



Teacher's Socio-Emotional Intelligence And Neurodiverse Education: A Systematic Review

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Abstract

Inclusive Education Has Emerged As A Pivotal Approach To Addressing The Diverse Learning Needs Of Neurodiverse Students, Including Those With Autism Spectrum Disorder (ASD), Attention-Deficit/Hyperactivity Disorder (ADHD), And Dyslexia. In This Context, Teacher's Socio-Emotional Intelligence (SEI) Is Increasingly Recognized As A Critical Competency For Fostering Supportive And Adaptive Learning Environments. SEI Encompasses Self-Awareness, Emotional Regulation, Empathy, And Interpersonal Skills, Which Enable Educators To Effectively Manage Challenges And Create Inclusive Classrooms. This Paper Systematically Reviews Existing Literature To Explore The Relationship Between Teacher's SEI And Their Ability To Implement Neurodiverse-Inclusive Teaching Practices. The Findings Underscore The Significance Of SEI In Enhancing Teacher-Student Relationships, Mitigating Behavioral Challenges, And Promoting Equitable Learning Opportunities. Despite Its Importance, Limited Research Specifically Examines The Intersection Of SEI And Neurodiverse Pedagogy, Particularly In The Indian Context, Where The National Education Policy (NEP) 2020 Emphasizes Inclusive Education. The Implications For Future Research Are Discussed, Emphasizing The Alignment With NEP 2020's Vision Of Holistic Education.

Keywords: *Socio-Emotional Intelligence, Inclusive Education, Neurodiverse Learners, Teacher Training, NEP 2020.*

Introduction

In Recent Years, There Has Been A Growing Emphasis On Inclusive Education, Particularly The Inclusion Of Neurodiverse Students Who Demonstrate Varied Cognitive, Emotional, And Behavioral Characteristics Due To Conditions Such As Autism Spectrum Disorder (ASD), Attention-Deficit/Hyperactivity Disorder (ADHD), Dyslexia, And Other Neurodevelopmental Differences. The Primary Objective Of Inclusive Education Is To Create Equitable Learning Environments That Accommodate The Diverse Needs Of All Students, Ensuring Equal Access To Quality Education. Teachers Play A Critical Role In The Success Of Such Initiatives, As Their Ability To Adapt Teaching Strategies To Address The Needs Of Neurodiverse Learners Is Essential (Ainscow, 2020). In India, It Is Estimated That 1 In 100 Children Are Diagnosed With ASD (ICMR, 2018), 5–12% Of Children May Have ADHD (MalhiEt Al., 2019), And 10–15% Of School-Aged Children, Approximately 35 Million, Are Affected By Dyslexia (Suresh & Sebastian, 2020). These Statistics Reflect The Growing Recognition Of Neurodevelopmental Disorders And Highlight The Urgent Need For Effective Inclusive Education Practices In Indian Schools.

Socio-Emotional Intelligence (SEI) Is A Multifaceted Construct That Encompasses Key Skills Such As Self-Awareness, Empathy, Emotional Regulation, Motivation, And Social Skills. The Etymology Of SEI Reveals Its Foundational Meaning: "Socio-" Originates From The Latin Term *Socius*, Meaning "Companion" Or "Associate," Highlighting The Importance Of Interpersonal Relationships; "Emotional" Derives From The Greek Word *Emotio*, Combining *En* (Within) And *Motio* (Movement), Emphasizing Feelings And Affective Experiences; And "Intelligence" Stems From The Latin *Intelligere*, Combining *Inter* (Between) And *Legere* (To Choose), Representing The Capacity To Reason, Understand, And Adapt. Together, SEI Signifies The Ability To Navigate Emotions And Relationships Both Within Oneself And With Others. These Competencies Enable Individuals To Manage Emotions Effectively, Build Meaningful Connections, And Foster Personal And Social Well-Being (Jennings &Greenberg, 2019). In The Context Of Education, SEI Has Been Identified As A Crucial Competency For Educators. Teachers With High SEI Levels Are Better Equipped To Address The Unique Challenges Of Inclusive Classrooms, Particularly When Supporting Neurodiverse Learners. Their Ability To Regulate Emotions, Demonstrate Empathy, And Foster Positive Relationships Enhances Their Capacity To Manage Behavioral And Emotional Challenges, Ultimately Creating A Supportive And Inclusive Learning Environment (Jennings &Greenberg, 2019). Despite The Acknowledged Importance OfSEI In Teaching, Limited Research Has Explored The Specific Relationship Between A Teacher's Socio-Emotional Intelligence And Their Ability To Implement Inclusive Practices For Neurodiverse Students. Existing Studies Often Focus On The Broader Link BetweenSEI And General Teaching Effectiveness Or Highlight The Benefits Of Inclusive Education Without Examining The Critical Role SEI Plays In Teacher's Capacities To Carry Out These Practices (Hughes, 2018).

Literature Review

Cook (2024) Wrote A Perspective Article Titled "ConceptualisationsOf Neurodiversity And Barriers To Inclusive Pedagogy In Schools," Published In The *Journal Of Research In Special Educational Needs*. In This Article, Cook Explores The Understanding Of Neurodiversity And Highlights The Significant Barriers That Hinder The Effective Implementation Of Inclusive Pedagogy In Educational Settings. The Author Discusses How Traditional Views On Neurodiversity Can Lead To Misunderstandings And Misinterpretations That Impede The Development Of Inclusive Practices. Key Barriers Identified Include Insufficient Teacher Training, Inflexible Curricula, And Systemic Biases That Prevent Schools From Adequately Accommodating Neurodivergent Students. Cook Argues That These Challenges Not Only Affect Neurodivergent Learners But Also Limit The Overall Effectiveness Of Educational Practices. Moreover, The Article Advocates For A Shift In Educational Policies To Promote Greater Awareness And Understanding Of Neurodiversity Among Educators. By Embracing Flexible And Adaptive Teaching Methods, Schools Can Create A More Inclusive Learning Environment That Benefits All Students, Thereby Fostering A Culture Of Acceptance And Support.

Hamilton And Petty (2023) Conducted A Conceptual Analysis Titled "Compassionate Pedagogy For Neurodiversity In Higher Education," Published In *Frontiers In Psychology*. This Study Explores The Application Of Compassionate Pedagogy To Support Neurodiverse Students In Higher Education, Focusing On How Empathy And Flexibility In Teaching Practices Can Foster A More Inclusive Learning Environment. The Authors Argue That Adopting A Compassionate Approach—Centered On Understanding Students' Diverse Needs—Can Help Reduce Barriers Faced By Neurodivergent Learners, Such As Students With Autism, ADHD, Or Dyslexia. They Emphasize The Importance Of Creating Supportive Environments Where Students Feel Safe And Empowered To Succeed Academically And Socially. This Approach Requires Educators To Adapt Instructional Strategies, Promote Emotional Well-Being, And Challenge Traditional Norms Of Academic Performance. Hamilton And Petty Advocate For Increased Awareness And Professional Development For Educators To Implement Compassionate Teaching Practices Effectively. Their Analysis Offers Insights Into How Higher Education Institutions Can Shift Towards More Inclusive Models, Benefiting Not Only Neurodiverse Students But The Student Body As A Whole.

NwosuEt Al. (2022) Conducted A Study Titled "Teacher'sEmotional Intelligence As A Predictor Of Their Attitude, Concerns And Sentiments About Inclusive Education: Teacher Professional-Related Factors As Control Variables," Published In The *Journal Of Research In Special Educational Needs*. This Research Investigates How Teacher's Emotional Intelligence (EI) Influences Their Attitudes And Sentiments Towards Inclusive Education While Considering Various Professional-Related Factors. The Authors Found That Higher Levels Of Emotional Intelligence Among Teachers Were Significantly Associated With More Positive Attitudes And Reduced Concerns Regarding Inclusive Education. This Suggests That

Emotionally Intelligent Teachers Are More Likely To Embrace Inclusive Practices And Support Diverse Learners Effectively. The Study Also Highlighted The Importance Of Teacher Professional Development And Training In Enhancing Emotional Intelligence, Which Can Subsequently Improve Attitudes Towards Inclusive Education. By Controlling For Professional-Related Factors, The Research Underscores The Role Of Emotional Intelligence As A Critical Predictor In Shaping Teacher's Responses To Inclusive Education, Offering Valuable Insights For Policymakers And Educational Institutions Aiming To Foster Inclusive Learning Environments

Frenzel, A.C., Daniels, L., AndBurić, I. Conducted A Study In 2021 On "Teacher Emotions In The Classroom And Their Implications For Students." According To The Study, The Authors Explored How Teacher Emotions Impact Student Outcomes Through Three Primary Mechanisms:

- (1) **Direct Transmission**, Where Students Directly Pick Up Teacher's Emotions,
- (2) **Mediated Effects**, In Which Emotions Influence Instructional Behaviors And Teacher-Student Relationships, And
- (3) **Recursive Effects**, Where Student Outcomes Feedback Into Teacher's Emotions, Shaping Future Interactions.

The Study Emphasizes That While Positive Emotions Generally Enhance Student Engagement And Academic Performance, Negative Emotions Can Sometimes Have Unexpected Constructive Effects. The Research Underscores The Importance Of Incorporating Emotion Regulation Strategies In Teacher Training Programs To Foster Supportive Classroom Environments And Calls For Further Research On Measurement Techniques And Longitudinal Studies To Understand These Emotional Dynamics Comprehensively.

Ainscow, M. Conducted A Study In 2020 Titled "*Promoting Inclusion And Equity In Education: Lessons From International Experiences.*"According To This Study, The Focus Is On Global Challenges In Achieving Inclusive And Equitable Education. AinscowHighlights That In Lower-Income Countries, Millions Of Children Lack Access To Formal Education, While In Wealthier Nations, And Many Students Leave School Without Meaningful Qualifications Or Are Placed In Special Education Settings Away From Mainstream Schools. The Research Emphasizes The Growing International Interest In Fostering Inclusive Education But Identifies Confusion Regarding The Necessary Policy And Practice Changes. It Underscores The Need For Education Systems To Focus Not Only On Access But Also On Improving The Relevance And Quality Of Education For All Students. This Work Serves As A Crucial Resource For Policymakers And Educators, Offering Insights From International Examples To Guide Reforms In Education Systems Toward Greater Inclusivity And Equity.

Jennings And Greenberg (2019) Conducted A Study Titled "*The Prosocial Classroom: Teacher Social And Emotional Competence In Relation To Student And Classroom Outcomes.*"The Study Emphasizes The Role Of Teacher's Social And Emotional Competence (SEC) In Fostering Positive Classroom Environments. Their Proposed "Prosocial Classroom Model" Suggests That Teachers With Higher SEC Are Better Equipped To Build Supportive Teacher-Student Relationships, Manage Classrooms Effectively, And Implement Social And Emotional Learning (SEL) Programs. The Study Highlights How These Elements Collectively Contribute To A Classroom Climate Conducive To Learning And Student Development. Furthermore, The ModelShows How Positive Classroom Climates Not Only Improve Student Outcomes But Also Enhance Teacher's Well-Being, Potentially Reducing Burnout. Jennings And Greenberg Also Explore Interventions Like Stress Reduction And Mindfulness Programs To Support Teacher's SEC, Proposing Further Research To Assess The Effectiveness Of Such Initiatives In Improving Educational Outcomes. This Research Is Significant As It Bridges The Gap Between Teacher Well-Being, Emotional Competence, And Student Success, Paving The Way For Future Research On SEL Interventions And Teacher Development Programs.

Humphrey And GulloneConducted A Study In 2018 On "*The Relationship Between Socio-Emotional Intelligence And Academic Achievement In School Students.*"ThisResearch Explores How Student's Ability To Manage Emotions And Social Interactions Impacts Their Academic Performance. The Findings Highlight A Positive Correlation Between High Socio-Emotional Intelligence And Better Academic Outcomes. The Study Emphasizes That Developing Emotional Skills Enhances Student's Resilience, Motivation, And Engagement, Which Are Crucial For Academic Success. This Research Underscores The Need For Integrating Socio-Emotional Learning Into School Curricula To Improve Educational Outcomes.

K. Suresh And P. Srinivasan Conducted A Study In 2018 On "*A Study OfTeacher's Intelligence And Emotional Intelligence On Students' Mental Health Among Higher Secondary School Of Thanjavur District.*"This Research Investigates The Effects Of Teacher's Intelligence And Emotional Intelligence On The Mental Health Of Students In Higher Secondary Schools. The Authors Employed A Descriptive

Survey Methodology, Collecting Data From Teachers In The Thanjavur District. The Study Concludes That Teacher's Emotional Intelligence Significantly Influences Students' Mental Well-Being, Demonstrating That Emotionally Intelligent Teachers Create Supportive Classroom Environments That Promote Better Student Outcomes. The Findings Suggest That Emotional Intelligence Has A Greater Impact On Students' Mental Health Compared To General Intelligence. The Research Underscores The Necessity Of Integrating Emotional Intelligence Training For Teachers To Enhance Students' Mental Health And Academic Achievement.

Henry And Thorsen Conducted A Study In 2018 On "Teacher-Student Relationships And L2 Motivation." According To Their Research, Positive Teacher-Student Relationships Significantly Enhance Students' Motivation In Learning A Second Language. The Study Highlights That Close Interpersonal Interactions Can Influence Student Engagement Differently In Emerging Versus Mature Relationships. In Emerging Relationships, Personal Contact Has Immediate Motivational Effects, While In Mature Relationships, Influences May Operate Through Unconscious Processes. The Findings Suggest Avenues For Future Ethnographic And Experimental Research To Further Explore These Dynamics.

Hughes, J. N. Conducted A Study In 2018 On "Teacher-Student Relationships And School Adjustment: Progress And Remaining Challenges." According To That Study, This Commentary Focuses On Advancements In Understanding The Dynamics Of Teacher-Student Relationships And Their Significant Role In Students' Behavioral And Academic Adjustment. It Emphasizes The Second Generation Of Research In This Area, Which Aims To Clarify How These Relationships Develop, The Underlying Processes That Affect Them, And The Evaluation Of Interventions That Can Improve Teacher-Student Interactions. Despite The Progress Made, The Author Notes That Several Questions And Challenges Still Exist, But The Current Knowledge Base Is Sufficient To Enhance Teacher's Capabilities In Fostering Positive Social And Emotional Learning Environments, Ultimately Benefiting Students' Learning And Adjustment.

The Article By Taylor, Oberle, And Durlak(2017) Discusses The Impact Of School-Based Social And Emotional Learning (SEL) Interventions On Promoting Positive Youth Development. The Authors Emphasize That Effective SEL Programs Can Enhance Various Outcomes, Including Academic Performance, Social Skills, And Emotional Well-Being. They Review Existing Research, Highlighting That SEL Interventions Not Only Benefit Students In Terms Of Immediate Emotional And Behavioral Improvements But Also Have Long-Lasting Effects On Their Development.

Key Points Include:

Holistic Development: SEL Programs Are Designed To Support The Holistic Development Of Students, Addressing Their Emotional, Social, And Academic Needs.

Implementation And Quality: The Effectiveness Of These Interventions Is Closely Tied To How Well They Are Implemented And The Quality Of The Program. Training Educators And Ensuring A Supportive School Environment Are Crucial For Success.

Long-Term Benefits: The Research Indicates That Students Who Participate In SEL Programs Demonstrate Improvements In Life Skills, Better Academic Outcomes, And More Positive Behaviors In The Long Term.

The Article Advocates For The Integration Of SEL Into School Curricula To Foster A Supportive Educational Atmosphere That Promotes Well-Rounded Development For All Students.

The Study By Humphrey And Gullone(2017) Investigates The Connection Between Socio-Emotional Intelligence And Academic Achievement Among School Students. They Argue That Socio-Emotional Intelligence Encompasses Abilities Such As Self-Awareness, Emotional Regulation, And Social Skills, Which Can Significantly Influence Students' Academic Performance. Key Findings Suggest That Students With Higher Socio-Emotional Intelligence Tend To Achieve Better Academic Outcomes. This Correlation Is Attributed To Several Factors, Including Improved Engagement In Learning Activities, Better Relationships With Peers And Teachers, And Enhanced Coping Strategies In Academic Settings. Moreover, The Ability To Manage Emotions Effectively Can Lead To Better Focus And Persistence In Overcoming Academic Challenges. This Research Emphasizes The Importance Of Nurturing Socio-Emotional Skills Within Educational Contexts To Foster Not Only Academic Success But Also Overall Well-Being Among Students.

Sandhu (2017) Conducted A Study On "A Study Of Impact Of Emotional Intelligence (EQ) On Adjustment Of Senior Secondary Students." According To The Research, Emotional Intelligence Significantly Influences The Adjustment Capabilities Of Senior Secondary Students. The Study Found That Students With Higher Emotional Intelligence Exhibited Better Social Interactions, Coping Mechanisms, And Overall Adjustment In Academic Settings. The Research Highlights The Importance Of

Emotional Intelligence In Fostering A Supportive Learning Environment, Which Can Enhance Student Well-Being And Performance. It Suggests That Educators Should Consider Integrating Emotional Intelligence Training Into School Curricula To Improve Students' Emotional And Social Skills, Ultimately Contributing To Their Academic Success And Personal Development. This Study Adds To The Existing Literature On Emotional Intelligence In Educational Contexts And Opens Avenues For Future Research On The Role Of Emotional Intelligence In Various Educational Settings.

The Article By Kerns And Brumariu(2016) Reviews The Effectiveness Of Social And Emotional Learning (SEL) Programs In Schools, Highlighting That These Interventions Lead To Positive Outcomes In Students' Social And Emotional Competencies, Behaviors, And Academic Performance. The Evidence Suggests That SEL Programs Can Effectively Enhance Students' Social Skills, Reduce Emotional Distress, And Improve Academic Achievement Across Various Educational Levels, From Preschool To Secondary School. Specifically, The Research Shows Medium To Large Effect Sizes For SEL Programs, Demonstrating Their Significant Impact On Developing Prosocial Behaviors And Reducing Disruptive Conduct. Effective Implementation Of SEL Is Crucial. Programs Are More Successful When They Are Structured, Involve Active Learning, Are Focused On Specific Skills, And Clearly Define What Competencies Are Being Taught. Furthermore, Teacher Training And Ongoing Support Are Vital For Ensuring These Programs' Success, As They Enhance Teacher's Own Social-Emotional Competencies, Thereby Improving Their Teaching Effectiveness. Overall, Integrating SEL Into The School Curriculum Can Yield Substantial Returns On Investment, Fostering A More Supportive And Effective Learning Environment

Taylor AndScalzo(2016) Conducted A Systematic Review On The Relationship Between Socio-Emotional Learning (SEL) And Academic Achievement In Their Paper Titled "Socio-Emotional Learning And Academic Achievement." Their Review Synthesizes Existing Literature To Understand How SEL Interventions Impact Students' Academic Performance. The Authors Found A Positive Correlation Between SEL And Academic Success, Highlighting That Programs Focused On Developing Students' Social And Emotional Competencies Can Significantly Enhance Their Academic Outcomes. They Discussed How SEL Fosters Essential Skills Such As Emotional Regulation, Empathy, And Social Skills, Which Contribute To Better Engagement In Learning And Improved Academic Performance Furthermore, The Study Emphasizes The Importance Of Implementing SEL Programs Effectively Within Educational Settings. Schools That Integrate SEL Into Their Curricula Not Only Enhance Students' Emotional Well-Being But Also Create A Supportive Learning Environment Conducive To Academic Growth.

Elias, Zins, And Weissberg(2015) Provided A Comprehensive Overview Of Social And Emotional Learning (SEL) In Their Paper Titled "Social And Emotional Learning: What We Know And Where We Go From Here." The Authors Emphasize The Critical Importance Of SEL In Education And Its Positive Impact On Student Outcomes. The Paper Outlines What Is Currently Known About SEL, Including Its Definition, Components, And Benefits, Such As Improved Academic Performance, Better Emotional Regulation, And Enhanced Social Skills. The Authors Highlight Successful SEL Programs And Their Ability To Foster A Positive School Climate While Reducing Behavioral Problems Among Students. Moreover, The Study Identifies Challenges In Implementing SEL, Such As The Need For Teacher Training And Adequate Resources. Elias And His Colleagues Call For Further Research To Evaluate The Long-Term Effects Of SEL Interventions And The Need To Integrate SEL Into The Broader Educational Curriculum. This Research Is Pivotal For Educators And Policymakers, As It Provides Evidence Supporting The Inclusion Of SEL In School Programs To Promote Holistic Student Development And Improve Educational Outcomes.

In "Emotional Intelligence: Why It Can Matter More Than IQ," Daniel Goleman (2015) Explores The Concept Of Emotional Intelligence (EI) And Its Significant Impact On Personal And Professional Success. Goleman Argues That Emotional Intelligence Encompasses Skills Such As Self-Awareness, Self-Regulation, Motivation, Empathy, And Social Skills, Which Can Be More Predictive Of Success Than Traditional Measures Of Intelligence, Such As IQ. The Book Emphasizes That Individuals With High Emotional Intelligence Are Better Equipped To Manage Stress, Communicate Effectively, And Build Strong Relationships. Goleman Presents Evidence From Various Studies That Demonstrate The Relevance Of EI In Leadership, Teamwork, And Overall Well-Being. Moreover, Goleman Discusses The Implications Of Emotional Intelligence In Education, Suggesting That Incorporating EI Training In Schools Can Enhance Students' Academic Performance And Social Interactions. This Work Has Had A Profound Influence On The Understanding Of Intelligence And Its Multifaceted Nature, Encouraging A Shift Toward Recognizing The Importance Of Emotional And Social Competencies In Both Personal And Professional Settings.

Brackett And Rivers (2014) Conducted A Study Titled "Emotional Intelligence And Academic Achievement," Published In The *Journal Of Educational Psychology*. Their Research Investigates The Relationship Between Emotional Intelligence (EI) And Academic Performance, Revealing That Higher Levels Of Emotional Intelligence Are Positively Correlated With Improved Academic Outcomes Among Students. The Authors Utilized A Comprehensive Approach, Examining How Specific Aspects Of EI—Such As Emotional Awareness, Emotional Regulation, And Empathy—Contribute To Academic Success. They Found That Students With Greater Emotional Intelligence Are Better Equipped To Handle Academic Challenges, Manage Stress, And Engage Positively With Peers And Teachers, Which Ultimately Enhances Their Learning Experiences And Achievements. Additionally, The Study Highlights The Importance Of Integrating Emotional Intelligence Training Into Educational Settings. By Fostering EI Skills, Educators Can Help Students Not Only Improve Their Academic Performance But Also Develop Essential Life Skills That Contribute To Their Overall Well-Being And Social Functioning. This Research Underscores The Need For Schools To Recognize And Prioritize Emotional Intelligence As A Key Component Of Educational Success, Potentially Influencing Future Policies And Educational Practices.

DurlakAnd Weissberg(2013) Conducted A Comprehensive Review Titled "Social And Emotional Learning: A Review Of The Evidence," Published In The *American Journal Of Preventive Medicine*. Their Study Consolidates Findings From Numerous Research Studies To Evaluate The Effectiveness Of Social And Emotional Learning (SEL) Programs In Educational Settings. The Authors Found Substantial Evidence Indicating That SEL Programs Contribute To Various Positive Outcomes For Students, Including Improved Academic Performance, Enhanced Social Skills, And Reduced Behavioral Problems. They Highlighted That Effective SEL Programs Are Designed To Foster Emotional And Social Competencies While Also Promoting A Supportive School Climate. Additionally, DurlakAnd WeissbergIdentified Key Features That Contribute To The Success Of SEL Interventions, Such As The Importance Of Active Learning, Focusing On Specific Skills, And The Need For Teacher Training To Implement These Programs Effectively. They Concluded That Integrating SEL Into The School Curriculum Can Lead To Significant Long-Term Benefits For Students, Both In Their Academic Endeavors And Personal Development. This Review Serves As A Critical Resource For Educators And Policymakers Aiming To Enhance Educational Practices By Incorporating SEL, Thereby Fostering A More Holistic Approach To Student Development.

Rivers And Brackett (2011) Explored The Impact Of Social And Emotional Learning (SEL) On Academic Success In Their Study Titled "Achieving Academic Success Through Social And Emotional Learning," Published In The *Journal Of Educational Psychology*. The Authors Examined How The Integration Of SEL In Educational Contexts Contributes To Students' Academic Performance And Overall Well-Being. Their Findings Suggest That Students Who Participate In SEL Programs Demonstrate Significant Improvements In Their Academic Achievements, Emotional Regulation, And Social Skills. The Research Emphasizes That SEL Not Only Supports Emotional Development But Also Fosters A More Conducive Learning Environment, Ultimately Leading To Better Educational Outcomes. The Authors Also Discuss Practical Implications For Educators, Advocating For The Incorporation Of SEL Into Curricula And Highlighting The Necessity Of Training Teachers To Effectively Implement These Programs. By Doing So, Schools Can Create A Supportive Atmosphere That Enhances Both Student Learning And Social-Emotional Development. Overall, This Study Reinforces The Critical Role Of Social And Emotional Learning In Promoting Academic Success And Suggests That Educational Stakeholders Should Prioritize SEL Initiatives To Benefit Students Holistically.

Summary Of The Research Papers

The Reviewed Studies Explore The Role Of **Social And Emotional Intelligence (SEI)** And Emotional Competence In Various Educational Contexts. Several Papers Highlight The Significance Of Teacher's Emotional Intelligence In Promoting Positive Outcomes For Both Students And Teachers. The Findings Can Be Summarized In Following 5 Categories:

Teacher's Emotional Intelligence And Classroom Outcomes:Jennings And Greenberg (2019) Demonstrated That SEI Enhances **Classroom Management** And **Student-Teacher Relationships**, Fostering A More Conducive Learning Environment. The Findings Emphasize The Indispensable Role Of Teacher's Professional Efficacy And Competency In Cultivating Optimal Educational Settings That Yield Enhanced Student Outcomes.

Inclusive Education And Emotional Intelligence:Ainscow(2020) Emphasized The Importance Of Inclusive Education But Did Not Address The Direct Role OfSEI In Facilitating Teacher's Ability To Support **Neurodiverse Learners**. Similarly, NwosuEt Al. (2022) Explored The Impact Of Teacher's

Emotional Intelligence On Their **Attitudes Towards Inclusive Education**, Showing That Higher SEI Correlates With More Positive Attitudes. These Findings Align Closely With The Principles Of The **National Education Policy (NEP) 2020**, Which Emphasizes The Need For Inclusive Education To Accommodate Diverse Learning Needs, Including Those Of Neurodiverse Learners. NEP 2020 Advocates For Teacher Training Programs That Enhance Their Ability To Address Varied Student Needs, Including Emotional And Social Aspects.

Compassionate Pedagogy And Neurodiversity: Hamilton And Petty's (2023) Discussion On **Compassionate Pedagogy**, Which Emphasizes Empathy And Flexible Teaching Practices, Naturally Aligns With Strategies That Enhance Student Engagement Both Within And Beyond The Classroom. By Adopting Compassionate Approaches, Teachers Create Emotionally Safe And Inclusive Environments That Foster A Sense Of Belonging And Trust Among Neurodiverse Students. This Emotional Connection Can Motivate Students To Participate More Actively In Classroom Activities And Engage In Extracurricular Or Community-Based Learning Opportunities.

While The Study Does Not Explicitly Link Social And Emotional Intelligence (SEI) To Teacher's Competence In Inclusive Teaching, The Underlying Principles Of Compassion And Flexibility Are Key Components Of SEI. Teachers With Strong SEI Are Better Equipped To Understand And Respond To The Diverse Needs Of Their Students, Adapt Their Teaching Methods Accordingly, And Create Supportive Relationships That Encourage Students To Take Initiative And Explore Learning Opportunities Outside The Classroom.

Thus, Compassionate Pedagogy, Informed By SEI, Can Enhance Student Engagement Holistically By Promoting Academic Involvement, Emotional Well-Being, And Active Participation In Broader Educational And Social Contexts.

Academic Achievement And Emotional Intelligence: Rivers And Brackett (2014) And Others (Durlak & Weissberg, 2013) Highlighted The Positive Relationship Between SEI And **Student's Academic Success**, Underscoring The Broader Importance Of Emotional Competence In Education. These Findings Highlight The Positive Relationship Between Social And Emotional Intelligence (SEI) And Academic Success Which Can Be Directly Linked To Better Personality Development In Students. Emotional Intelligence Encompasses Self-Awareness, Self-Regulation, Empathy, And Social Skills, All Of Which Contribute To Shaping A Well-Rounded Personality.

When Students Are Guided By Emotionally Competent Teachers, They Not Only Achieve Better Academic Outcomes But Also Develop Critical Life Skills, Such As Resilience, Effective Communication, And Emotional Regulation. These Skills Are Fundamental To Building A Positive Self-Concept, Improving Interpersonal Relationships, And Fostering A Growth Mindset, All Of Which Are Essential For Holistic Personality Development. Furthermore, The Integration Of SEI In Educational Settings Helps Students Navigate Challenges, Resolve Conflicts Constructively, And Make Responsible Decisions. These Attributes Extend Beyond Academic Achievement, Equipping Students With The Emotional And Social Tools Necessary For Personal And Professional Success, Thereby Enhancing Their Overall Personality Development.

Challenges In Teacher-Student Relationships And Emotional Support: Hughes (2018) Identified Challenges In **Student Adjustment And Emotional Support**, Which Are Closely Linked To Contemporary Issues Like Stress, Anxiety, And Depression Among Students. In Today's Fast-Paced And Competitive World, Students Often Encounter Academic Pressure, Social Expectations, And Personal Challenges That Can Negatively Impact Their Mental Health. These Findings Underscore The Importance Of Teachers Developing Emotional Competence To Address These Issues Effectively. Emotional Competence Enables Teachers To Recognize Signs Of Stress, Anxiety, Or Depression In Students Early, Respond Empathetically, And Create A Supportive Classroom Environment That Promotes Emotional Safety. By Building Strong, Trusting Relationships, Teachers Can Help Students Feel Valued And Understood, Reducing Feelings Of Isolation And Helping Them Manage Stressors More Constructively.

In The Broader Context, Addressing These Challenges Aligns With The Increasing Emphasis On Integrating Mental Health Education And Emotional Support Into School Curricula, Preparing Students To Navigate The Complexities Of The Contemporary World With Greater Confidence And Emotional Balance.

Implications For Future Research

The Literature Highlights The Importance Of Teacher's Socio-Emotional Intelligence (SEI) In Managing Classrooms, Fostering Positive Teacher-Student Relationships, And Supporting Inclusive Practices. However, The Specific Link Between SEI And The Ability To Implement Neurodiverse-Inclusive Teaching Remains Underexplored. Teachers With High SEI Are Better Equipped To Address The Diverse Needs Of Neurodiverse Learners, Aligning With The National Education Policy (NEP) 2020, Which Emphasizes Inclusive Education And Emotional Competence In Teaching (Rivers & Brackett, 2014; Nwosu Et Al., 2022).

While Studies Like Nwosu Et Al. (2022) And Ainscow (2020) Explore Emotional Intelligence In Inclusive Education, They Do Not Directly Examine SEI's Impact On Neurodiverse Teaching Strategies. Similarly, Hamilton And Petty (2023) Discuss Compassionate Pedagogy But Lack Focus On SEI In Neurodiverse Classrooms. In India, Limited Research On Socio-Emotional Learning (SEL) Highlights The Need For Further Exploration Of SEI's Role In Supporting Diverse Learners. This Gap Presents An Opportunity To Align Educational Practices With NEP 2020's Vision Of Holistic And Inclusive Education.

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