due to various factors, including emotional instability, environmental influences, and social pressures. High levels of aggression are often associated with poor classroom behaviour, disciplinary problems, and difficulties in maintaining positive relationships with peers and teachers.

Empirical research consistently demonstrates a negative relationship between aggression and academic performance. For instance, O. Uludag (2013) found that aggression significantly predicts lower academic achievement among university students. Similarly, J. Savage and C. Yancey (2017), in their meta-analysis, reported a strong and consistent association between low academic achievement and violent behaviour. These findings suggest that aggressive tendencies may interfere with learning processes by reducing concentration, increasing classroom disruptions, and limiting engagement in academic activities.

The relationship between aggression and academic performance may also be influenced by emotional factors, particularly emotional intelligence. It is often suggested that individuals with higher emotional intelligence are better able to regulate their emotions

and control impulsive behaviours, thereby reducing aggression. In this sense, emotional intelligence may act as a protective factor against aggressive tendencies. Adolescents who are able to understand and manage their emotions effectively are less likely to engage in aggressive behaviour, which in turn may contribute to better academic outcomes.

An important theoretical perspective supporting this relationship is provided by Charles D. Spielberger (1985), who emphasized the role of emotional regulation in managing negative emotional states such as anger and anxiety. Poor emotional regulation may lead to heightened aggression, which can negatively impact academic performance. Conversely, effective emotional regulation, as a component of emotional intelligence, can help adolescents maintain emotional balance and focus on their academic goals.

Despite the growing body of research, the interaction between emotional intelligence, aggression, and academic performance remains somewhat complex and, at times, inconsistent. While emotional intelligence generally shows a positive association with academic achievement and a negative relationship with aggression, the strength and direction of these relationships may vary depending on contextual factors such as socio-economic status, cultural background, and school environment. Moreover, many studies have examined these variables independently rather than exploring their combined effects, which limits a comprehensive understanding of how they jointly influence academic outcomes.

Another important limitation in the existing literature is the predominance of studies conducted in Western contexts, which may not fully capture the experiences of adolescents in developing countries. Cultural differences in emotional expression, behavioural norms, and educational systems may influence how emotional intelligence and aggression affect academic performance. Therefore, there is a need for more context-specific research that examines these relationships within diverse socio-cultural settings.

Furthermore, adolescence is a period characterized by increasing academic pressure and competition, which may intensify emotional and behavioural challenges. Students who lack emotional regulation skills may struggle to cope with stress, leading to frustration and aggressive behaviour, ultimately affecting their academic performance. On the other hand, students with higher emotional intelligence are more likely to adopt adaptive coping strategies, maintain positive relationships, and remain engaged in their studies.

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In conclusion, the existing literature suggests that emotional intelligence and aggression are important determinants of academic performance among adolescents. Emotional intelligence appears to facilitate academic success by enhancing emotional regulation, motivation, and interpersonal skills, whereas aggression tends to hinder academic achievement by disrupting learning processes and social interactions. However, the relationship among these variables is complex and influenced by multiple interacting factors. There is a need for more integrated research approaches that consider emotional, behavioural, and contextual variables together to gain a deeper understanding of academic performance among adolescents.

Objectives

The study aims to examine the role of aggression in influencing adolescents' academic performance and to understand the impact of emotional intelligence on their academic achievement. It also seeks to analyze the relationship between aggression and emotional intelligence among adolescents. Further, the study attempts to assess how these psychological factors together affect academic outcomes.

Hypotheses

1. There will be a significant negative relationship between aggression and academic performance among adolescents.
2. There will be a significant positive relationship between emotional intelligence and academic achievement among adolescents.
3. Emotional intelligence will be significantly negatively related to aggression among adolescents.

Methodology

The present study adopted a quantitative, correlational research design to examine the role of aggression and emotional intelligence in the academic performance of adolescents. The sample consisted of 323 adolescents, including both male and female students, selected from various educational institutions. A purposive sampling technique was used to select participants who met specific criteria, such as belonging to the adolescent age group and being currently enrolled in school. Although this sampling method may limit the generalizability of the findings, it was considered appropriate for achieving the objectives of the study. Data were collected using standardized psychological tools. Emotional intelligence was measured using the Emotional Intelligence Inventory developed by Dr. S. K. Mangal and Mrs. Shubhra Mangal, which assesses

various dimensions such as emotional awareness and emotional management. Aggression was assessed using the Aggression Scale developed by Dr. R. L. Bharadwaj, which measures different aspects of aggressive behaviour including physical and verbal aggression, anger, and hostility. Academic performance was evaluated using students' academic scores (percentage or GPA), obtained either from school records or through self-report.

The procedure of data collection involved obtaining prior permission from the concerned educational institutions. Participants were informed about the purpose of the study and assured that their responses would remain confidential and used only for research purposes. The questionnaires were administered in a group setting, and clear instructions were provided to ensure accurate responses. Adequate time was given to complete the tools.

For statistical analysis, the collected data were analyzed using the Statistical Package for Social Sciences (SPSS). Descriptive statistics were used to summarize the data, while Pearson's correlation coefficient was employed to examine the relationships between aggression, emotional intelligence, and academic performance. These statistical techniques were selected to provide a clear understanding of the direction and strength of relationships among the variables.

Result and Discussion

Table 1: Relationship between Aggression and Academic Performance

Variable	Aggression
Academic Achievement	-0.254 **
Sig. (2-tailed)	.000
N	323

Note: **p < .01

Table 2: Relationship between Emotional Intelligence and Academic Achievement

Variable	Academic Achievement	Emotional Intelligence (EI)
Academic Achievement	1	.129*
Emotional Intelligence (EI)	.129*	1
Sig. (2-tailed)	—	.020
N	323	323

Note: *Correlation is significant at the 0.05 level (p < .05).

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Table 3: Relationship between Emotional Intelligence and Aggression

Variable	Emotional Intelligence (EI)
Aggression	-0.217 **
Sig. (2-tailed)	.000
N	323

Note: ** $p < .01$

The present study examined the relationships among aggression, emotional intelligence, and academic achievement among adolescents. The findings provide meaningful insights into how these psychological factors influence academic outcomes, although the relationships appear somewhat complex and interrelated.

The first hypothesis stated that there would be a significant negative relationship between aggression and academic performance. The results support this hypothesis, as aggression was found to be negatively and significantly correlated with academic achievement ($r = -.254, p < .01$). This indicates that higher levels of aggression are associated with lower academic performance among adolescents. This finding is consistent with previous research, such as Uludag (2013), who reported that aggression negatively affects students' GPA by interfering with concentration and academic engagement. Similarly, Savage and Yancey (2017) found in their meta-analysis that low academic achievement is strongly associated with violent and aggressive behaviour. The present findings suggest that aggressive adolescents may struggle with maintaining focus in academic settings, experience conflicts with peers and teachers, and exhibit disruptive behaviours, all of which may hinder their academic success. At the same time, it is important to consider that the relationship may be bidirectional, as academic difficulties could also contribute to frustration and aggressive tendencies.

The second hypothesis proposed that emotional intelligence would be positively related to academic achievement. The results support this hypothesis, as emotional intelligence showed a significant positive correlation with academic performance ($r = .129, p < .05$). Although the strength of the relationship is relatively modest, it suggests that adolescents with higher emotional intelligence tend to perform better academically. This finding aligns with the work of Parker et al. (2004), who found that emotional intelligence contributes to academic success by enhancing students' ability to manage stress, regulate emotions, and maintain motivation. Similarly, Costa and Faria (2015) reported that emotional intelligence

has a predictive role in academic achievement, although the strength of this relationship may vary depending on how emotional intelligence is measured. The relatively low correlation observed in the present study may indicate that emotional intelligence is only one of several factors influencing academic performance, and its impact may be indirect or mediated by other variables such as motivation, study habits, or environmental support.

The third hypothesis stated that emotional intelligence would be negatively related to aggression, and the findings support this assumption. A significant negative correlation was found between emotional intelligence and aggression ($r = -.217, p < .01$), indicating that adolescents with higher emotional intelligence tend to exhibit lower levels of aggressive behaviour. This finding is consistent with the theoretical perspective proposed by Mayer and Salovey (1997), who emphasized that emotional intelligence involves the ability to regulate emotions effectively. Individuals with higher emotional intelligence are better equipped to manage anger, frustration, and other negative emotions, thereby reducing the likelihood of aggressive responses. Furthermore, Spielberger (1985) highlighted that poor emotional regulation can lead to heightened emotional reactivity, including aggression, which supports the observed relationship.

Taken together, these findings suggest that emotional intelligence and aggression are important and interconnected factors influencing academic achievement among adolescents. Emotional intelligence appears to facilitate better academic outcomes not only directly but also indirectly by reducing aggression. In contrast, aggression acts as a barrier to academic success, potentially disrupting learning processes and social relationships within the school environment. This interaction highlights the importance of considering both emotional and behavioural dimensions when examining academic performance.

However, the results also indicate that the relationships among these variables are not particularly strong, suggesting that other factors may also play a significant role. Variables such as socio-economic status, parenting style, peer influence, and school environment were not included in the present analysis but may contribute to academic outcomes. Additionally, the cross-sectional nature of the study limits the ability to draw causal conclusions. It is possible that academic difficulties may increase stress and emotional imbalance, which in turn could lead to higher

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aggression and lower emotional intelligence, indicating a cyclical relationship.

Overall, the findings of the present study are largely consistent with existing literature, reinforcing the importance of emotional intelligence as a positive factor and aggression as a negative factor in academic achievement. At the same time, the modest strength of the relationships suggests that academic performance is influenced by multiple interacting variables. Therefore, future research should adopt a more comprehensive approach, incorporating additional psychological, social, and environmental factors to better understand the complexity of academic achievement among adolescents.

Conclusion

The present study concludes that aggression and emotional intelligence play significant roles in shaping adolescents' academic performance. Emotional intelligence was found to have a positive relationship with academic achievement, indicating that adolescents who are better at understanding and managing their emotions tend to perform better academically. In contrast, aggression showed a negative association with academic performance, suggesting that higher levels of aggressive behaviour may hinder learning and academic success. Additionally, the negative relationship between emotional intelligence and aggression highlights that emotionally intelligent adolescents are less likely to exhibit aggressive tendencies. Overall, the findings emphasize that both emotional and behavioural factors are important in understanding academic outcomes among adolescents.

Limitations

Despite its contributions, the study has certain limitations that should be acknowledged. The use of purposive sampling and a sample limited to a specific group of adolescents restricts the generalizability of the findings to a wider population. The reliance on self-report measures for assessing emotional intelligence and aggression may also introduce response bias, as participants might provide socially desirable answers. Furthermore, the cross-sectional design of the study limits the ability to establish causal relationships among the variables. Other important factors such as socio-economic status, family environment, and peer influence were not included, which may have also affected academic performance.

Implications

The findings of the study have important implications for educators, parents, and policymakers. Enhancing emotional intelligence among adolescents through

school-based programs and life skills training may contribute to improved academic performance. At the same time, interventions aimed at reducing aggressive behaviour, such as counselling and behavioural management strategies, can help create a more conducive learning environment. The study also highlights the need for a holistic approach to education that considers not only cognitive abilities but also emotional and behavioural development. Collaborative efforts involving teachers, parents, and mental health professionals may be particularly effective in supporting adolescents' overall development and academic success.

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