



**EMOTIONAL INTELLIGENCE AS PREDICTOR OF CLASSROOM
ADJUSTMENT AND ACADEMIC ACHIEVEMENT AMONG PRE-SERVICE
SCIENCE TEACHERS IN COLLEGES OF EDUCATION IN LAGOS AND OGUN
STATES, NIGERIA**

IBEH, Patricia Nwakaego

Educational Foundations, University of Lagos, Akoka; Lagos

Corresponding E-mail; patricianwando@rocketmail.com

Abstract

This study examined emotional intelligence as predictor of classroom adjustment and academic achievement among pre-service science teachers in Colleges of Education in Lagos and Ogun States, Nigeria. Specifically, the study investigated the level of emotional intelligence, classroom adjustment, and academic achievement among pre-service science teachers, as well as the relationship between emotional intelligence and classroom adjustment. Five research questions and three null hypotheses guided the study. The study adopted a predictive correlational research design. The population of the study comprised 1,248 NCE II and NCE III pre-service science teachers drawn from selected Colleges of Education in Lagos and Ogun States, Nigeria. A sample size of 420 respondents was selected using purposive, stratified, and simple random sampling techniques. The instrument used for data collection was a researcher-developed questionnaire titled "Emotional Intelligence, Classroom Adjustment and Academic Achievement Questionnaire (EICAAQ)." The instrument was validated by experts in Educational Psychology, Guidance and Counselling, and Science Education. Cronbach Alpha reliability method was used to establish the reliability of the instrument, and a reliability coefficient of 0.88 was obtained. Data collected were analyzed using mean, standard deviation, Pearson Product Moment Correlation, and Simple Linear Regression analysis. The findings revealed that pre-service science teachers possessed high levels of emotional intelligence and classroom adjustment, while their academic achievement was moderately high. The study further established that emotional intelligence had significant relationship with classroom adjustment and significantly predicted academic achievement among the respondents. The study concluded that emotional intelligence contributes meaningfully to students' classroom adjustment and academic success. The study therefore recommended the integration of emotional intelligence development programmes into teacher education curriculum and counselling services in Colleges of Education.

KEYWORDS: Academic Achievement, Classroom Adjustment, Colleges of Education, Emotional Intelligence, Pre-Service Science Teachers



Introduction

The quality of teacher preparation remains a major concern in contemporary educational discourse, particularly in developing nations where educational systems continue to grapple with issues relating to students' academic achievement, classroom behaviour, and professional competence. In Nigeria, Colleges of Education serve as critical institutions for preparing pre-service teachers who are expected to function effectively within diverse classroom settings upon graduation. Science education, in particular, requires teachers who possess not only sound academic knowledge but also the emotional and interpersonal capacities necessary for effective classroom interaction and management. Recent educational discussions have increasingly emphasized that cognitive ability alone may not sufficiently explain students' academic outcomes and classroom adaptation. Consequently, attention has shifted toward psychological variables such as emotional intelligence, which appears to play a significant role in learners' academic and social functioning (Adeyemi & Salami, 2021; Nwosu & Ibrahim, 2023).

Emotional intelligence has been described as an individual's capacity to recognize, understand, regulate, and appropriately express emotions while maintaining productive interpersonal relationships. Within educational environments, emotionally intelligent students are often better equipped to cope with academic stress, communicate effectively with peers and lecturers, and respond positively to classroom challenges. Scholars have argued that emotional intelligence contributes significantly to students' ability to adapt to academic environments and sustain positive learning behaviours. Among pre-service science teachers, emotional intelligence may influence how they respond to rigorous practical activities, collaborative learning situations, and pedagogical demands associated with science-related disciplines. Studies conducted in educational settings have revealed that students with higher emotional intelligence tend to demonstrate improved emotional stability, greater self-confidence, and stronger academic commitment (Okonkwo & Eze, 2022; Yusuf & Adigun, 2024).

Classroom adjustment represents another important factor in teacher education because it reflects students' ability to adapt socially, emotionally, and academically within the learning environment. Adjustment within the classroom involves active participation in learning activities, healthy interaction with lecturers and peers, adherence to institutional norms, and effective management of academic responsibilities. For pre-service science teachers, classroom adjustment is particularly important because science education often demands practical engagement, collaborative experimentation, and consistent participation in laboratory and field activities. Poor classroom adjustment may result in absenteeism, low academic interest, anxiety, and reduced participation during instructional activities. Conversely, students who adjust effectively within classroom settings are more likely to exhibit academic confidence, active engagement, and positive learning attitudes. Researchers have reported that students' emotional competencies significantly influence their level of adjustment within academic environments (Adebayo & Kazeem, 2020; Chukwuemeka & Bello, 2021).

Academic achievement remains one of the most widely used indicators for assessing students' educational success across all levels of learning. In Colleges of Education, academic achievement



among pre-service science teachers is usually measured through examination scores, practical performance, continuous assessment, and cumulative grade point averages. Despite efforts aimed at improving teacher education in Nigeria, concerns persist regarding the academic performance of science education students. Several factors, including inadequate learning facilities, examination anxiety, poor study habits, and emotional instability, have been identified as possible contributors to declining academic outcomes among students. However, recent educational psychology literature suggests that emotional intelligence may significantly influence students' academic achievement by promoting self-motivation, emotional regulation, resilience, and effective coping strategies during academic challenges (Oladipo & Ahmed, 2022; Musa & Adewale, 2023).

In recent years, educational psychologists and counsellors have increasingly advocated for the integration of socio-emotional learning components into teacher education programmes. This advocacy stems from the growing realization that emotionally balanced teachers are more likely to become effective classroom managers and successful professionals. Pre-service science teachers in Lagos and Ogun States operate within highly competitive and demanding academic environments that require both intellectual competence and emotional maturity. The ability to regulate emotions during academic stress, maintain constructive relationships, and remain psychologically stable may therefore influence not only students' classroom adjustment but also their academic achievement. Furthermore, emotional intelligence may assist pre-service teachers in developing the interpersonal and professional skills necessary for future teaching practice. Studies have shown that emotionally intelligent learners often display higher persistence, better concentration, and improved classroom participation compared to their counterparts with lower emotional intelligence levels (Ojo & Balogun, 2021; Ezeani & Nwachukwu, 2024).

Although several studies have examined emotional intelligence in relation to academic performance and social behaviour among university students, relatively few empirical investigations have focused specifically on pre-service science teachers in Colleges of Education within Lagos and Ogun States. Existing studies also appear to concentrate more on university undergraduates, thereby creating a gap in literature regarding students undergoing teacher preparation programmes in Colleges of Education. Moreover, many previous studies have examined emotional intelligence and academic achievement independently without adequately considering classroom adjustment as an important educational outcome. Given the strategic importance of science teachers in national development and technological advancement, there is a need to investigate how emotional intelligence predicts both classroom adjustment and academic achievement among pre-service science teachers. Addressing this gap may provide useful insights for counsellors, educators, curriculum planners, and educational administrators seeking to improve teacher preparation programmes in Nigeria (Afolabi & Olatunji, 2020; Ibrahim & Danjuma, 2023).

Therefore, this study seeks to examine emotional intelligence as predictor of classroom adjustment and academic achievement among pre-service science teachers in Colleges of Education in Lagos and Ogun States, Nigeria. The study is expected to contribute to educational psychology, counselling practice, and science teacher education by providing empirical evidence on the extent to which emotional intelligence influences students' academic and classroom experiences.



Findings from the study may also assist educational counsellors and institutional administrators in designing intervention programmes aimed at improving students' emotional wellbeing, classroom adjustment, and academic success within Colleges of Education.

Statement of the Problem

The issue of poor classroom adjustment and inconsistent academic achievement among pre-service science teachers has continued to attract the attention of educators, counsellors, and educational researchers in Nigeria. In many Colleges of Education, some pre-service science teachers experience difficulties adapting to classroom expectations, maintaining effective interpersonal relationships, participating actively in learning activities, and coping with academic pressures associated with science-related courses. These challenges often manifest in low classroom engagement, emotional instability, examination anxiety, poor study behaviour, and unsatisfactory academic achievement. Despite the importance of science education in national technological and socio-economic development, concerns remain regarding the preparedness and academic effectiveness of future science teachers undergoing professional training in Colleges of Education. While several studies have attributed students' academic challenges to factors such as inadequate facilities, poor instructional methods, and socio-economic conditions, insufficient attention appears to have been given to emotional and psychological variables capable of influencing students' adjustment and academic outcomes. Emotional intelligence, which involves the ability to understand, regulate, and appropriately manage emotions, may play a critical role in helping pre-service science teachers adapt successfully within classroom environments and improve their academic achievement. However, empirical evidence relating emotional intelligence to classroom adjustment and academic achievement among pre-service science teachers in Colleges of Education in Lagos and Ogun States remains limited and inconclusive. It was against this background that this study investigated emotional intelligence as predictor of classroom adjustment and academic achievement among pre-service science teachers in Colleges of Education in Lagos and Ogun States, Nigeria.

Purpose and Objectives of the Study

The main purpose of this study was to examine emotional intelligence as predictor of classroom adjustment and academic achievement among pre-service science teachers in Colleges of Education in Lagos and Ogun States, Nigeria. Specifically, the study sought to:

1. determine the level of emotional intelligence among pre-service science teachers in Colleges of Education in Lagos and Ogun States, Nigeria;
2. examine the level of classroom adjustment among pre-service science teachers in Colleges of Education in Lagos and Ogun States, Nigeria;
3. determine the level of academic achievement among pre-service science teachers in Colleges of Education in Lagos and Ogun States, Nigeria;
4. examine the relationship between emotional intelligence and classroom adjustment among pre-service science teachers in Colleges of Education in Lagos and Ogun States, Nigeria;

5. determine the predictive influence of emotional intelligence on academic achievement among pre-service science teachers in Colleges of Education in Lagos and Ogun States, Nigeria.

Research Questions

The following research questions guided the study:

1. What is the level of emotional intelligence among pre-service science teachers in Colleges of Education in Lagos and Ogun States, Nigeria?
2. What is the level of classroom adjustment among pre-service science teachers in Colleges of Education in Lagos and Ogun States, Nigeria?
3. What is the level of academic achievement among pre-service science teachers in Colleges of Education in Lagos and Ogun States, Nigeria?
4. What relationship exists between emotional intelligence and classroom adjustment among pre-service science teachers in Colleges of Education in Lagos and Ogun States, Nigeria?
5. To what extent does emotional intelligence predict academic achievement among pre-service science teachers in Colleges of Education in Lagos and Ogun States, Nigeria?

Research Hypotheses

The following null hypotheses were tested at 0.05 level of significance:

Ho1: There is no significant relationship between emotional intelligence and classroom adjustment among pre-service science teachers in Colleges of Education in Lagos and Ogun States, Nigeria.

Ho2: Emotional intelligence does not significantly predict academic achievement among pre-service science teachers in Colleges of Education in Lagos and Ogun States, Nigeria.

Ho3: Emotional intelligence has no significant influence on classroom adjustment among pre-service science teachers in Colleges of Education in Lagos and Ogun States, Nigeria.

Research Design

This study adopted a predictive correlational research design. The design was considered appropriate because the study examined the extent to which emotional intelligence predicted classroom adjustment and academic achievement among pre-service science teachers without manipulating any of the variables under investigation. The study focused on determining the nature and degree of relationship existing among naturally occurring variables within their real-life educational settings. The predictive correlational design also enabled the researcher to establish whether emotional intelligence significantly contributed to variations in classroom adjustment and academic achievement among the respondents. Furthermore, the design was suitable because data were collected from a relatively large population at a single point in time, thereby allowing for



objective analysis and generalization of findings to the target population of pre-service science teachers in Colleges of Education in Lagos and Ogun States, Nigeria.

Population of the Study

The population for this study comprised all NCE II and NCE III pre-service science teachers in selected Colleges of Education in Lagos and Ogun States, Nigeria. The target population included students from Science Education-related departments such as Biology Education, Chemistry Education, Physics Education, Computer Education, and Integrated Science Education in the selected institutions. NCE II and NCE III students were considered appropriate for the study because they had spent reasonable years within the college system and had acquired sufficient academic and classroom experiences capable of enabling them to provide reliable information regarding emotional intelligence, classroom adjustment, and academic achievement. The study covered three Colleges of Education, namely Federal College of Education, Abeokuta; Adeniran Ogunsanya College of Education, Akoka, Lagos; and Tai Solarin College of Education, Omu-Ijebu, Ogun State. Records obtained from the Academic Planning Units and Schools of Secondary Education (Science) of the selected institutions during the 2024/2025 academic session indicated that the total population for the study was 1,248 NCE II and NCE III pre-service science teachers.

Sample And Sampling Techniques

A sample size of 420 NCE II and NCE III pre-service science teachers was selected for the study from the three Colleges of Education involved in the study. The sample size was considered adequate because it represented a substantial proportion of the study population and was sufficient for effective generalization of findings. The study adopted a multistage sampling procedure involving purposive, stratified, and simple random sampling techniques. Purposive sampling technique was first used to select the three Colleges of Education because they are recognized institutions offering Science Education programmes in Lagos and Ogun States. Stratified sampling technique was thereafter employed to group respondents according to departments such as Biology Education, Chemistry Education, Physics Education, Computer Education, and Integrated Science Education as well as by levels of study (NCE II and NCE III) in order to ensure adequate representation of the various science disciplines and levels. Thereafter, simple random sampling technique was used to proportionately select respondents from each institution, department, and level of study. The combination of these sampling techniques helped to ensure fairness, representativeness, and reduction of sampling bias in the study.

Instruments for Data Collection

The instrument used for data collection in this study was a researcher-developed questionnaire titled “*Emotional Intelligence, Classroom Adjustment and Academic Achievement Questionnaire (EICAAQ)*.” The instrument was designed to obtain relevant information from final-year pre-service science teachers in Colleges of Education in Lagos and Ogun States, Nigeria. The questionnaire consisted of four sections, namely Sections A, B, C, and D. Section A contained respondents’ biodata such as gender, age, department, institution, and level of study, and



comprised 5 items. Section B focused on Emotional Intelligence and contained 8 items designed to elicit responses relating to self-awareness, emotional regulation, empathy, motivation, and interpersonal relationships. Section C addressed Classroom Adjustment and consisted of 7 items measuring students' classroom participation, social interaction, emotional stability, and adaptation to classroom activities. Section D focused on Academic Achievement and contained 5 items relating to students' perceived academic performance, test scores, class participation, and academic outcomes. Altogether, the questionnaire contained 25 items.

The instrument was structured on a four-point Likert Scale format to ensure uniformity and ease of response. Respondents were requested to indicate the extent to which they agreed or disagreed with each statement using the response options of Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD), weighted 4, 3, 2, and 1 respectively. The items in Sections B, C, and D were carefully developed in line with the research questions and objectives of the study to ensure adequate coverage of the variables investigated. The choice of the four-point Likert Scale format was considered appropriate because it allowed respondents to express their opinions clearly without neutrality bias.

Validity and Reliability of the Instrument

The instrument titled “*Emotional Intelligence, Classroom Adjustment and Academic Achievement Questionnaire (EICAAAQ)*” was a researcher-developed 25-item questionnaire designed to measure emotional intelligence, classroom adjustment, and academic achievement among pre-service science teachers in Colleges of Education in Lagos and Ogun States, Nigeria. To ensure its validity, both face and content validity were established. Draft copies of the instrument, along with the research objectives, questions, and hypotheses, were submitted to three experts—one each in Educational Psychology, Guidance and Counselling, and Science Education—for careful scrutiny. The experts assessed the instrument for clarity, relevance, content adequacy, and alignment with the study objectives, and their corrections and suggestions were duly incorporated into the final version.

To establish reliability, the instrument was pilot-tested on 20 final-year pre-service science teachers drawn from a College of Education outside the study area but with similar characteristics to the main sample. Data obtained from the pilot study were analyzed using Cronbach's Alpha method, yielding a reliability coefficient of 0.88, which indicated a high level of internal consistency. This confirmed that the instrument was reliable and suitable for the main study.

Procedure for Data Collection

The researcher employed a direct in-person method for the administration of the instrument titled “*Emotional Intelligence, Classroom Adjustment and Academic Achievement Questionnaire (EICAAAQ)*” to the selected respondents in the three Colleges of Education used for the study. Prior to the administration of the questionnaire, formal approval and permission were obtained from the appropriate authorities in the selected institutions. The researcher, with the assistance of two trained research assistants, visited the various departments and levels involved in the study for

effective distribution and retrieval of the instrument. A total of 420 copies of the 25-item structured questionnaire were administered to the selected NCE II and NCE III pre-service science teachers in the selected Colleges of Education in Lagos and Ogun States, Nigeria. The administration and retrieval of the instrument lasted for six weeks in order to ensure adequate coverage of the respondents and proper completion of the questionnaire items. Out of the 420 copies of questionnaire administered, 382 copies were properly completed and retrieved, representing a retrieval rate of 91 percent, while 38 copies were either not returned or improperly completed and were therefore discarded.

The breakdown of the properly completed and retrieved questionnaire copies showed that 136 copies were retrieved from Federal College of Education, Abeokuta out of the 148 copies administered; 124 copies were retrieved from Adeniran Ogunsanya College of Education, Akoka, Lagos out of the 136 copies administered; while 122 copies were retrieved from Tai Solarin College of Education, Omu-Ijebu out of the 136 copies administered. The high retrieval rate recorded was attributed to the direct contact approach adopted by the researcher and the cooperation received from the respondents and departmental coordinators during the period of data collection.

Method of Data Analysis

The data collected for this study were coded, organized, and analyzed using appropriate descriptive and inferential statistics. Descriptive statistics such as frequency counts, percentages, mean, and standard deviation were used to answer Research Questions 1, 2, and 3 relating to the levels of emotional intelligence, classroom adjustment, and academic achievement among pre-service science teachers in Colleges of Education in Lagos and Ogun States, Nigeria. Pearson Product Moment Correlation (PPMC) was used to answer Research Question 4, which examined the relationship between emotional intelligence and classroom adjustment among the respondents. Simple Linear Regression analysis was also used to answer Research Question 5 in order to determine the predictive influence of emotional intelligence on academic achievement among pre-service science teachers.

Similarly, the hypotheses formulated for the study were tested using appropriate inferential statistics at 0.05 level of significance. Hypothesis One, which examined the relationship between emotional intelligence and classroom adjustment, was tested using Pearson Product Moment Correlation (PPMC). Hypotheses Two and Three, which examined the predictive influence of emotional intelligence on academic achievement and classroom adjustment respectively, were tested using Simple Linear Regression analysis. The choice of these statistical tools was considered appropriate because they enabled the researcher to determine both the degree of relationship and predictive influence among the variables investigated in the study.

Data Presentation and Results

Research Question 1

What is the level of emotional intelligence among pre-service science teachers in Colleges of Education in Lagos and Ogun States, Nigeria?

Table 2: Mean And Standard Deviation Analysis of The Level of Emotional Intelligence Among Pre-Service Science Teachers In Colleges Of Education In Lagos And Ogun States, Nigeria (N = 382)

S/N	Items on Emotional Intelligence	Mean	SD	Decision
1	I am able to control my emotions during academic challenges.	3.12	0.81	Agree
2	I understand how my emotions affect my academic activities.	3.08	0.76	Agree
3	I remain calm when facing classroom pressure.	2.97	0.84	Agree
4	I easily relate well with my classmates and lecturers.	3.15	0.79	Agree
5	I encourage myself to perform better academically.	3.21	0.73	Agree
6	I manage disappointment positively after poor academic performance.	2.89	0.88	Agree
7	I show understanding toward other students' feelings.	3.04	0.80	Agree
8	I handle academic stress effectively.	2.93	0.91	Agree
Grand Mean		3.05	0.82	High Level

Table 2 revealed the level of emotional intelligence among pre-service science teachers in Colleges of Education in Lagos and Ogun States, Nigeria. The findings showed that all the items recorded mean scores above the criterion mean of 2.50, indicating positive responses from the respondents. The grand mean score of 3.05 showed that the respondents possessed a high level of emotional intelligence. This implies that the majority of the pre-service science teachers demonstrated the ability to regulate emotions, manage stress, relate effectively with others, and maintain positive academic attitudes within the learning environment.

Research Question 2

What is the level of classroom adjustment among pre-service science teachers in Colleges of Education in Lagos and Ogun States, Nigeria?

Table 3: Mean and Standard Deviation Analysis of the Level of Classroom Adjustment Among Pre-Service Science Teachers In Colleges of Education In Lagos And Ogun States, Nigeria (N = 382)

S/N	Items on Classroom Adjustment	Mean	SD	Decision
1	I participate actively during classroom lessons.	3.10	0.77	Agree
2	I adapt easily to classroom rules and regulations.	3.18	0.70	Agree
3	I feel comfortable interacting with lecturers during classes.	2.96	0.82	Agree

4	I adjust effectively to practical science activities.	3.05	0.79	Agree
5	I maintain good relationships with my classmates.	3.11	0.75	Agree
6	I attend lectures regularly without unnecessary absence.	3.08	0.81	Agree
7	I cope effectively with classroom academic demands.	2.91	0.86	Agree
8	I remain focused during classroom activities.	3.02	0.80	Agree
Grand Mean		3.05	0.79	High Level

Table 3 showed the level of classroom adjustment among pre-service science teachers in Colleges of Education in Lagos and Ogun States, Nigeria. The results indicated that all the questionnaire items had mean scores above the benchmark mean of 2.50. The grand mean score of 3.05 suggested that the respondents exhibited a high level of classroom adjustment. This finding implied that the respondents were able to adapt effectively to classroom activities, maintain positive social interactions, and cope adequately with academic responsibilities within the college environment.

Research Question 3

What is the level of academic achievement among pre-service science teachers in Colleges of Education in Lagos and Ogun States, Nigeria?

Table 4: Mean and Standard Deviation Analysis of the Level Of Academic Achievement Among Pre-Service Science Teachers in Colleges of Education In Lagos And Ogun States, Nigeria (N = 382)

S/N	Items on Academic Achievement	Mean	SD	Decision
1	I perform well in continuous assessment tests.	3.01	0.78	Agree
2	I obtain satisfactory grades in semester examinations.	2.95	0.84	Agree
3	I perform effectively during practical science activities.	3.07	0.76	Agree
4	I complete academic assignments on time.	3.10	0.72	Agree
5	My academic performance has improved over time.	2.98	0.81	Agree
Grand Mean		3.02	0.78	Moderately High Level

Table 4 presented the level of academic achievement among pre-service science teachers in Colleges of Education in Lagos and Ogun States, Nigeria. The findings showed that all the items recorded mean values above the criterion mean of 2.50. The grand mean score of 3.02 indicated a moderately high level of academic achievement among the respondents. This suggests that the majority of the respondents demonstrated satisfactory academic performance in tests, assignments, practical activities, and semester examinations.

Research Question 4

What relationship exists between emotional intelligence and classroom adjustment among pre-service science teachers in Colleges of Education in Lagos and Ogun States, Nigeria?

Table 5: Pearson Product Moment Correlation Analysis of the Relationship Between Emotional Intelligence and Classroom Adjustment Among Pre-Service Science Teachers in Colleges of Education in Lagos and Ogun States, Nigeria (N = 382)

Variables	N	Mean	SD	r-value	p-value	Decision
Emotional Intelligence	382	3.05	0.82			
Classroom Adjustment	382	3.05	0.79	0.642	0.000	Significant

Table 5 showed the relationship between emotional intelligence and classroom adjustment among pre-service science teachers in Colleges of Education in Lagos and Ogun States, Nigeria. The result revealed a positive and significant relationship between emotional intelligence and classroom adjustment ($r = 0.642$, $p < 0.05$). This implies that an increase in emotional intelligence corresponded with improvement in classroom adjustment among the respondents. Therefore, emotional intelligence was found to be an important factor associated with students' ability to adjust effectively within classroom environments.

Research Question 5

To what extent does emotional intelligence predict academic achievement among pre-service science teachers in Colleges of Education in Lagos and Ogun States, Nigeria?

Table 6: Simple Linear Regression Analysis of the Predictive Influence of Emotional Intelligence On Academic Achievement Among Pre-Service Science Teachers In Colleges Of Education In Lagos And Ogun States, Nigeria (N = 382)

Variables	R	R ²	Adjusted R ²	Beta	t-value	p-value	Decision
Emotional Intelligence and Academic Achievement	0.587	0.344	0.339	0.587	14.118	0.000	Significant

Table 6 revealed the predictive influence of emotional intelligence on academic achievement among pre-service science teachers in Colleges of Education in Lagos and Ogun States, Nigeria. The result showed that emotional intelligence significantly predicted academic achievement among the respondents ($\beta = 0.587$, $p < 0.05$). The R^2 value of 0.344 indicated that emotional intelligence accounted for 34.4 percent of the variation in academic achievement among the respondents. This finding suggests that emotional intelligence contributed meaningfully to students' academic success within the selected Colleges of Education.

Test Of Hypotheses

Hypothesis One

Ho1: There is no significant relationship between emotional intelligence and classroom adjustment among pre-service science teachers in Colleges of Education in Lagos and Ogun States, Nigeria.

Table 7: Pearson Product Moment Correlation Analysis of the Significant Relationship Between Emotional Intelligence and Classroom Adjustment Among Pre-Service Science Teachers In Colleges Of Education In Lagos And Ogun States, Nigeria (N = 382)

Variables	N	Mean	SD	Calculated value	r- Critical value	r- df	Level Significance	of Remark
Emotional Intelligence	382	3.05	0.82					
Classroom Adjustment	382	3.05	0.79	0.642	0.098	380	0.05	Significant

Table 7 revealed the Pearson Product Moment Correlation analysis of the relationship between emotional intelligence and classroom adjustment among pre-service science teachers in Colleges of Education in Lagos and Ogun States, Nigeria. The result showed that the calculated r-value of 0.642 was greater than the critical r-value of 0.098 at 380 degree of freedom and 0.05 level of significance. This indicated that there was a positive and statistically significant relationship between emotional intelligence and classroom adjustment among the respondents. Consequently, the null hypothesis which stated that there is no significant relationship between emotional intelligence and classroom adjustment among pre-service science teachers was rejected. The finding implies that students with higher emotional intelligence demonstrated better classroom adjustment, participation, emotional stability, and social interaction within the learning environment.

Hypothesis Two

Ho2: Emotional intelligence does not significantly predict academic achievement among pre-service science teachers in Colleges of Education in Lagos and Ogun States, Nigeria.

Table 8: Simple Linear Regression Analysis of the Predictive Influence of Emotional Intelligence on Academic Achievement Among Pre-Service Science Teachers In Colleges Of Education In Lagos And Ogun States, Nigeria (N = 382)

Variables	R	R ²	Adjusted R ²	Beta (β)	Calculated t-value	Critical t-value	df	Level Significance	of Remark
Emotional Intelligence	0.587	0.344	0.339	0.587	14.118	1.96	380	0.05	Significant

and Academic Achievement

Table 8 presented the Simple Linear Regression analysis of the predictive influence of emotional intelligence on academic achievement among pre-service science teachers in Colleges of Education in Lagos and Ogun States, Nigeria. The result showed that the calculated t-value of 14.118 was greater than the critical t-value of 1.96 at 380 degree of freedom and 0.05 level of significance. The result further revealed a beta coefficient value of 0.587, indicating a positive predictive relationship between emotional intelligence and academic achievement. In addition, the R^2 value of 0.344 indicated that emotional intelligence accounted for 34.4 percent of the variation in academic achievement among the respondents. Since the calculated value exceeded the critical value, the null hypothesis was rejected. This implies that emotional intelligence significantly predicted academic achievement among pre-service science teachers in the selected Colleges of Education.

Hypothesis Three

Ho3: Emotional intelligence has no significant influence on classroom adjustment among pre-service science teachers in Colleges of Education in Lagos and Ogun States, Nigeria.

Table 9: Simple Linear Regression Analysis of the Significant Influence of Emotional Intelligence On Classroom Adjustment Among Pre-Service Science Teachers In Colleges Of Education In Lagos And Ogun States, Nigeria (N = 382)

Variables	R	R^2	Adjusted R^2	Beta (β)	Calculated t-value	Critical t-value	df	Level of Significance	Remark
Emotional Intelligence and Classroom Adjustment	0.642	0.412	0.408	0.642	16.327	1.96	380	0.05	Significant

Table 9 showed the Simple Linear Regression analysis of the influence of emotional intelligence on classroom adjustment among pre-service science teachers in Colleges of Education in Lagos and Ogun States, Nigeria. The findings revealed that the calculated t-value of 16.327 was greater than the critical t-value of 1.96 at 380 degree of freedom and 0.05 level of significance. The beta coefficient value of 0.642 indicated that emotional intelligence exerted a strong positive influence on classroom adjustment among the respondents. The R^2 value of 0.412 further showed that emotional intelligence explained 41.2 percent of the variation in classroom adjustment among the respondents. Based on the findings, the null hypothesis was rejected. This suggests that emotional intelligence significantly influenced classroom adjustment among pre-service science teachers in the selected Colleges of Education. The finding further indicates that emotionally intelligent students were more likely to adapt effectively to classroom activities, maintain positive



interpersonal relationships, and cope successfully with academic demands within the college environment.

Summary of the Findings

The following findings emerged from the study:

1. The study revealed that pre-service science teachers in Colleges of Education in Lagos and Ogun States, Nigeria possessed a high level of emotional intelligence as evidenced by their ability to regulate emotions, relate positively with others, and cope effectively with academic stress.
2. The findings showed that pre-service science teachers demonstrated a high level of classroom adjustment, indicating effective adaptation to classroom activities, academic responsibilities, and interpersonal relationships within the learning environment.
3. The study further revealed that the respondents exhibited a moderately high level of academic achievement in terms of classroom participation, practical activities, assignments, and examination performance.
4. The findings established that a positive and significant relationship existed between emotional intelligence and classroom adjustment among pre-service science teachers in Colleges of Education in Lagos and Ogun States, Nigeria.
5. The study revealed that emotional intelligence significantly predicted academic achievement among pre-service science teachers in the selected Colleges of Education.
6. The findings further showed that emotional intelligence exerted a significant positive influence on classroom adjustment among pre-service science teachers in Colleges of Education in Lagos and Ogun States, Nigeria.

Discussion of the Findings

The finding of the study revealed that pre-service science teachers possessed a high level of emotional intelligence. This finding suggests that the respondents demonstrated reasonable capacity to regulate emotions, maintain interpersonal relationships, and cope with academic challenges within the college environment. The finding agrees with the submission of Yusuf and Adigun (2024), who reported that emotionally intelligent students often exhibit better emotional stability, self-confidence, and learning effectiveness in tertiary institutions. Similarly, Adeyemi and Salami (2021) found that emotional intelligence contributed positively to students' academic engagement and social interaction within teacher education programmes. The implication of this finding is that emotionally stable pre-service science teachers are more likely to develop positive classroom behaviour and professional competence necessary for future teaching responsibilities.

The study also found that pre-service science teachers demonstrated a high level of classroom adjustment. This indicates that the respondents were able to adapt effectively to classroom expectations, instructional activities, and academic demands within their institutions. The finding is consistent with the study of Chukwuemeka and Bello (2021), which revealed that students with sound emotional competencies often display better classroom adaptation and participation in

learning activities. However, the finding contradicts the position of Adebayo and Kazeem (2020), who observed that some teacher education students experienced difficulties adjusting socially and emotionally within tertiary learning environments. The implication of this finding is that effective classroom adjustment may contribute significantly to students' academic participation, learning effectiveness, and future professional development.

The findings further showed that the respondents possessed a moderately high level of academic achievement. This suggests that most of the pre-service science teachers performed reasonably well in practical activities, assignments, tests, and semester examinations. The finding aligns with Oladipo and Ahmed (2022), who reported that emotionally balanced students often demonstrate improved academic achievement and learning commitment. In the same vein, Musa and Adewale (2023) observed that emotional stability positively influenced students' academic performance in science-related disciplines. The implication of this finding is that emotional intelligence may enhance students' concentration, persistence, and resilience toward academic activities, thereby contributing to improved academic outcomes.

The study established that a significant relationship existed between emotional intelligence and classroom adjustment among pre-service science teachers in Colleges of Education in Lagos and Ogun States, Nigeria. The positive relationship obtained in the study implies that students with higher emotional intelligence were more likely to adjust effectively within classroom environments. This finding supports the work of Okonkwo and Eze (2022), who found that emotional intelligence significantly influenced students' social and academic adjustment in tertiary institutions. Similarly, Ojo and Balogun (2021) reported that emotionally intelligent learners often display higher persistence and better classroom participation than their counterparts with low emotional intelligence. The implication of this finding is that emotional intelligence serves as an important psychological resource capable of enhancing students' classroom adaptation and academic experiences.

The findings also revealed that emotional intelligence significantly predicted academic achievement among pre-service science teachers. This finding indicates that emotional intelligence contributed meaningfully to variations in students' academic performance within the selected Colleges of Education. The result corroborates the findings of Nwosu and Ibrahim (2023), who reported that emotional intelligence significantly influenced students' learning behaviour and academic outcomes in higher institutions. The finding also agrees with Ezeani and Nwachukwu (2024), who established that emotionally intelligent students demonstrated improved learning effectiveness and classroom engagement. The implication of this finding is that educational counsellors and teacher educators may need to promote emotional intelligence development programmes capable of improving students' academic achievement and psychological wellbeing.

Conclusion

Based on the findings of this study, it was concluded that emotional intelligence remains an important psychological factor influencing classroom adjustment and academic achievement among pre-service science teachers in Colleges of Education in Lagos and Ogun States, Nigeria.

The study established that emotionally intelligent students demonstrated better classroom adaptation, positive interpersonal relationships, and improved academic outcomes within the learning environment. The findings further revealed that emotional intelligence significantly predicted both classroom adjustment and academic achievement among the respondents. Consequently, the study concluded that the development of emotional intelligence among pre-service science teachers is essential for effective learning, emotional stability, academic success, and future professional competence in science education.

Recommendations

Based on the findings of the study, the following recommendations were made:

1. Educational counsellors in Colleges of Education should organize regular emotional intelligence training programmes and workshops for pre-service science teachers to improve their emotional regulation and interpersonal skills.
2. Lecturers and teacher educators should integrate socio-emotional learning activities into science education programmes in order to promote effective classroom adjustment among students.
3. College administrators should establish functional counselling units capable of assisting students experiencing emotional and academic challenges within the learning environment.
4. Pre-service science teachers should be encouraged to participate in group activities, mentorship programmes, and peer interaction sessions aimed at improving emotional competence and classroom participation.
5. Curriculum planners should incorporate emotional intelligence and psychological wellbeing components into teacher education curriculum to enhance students' academic achievement and future teaching effectiveness.
6. Parents, lecturers, and educational stakeholders should provide supportive learning environments capable of promoting students' emotional stability, confidence, and academic motivation.

References

- Adebayo, T. O., & Kazeem, A. R. (2020). Classroom adjustment and learning outcomes among teacher education students in Southwest Nigeria. *Journal of Educational Development and Practice*, 8(2), 44–58.
- Adeyemi, S. A., & Salami, M. O. (2021). Emotional intelligence and academic engagement among pre-service teachers in Nigerian tertiary institutions. *Nigerian Journal of Educational Psychology*, 15(1), 66–81.
- Afolabi, J. K., & Olatunji, B. A. (2020). Psychological factors and academic achievement among students in Colleges of Education in Nigeria. *International Journal of Educational Research and Innovation*, 9(3), 112–126.



- Chukwuemeka, E. N., & Bello, H. M. (2021). Emotional competence and classroom adaptation among science students in tertiary institutions. *Journal of Contemporary Educational Studies*, 14(2), 95–109.
- Ezeani, P. N., & Nwachukwu, C. C. (2024). Emotional intelligence and classroom participation among science education undergraduates in Nigeria. *African Journal of Educational Psychology*, 18(1), 72–89.
- Ibrahim, U. A., & Danjuma, S. I. (2023). Teacher preparation and psychosocial variables influencing academic outcomes in Colleges of Education. *Journal of Teacher Education and Research*, 11(4), 133–149.
- Musa, A. T., & Adewale, K. A. (2023). Emotional stability and academic achievement among science education students in Nigerian tertiary institutions. *Journal of Educational Measurement and Evaluation*, 10(2), 51–67.
- Nwosu, J. C., & Ibrahim, L. M. (2023). Emotional intelligence as determinant of students' learning behaviour in higher education institutions. *Nigerian Journal of Guidance and Counselling*, 27(1), 84–99.
- Ojo, R. A., & Balogun, F. O. (2021). Emotional intelligence and academic persistence among pre-service teachers in Southwest Nigeria. *Journal of Educational Counselling and Development*, 6(1), 38–52.
- Okonkwo, P. E., & Eze, V. U. (2022). Emotional intelligence and social adjustment among students in teacher education programmes. *International Journal of Educational Sciences*, 13(2), 101–116.
- Oladipo, M. A., & Ahmed, I. T. (2022). Predictors of academic achievement among science students in Nigerian Colleges of Education. *Journal of Science Education and Development*, 7(3), 74–88.
- Yusuf, H. O., & Adigun, T. A. (2024). Emotional intelligence and learning effectiveness among tertiary institution students in Nigeria. *African Journal of Educational Research*, 19(2), 57–73.
- Adeniran Ogunsanya College of Education. (2025). *Academic planning statistics for School of Secondary Education (Science), 2024/2025 academic session*. Academic Planning Unit, Lagos.
- Federal College of Education, Abeokuta. (2025). *Students' enrolment statistics for School of Secondary Education (Science), 2024/2025 academic session*. Academic Planning Unit, Ogun State.



ISSN 1118-1364

International Journal of Science Education
Volume 19, Number 1, March 2026, <https://nigerianjournalsonline.org/>



Tai Solarin College of Education, Omu-Ijebu. (2025). *Academic records and enrolment statistics for School of Secondary Education (Science), 2024/2025 academic session*. Academic Planning Unit, Ogun State.