

Does Students' Trait Emotional Intelligence Affect their Classroom Behavior

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Trait Emotional Intelligence combines emotion-related self-perceptions and dispositions. Based on the assumption that EI is positively associated with positive outcomes, the present study was aimed at investigating the relationship between trait EI and students' classroom behavior. Trait Emotional Intelligence Questionnaire-Adolescent Short Form (Petrides, 2001) was administered to secondary school students ($N = 496$, men = 245, women = 251) (grade 9 = 229, grade 10 = 267). Their class fellow were asked to classify them as: cooperative, disruptive, shy, aggressive, dependent, leader, and intimidating to determine their classroom behaviors. It was found that the students who scored higher on EI scale were identified as being cooperative whereas low scorers were classified as disruptive, shy and aggressive. Dependence, leadership and intimidation were not significantly correlated with EI. Implications of the findings are discussed in the context of educational settings.

Keywords: Classroom behavior, trait emotional self-efficacy, trait emotional intelligence