



Emotional Intelligence in Education: A Catalyst for Effective Teaching and Learning

Shazia Hamid

PhD Scholar, College of Education, University of South Carolina, Columbia, USA
shamid@email.sc.edu

Abstract

The use of EI in education has become one of the most critical determinants of instructional success and learners' performance. This study explores the possibilities of utilizing EI as a tool for creating healthy learning environment, promoting the healthy relations between teachers and students, and increasing educational effectiveness. Theoretically and empirically informed, the paper analyses how education professionals foster student engagement and achievement through emotional intelligence and balanced cognition. An important point is made regarding the importance of EI in learning, academic achievement and psychological and social adjustment in today's world. The study also points out what has not been adequately investigated in prior research, including the lack of educator-centered research on EI, and the effect of organizational culture on teachers' sense of effectiveness. Recommendations are to incorporate EI-oriented training into the process of teacher training and curriculum development to meet the learner's needs. This study means to fill these gaps and stress the need to create a new educational paradigm in which emotional growth is not less important than the cognitive one, which will help students and teachers be ready to face the future.

Keywords: *Emotional Intelligence, Teaching Effectiveness, Teacher-Student Relationships, Academic Achievement, Social-Emotional Learning*



Introduction

Purpose of Education

We teach students with one purpose in mind: to assist them in achieving their goals. How do we know whether we have succeeded? Is it true that a successful person only has a sensible mind? Low exam results, as well as the need for accountability and criticism aimed at teachers at all levels, have been the focus of school reform in the past several years. When efficacy is measured simply or even mostly by achievement on standardized modeling techniques, the larger aim of education is distorted. Test results reflect a minimal influence on learning instead of just the larger objective of education. In a healthy educational environment that emphasizes academic, professional development. A focus on individual 's emotional learning is required along with overall intellectual learning. There are a variety of additional criteria that may be utilized to indicate change, reform, and renewal in contributing to academic success statistics. School violence, social and emotional health, discrimination, dropouts and retention rates are all examples that spring to mind right now (Devine et al., 2013).

Healthy learning environments, security, and rigorous academic programs presented by experienced instructors to interested and motivated students are all key issues in education. For students and teachers to function at their best, they need healthy and safe learning environments. More reorganization and reform actions are necessary as the nature of employment and the worldwide country's economic productivity demands shift. Education will make adjustments to its programs and curriculum to adequately prepare for employment. Institutions that prepare students for positions of responsibility and leadership will recognize the value of the emotional and subconscious contributions (Arghode et al., 2022).

Importance of Emotional Learning

A variety of concepts are used in the research on teacher efficacy or teaching quality. According to some studies, it entails possessing high academic and professional knowledge as well as a thorough understanding of the subject matter. The most crucial criteria in academic success are impactful teaching and learning (Jia, 2018).

This is understanding of the subject matter, although the second is knowledge of teaching techniques, or pedagogic, including things like how to arrange and interpret the information being presented, as well as how to use tools. Emotional stability is an undervalued main dimension of what a teacher must supply to children since learning requires work, frustration, and the pleasure of stimulation. Faculty, students, and the members of the scholarly institution must really be able to see and understand what courses, programs, facilities, and tools lead to self - improvement. Faculty, students, and the members of the scholarly institution must really be able to see and understand what courses, programs, facilities, and tools lead to self-improvement (Datu, 2018).

This sort of institutional responsibility is well-suited to student development programs. Education is always changing. All designated learning institutions are always working to meet the growing expectations of students and try to ensure that the graduates have all of the necessary knowledge



and skills which will help them to secure professional success. As a consequence, academic institutions have hired more professors throughout time.

Educators must have the essential knowledge, skills, and abilities to ensure the most successful information transmission. They must also be well equipped with an important teaching component known as Emotional Intelligence. Schools are much more than venues wherein students may meet academic objectives. A healthy school climate is more than just a pleasant learning environment. It is also a location where students might learn about personal and social development, employment skills, and mental health. To create and sustain a healthy and productive educational environment, emotional intelligence and social abilities are essential (Jia, 2018). If emotional growth is not seen as a crucial part of the college experience, leadership and professional opportunities may be constrained. To achieve the educational goals of the twenty-first century, it has become progressively vital to develop competent, productive, and active students, professors, researchers, staff, and supervisors throughout all academic fields. In academia, behavior, and psychological maturity, transparency must be accepted and reinforced. Intelligence tests and other conventional evaluations of intellectual abilities or skills are as good predictors of success as emotional maturity (Tuyakova et al., 2022). Children and adults with emotional intelligence abilities can excel in school and in their employment (Arghode et al, 2022).

Instructors bring two essential components to the classroom that children value. Subject knowledge comes first, followed by instructional methodologies and approach skills. Every instructor accidentally passes on Emotional Intelligence to their students. The best remembering comes when emotions are controlled during the instructional process. We just replaced the word sensation with the word emotion. Emotional teaching adds excitement and engagement to the classroom (Wong and Law, 2017). Other research has looked at the effects of a lack of emotion when learning and the possible repercussions. Teachers with higher EI have been shown to provide better learning environments for their students, as well as higher students' achievement and identity consciousness

Because teaching requires everyday interaction-based labor, it is one of the most demanding jobs, and teachers should not only regulate their own attitudes, as well as those of their students and other stakeholders. Emotional intelligence is also required of students in the twenty-first century, and adaptive students who can use their information to better their skills. In order for successful teaching to take place, all of the aforementioned requirements must be satisfied (Kotsou et al., 2019). In order to create a learning environment, a good teacher must be aware of individualized motivation and behavior plan that encourages healthy social interactions, active participation, and an interest in learning. You must be conscious of your sentiments, values, and attitudes as a teacher, as well as your actions and how they are viewed by others. When students, coworkers, and school administrators consistently provide positive comments, a teacher's self-evaluation increases (Callea et al., 2019).

Individuals with a strong emotional intelligence are not really afraid to take criticism and utilize it to improve over time. Emotionally intelligent teachers are optimistic, adaptable, flexible,



competent, powerful, open, accessible, and motivated. Also, they communicate more effectively, and they are more effective at resolving disagreements and difficulties. When people are more motivated, they are more powerful and accountable, and they handle anxiety effectively (Datu, 2018).

Emotional intelligence abilities are essential for success, management, and personal well-being based on comprehensive evaluations of research at the educational and organizational levels. Emotional intelligence is a much better predictor of success than IQ or leadership tests. Emotional and personal growth lies at the heart of the world's greatest educational practices. Consciousness and positive thoughts are crucial emotional intelligence abilities for all sorts of learning. In addition, education that fails to address these issues will also fail in other areas. Educational leaders have recognized and emphasized the value of a healthy school environment for student learning and achievement (Goleman, 1995).

Instructors have a vital societal function in the proper transfer of knowledge, as previously stated, but they need to be emotionally healthy as well. Emotional intelligence embodies this emotional balance, and it is critical for teachers to increase their educational attainment. As a result, they will interact with pupils correctly, resulting in a beneficial engagement with them. The urge to learn more has persisted throughout the realm of education. The ability to succeed is influenced by emotional intelligence, social intelligence, and luck (Goleman, 1995).

This study highlights the essential goal of exploration whether there is a relationship between EI and the effectiveness of education. The following questions were utilized to drive the research in this study, as the answers to the questions were the research's goal. This study was guided by the following questions,

1. What is the impact of Emotional Intelligence on teaching and learning?
2. What are effective ways to develop emotional intelligence in students, and how do these methods impact their success?

Literature Review

Definition of Emotional Intelligence

Emotional intelligence refers to the capacity to reason through emotions. Emotional intelligence, according to Mayer and Salovey (1990), is a subtype of social intelligence that is concerned with a person's ability to recognize and understand emotion in themselves and others' feelings should be included into your thinking. Be aware of one's own and others' emotions. The ability to control and regulate one's own and others' emotions. EI is defined as knowledge of oneself and others as well as the capacity to monitor one's own and others' moods. According to Salovey and Mayer (1990), EI is a much more appropriate estimate of how well someone can articulate their feelings. They also mentioned flexibility in planning, thinking inventiveness, mood-directed attention, and the capacity to elicit emotions as characteristics of high emotional intelligence.

History of Emotional Intelligence



In 1920s, it was debated that one of the factors that influences achievement is intelligence, and this word has been rapidly gained recognition since its inception (Fossier, 2022). Even though emotional intelligence is a relatively new concept, between 1900 and 1969, its historical significance was only recently revealed in connection with the word intelligence. Thorndike (1920) started talking about a concept of intelligence that includes both social and cognitive aspects.

Thorndike (1920) considered emotional intelligence to be a type of social intelligence. He divided intellect capabilities into three categories. The first one is called abstract intelligence, and it is related to managing and comprehending ideas. The second type is mechanical intelligence that manages and comprehends actual objects, and the last intelligence is called social intelligence that manages and comprehends social situations. The ability to comprehend one's own and others' behaviors and motives in order to effectively use such information in social circumstances. David Wechsler wrote research in the 1940s that looked at the impact of both intellectual and non-intellectual elements on intelligence, as well as the impact of both sorts of situations on a person's ability to make accurate judgments (as cited in Fossier, 2022).

Between 1970 and 1989, there was a surge in interest in studying emotional intelligence in greater depth. Researchers have contributed significantly to the debate over the relationship between feelings and thoughts along with their interactions. Several concepts and notions, such as multiple intelligence and interpersonal intelligence, have evolved due to this new turning point. Howard Gardner (1983), a psychologist, improved our understanding of interpersonal communication abilities in the mid-to-late 1980s. Despite the fact that scholars like Thorndike and Guilford pioneered the idea of social intelligence, people started recognize that intelligence is much more than a matter of cognitive capacity, and their daily activities are influenced by their relationships with others after Gardner (1987) established his notion of multiple intelligences (as cited in Datu, 2018).

Social intelligence, according to Cantor and Kihlstrom (1987), is characterized as understanding social conventions and being able to work with others. In the early 1990s, Salovey and Mayer popularized the terminology of emotional intelligence. According to Mayer and Salovey (1993), it is the capacity to adapt to social settings and make acceptable judgments based on social knowledge. EI (Emotional intelligence) might also be examined and quantified, according to their report.

As a cognitive capacity, intelligence has dominated research at this time. According to a study, our success at work and in life is not just due to intellect, and the role of emotion is crucial (Goleman, 1995). Many educationists believe that our performance is determined by only 20% of our IQ, but that our emotions dictate 80% of our achievement. Studying the origins of Emotional Intelligence is a high priority because emotional talents are so important in forecasting a person's capacity to achieve (Devine, Meyers and Houssemand, 2013). Datu (2018) contends that if instructors are expected to teach well and improve their teaching talents and knowledge over time, they require continuous support. As a result, improving teacher effectiveness may be more of an institutional issue than a teacher's sole responsibility. Given what has been discussed so far, it is



imperative to look into the role of emotional intelligence in education as foundational stone in teaching and learning.

Research Methodology

Data Collection Procedure

The researcher conducted an extensive review of peer-reviewed journal articles and scholarly reports and books which investigated emotional intelligence in educational environments. The research employed 25 purposefully selected publications which met requirements of relevance to K–12 and higher education sectors and displayed credibility and recentness. Academic databases such as ERIC, Scopus, SpringerLink and Google Scholar enabled the identification of selected sources which used search terms including “emotional intelligence in education,” “teacher-student relationships”, and “EI skill development.” The research scope limited itself to twenty-one papers to achieve an in-depth qualitative study which maintained both conceptual clearness and reached thematic saturation (Fereday & Muir-Cochrane, 2006; Nowell et al., 2017). The researchers curated a sufficient number of studies which facilitated in-depth examination of emotional intelligence patterns and teaching recommendations while avoiding analysis weakness due to wide scope. The research papers demonstrate both theoretical background and empirical evidence and applied interventions which strengthens the validity of the study.

Data Analysis

The researchers utilized qualitative thematic synthesis as their analytical method. The research evaluated 25 scholarly studies about emotional intelligence in educational settings which were obtained from recent publications (2017-2024). The study used recurring ideas and pedagogical implications as well as phrases to code these sources according to their alignment with the research questions (Thomas & Harden, 2008). The analytical process used open coding first to identify main themes then axial coding to unite related codes into broader thematic classifications (Saldaña, 2016). Research focused mainly on explaining the effects of emotional intelligence on academic results and teacher-student connections as well as skill mastery. A table (Table 1) was created to display conceptual relationships between emotional intelligence practices and their documented effects on teaching and learning by gathering thematic and coded information.

Finding and Discussion

The finding shows that emotional intelligence has great impact on education. The following findings were derived from an integrative review of 25 peer-reviewed articles, reports, and case studies focused on Emotional Intelligence (EI) in educational settings. The synthesis involved thematic analysis of recurring concepts (Thomas & Harden, 2008; Saldaña, 2016) such as academic performance, teacher-student relationships, and emotional development strategies (see Table 1).



Q1: What is the impact of Emotional Intelligence on teaching and learning?

Figure 1

Impact of EI on Teaching and Learning

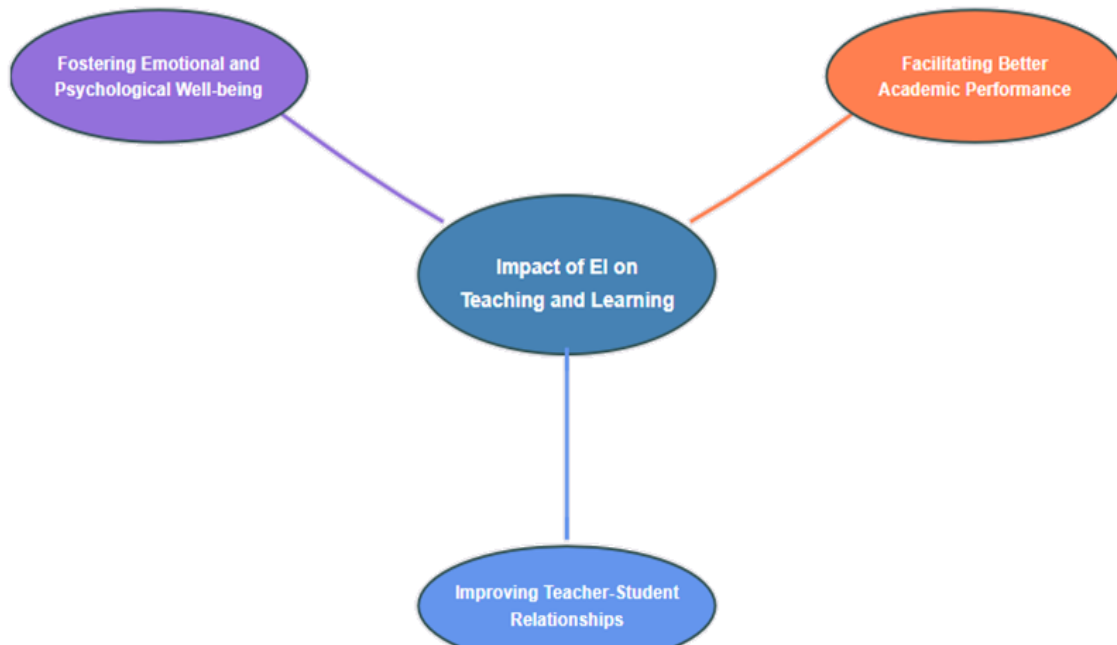


Figure 1 shows that Emotional Intelligence impacts on teaching and learning. The results from the previous studies foster (see Table 1) helps to improve teacher-student relationship and students' academic performance.

Facilitating Better Academic Performance

Research shows that student academic achievement is somewhat linked to emotional intelligence (Devine, Meyers, & Houssemand, 2013; Shafait et al., 2021; Chang & Tsai, 2022). This substantial connection is most likely explained by the capacity to control emotions in educational contexts, and this set of skills also aids in the development of connections with students and teachers, and this set of talent also benefits classmates by improving connections (Datu, 2018; Keefer, Parker, & Saklofske, 2018). According to a study, this might explain the relationship between study habits and academic achievement. It was also proposed that several essential no cognitive traits, and solve problems in a collaborative group environment (Pasaribu et al., 2022). More study is needed, however, to completely understand the relationship among emotional intelligence and academic achievement (Fossier, 2022; Dzafic & Ilic, 2024).



Additionally, being in a state of optimal human functioning is interpreted as flourishing that evokes benevolence, procreation, expansion, and resiliency. It has been proposed as a well-being index that includes both a sense of joy, happiness, or fulfillment in life. Indeed, thriving is linked to improved health, life happiness, and work engagement, as well as decreased educational burden (Datu, 2018; Callea et al., 2019). This also connects a variety of human resources, such as EI and psych-social indicators. Thriving might have a role in the behavior intellectual ability performance link, as per prior studies and the abovementioned research evidence (Keefer et al., 2018; Dzafic & Ilic, 2024). For example, in a middle school setting, students exposed to social-emotional learning curricula demonstrated increased resilience and academic focus, as observed in multiple school-based interventions (Jia et al., 2018).

Improving Teacher-Student Relationships

Teaching and learning are emotional skills that need more than just intellectual training, however, human interactions may have a big influence on the learning system. The vast bulk of educational research has concentrated on the human interactions between teachers and pupils. When it comes to successful education, feelings and emotions play a big role (Jia et al., 2018; Mishra, 2017).

The effectiveness of the educational process is heavily influenced by the quality of connections between instructors and students. Relatively high relationships can lead to increased student engagement and as a result, instruction becomes more effective (Chamizo-Nieto et al., 2021; Clem et al., 2021).

The closeness of educator-student interactions has been demonstrated in numerous studies to make a major difference in kids' academic performance. According to Tuyakova et al. (2022), learners' academic success has been proven to be influenced by interpersonal relationships between instructors and students. Teachers exert considerable influence over their students' behavior, emotions, academic engagement, and achievement (Skura & Świdarska, 2022). Good teacher-student interactions can have a variety of positive results, but they are difficult to achieve. Academic achievement and engagement will improve if the school is diversified, and it thrives on positive, long-term connections (Wong & Law, 2017). The psychological foundation will only help educational communication become sincere, real, and lifelong, and it will derive a motivating optimum of action (Carmona-Halty et al., 2019; Dolev & Leshem, 2017).

A case example from an urban school setting revealed that when teachers held weekly one-on-one emotional check-ins with students, discipline referrals decreased while classroom participation improved (Mishra, 2017). We all have a teacher who we aspire to be. It is not so much about his knowledge as it is about how close he/she looked the students in the eyes. A skilled teacher may unite pupils in a classroom as a single entity with whom the instructor speaks and on whom the teacher imprints.

The efficacy of teacher-student relationships is crucial to the learning and emotional well-being (Mishra, 2017). A pleasant and strong teacher-student connection has been found to promote academic pleasure and social adjustment in the past, culminating in enhanced social interactions



at school and higher satisfaction with psychological requirements including perhaps reducing children's learning stress. Also, it is possible to speculate that when it comes to emotional intelligence, the teacher-student connection has an influence on subjective and psychological well-being (Jia et al., 2018; Chamizo-Nieto et al., 2021).

According to Carmona-Halty et al. (2019), it has been proven that close caring connections in the educational context have a positive impact on students' lives, and top academic achievers are children who have a positive rapport with their instructors. Also, Fossier (2022) investigated the influence on student engagement and teacher-student interaction, looking for evidence to support his claims that increased interactions result in increased student achievement. Moreover, EI isn't only about teacher-student interactions. Without a question, it has a good impact on classroom dynamics. Peer relationships are determined by the quality of the teacher-student connection (Zhoc, Chung, & King, 2018). Peer relationships also have an effect on learners' emotional intelligence which is a critical stance. Positive academic relationships have been associated with greater self-control over time, poor student-teacher connections, on the other hand, have been associated with poor academic engagement (Zhoc et al., 2018; Han et al., 2022).

Fostering Emotional and Psychological Well-being

Psychological adjustment is better in emotionally competent people. Previous findings in the educational setting imply that increasing emotional skills might help teenage populations flourish by improving psychological adjustment and interpersonal connections (Callea et al., 2019; Datu, 2018; Chamizo-Nieto et al., 2021).

Students develop their emotional intelligence much better when their classroom environment maintains psychological safety and inclusiveness. According to Han et al. (2022) and Chamizo-Nieto et al. (2021) students learn better emotional regulation when they feel their physical and emotional environment provides both security and being included as part of the community. The climate system functions simultaneously as triggers and growth supports EI development hence enabling students to reach both emotional and academic success. According to Clem et al. (2021) and Wang & Wang (2024) a supportive learning environment enhances the success of EI-based interventions and practices particularly within diverse and multilingual classrooms.

EI operates in dynamic relationships with multiple learning elements that link self-efficacy to motivation and anxiety control. According to Shafait et al. (2021) and Pasaribu et al. (2022) yet students who demonstrate higher EI levels show improved learning confidence as well as stronger academic resilience during challenging situations. Zhi et al. (2024) and Chang & Tsai (2022) demonstrated that emotionally intelligent students combine better technological learning adaptation with reduced anxiety in foreign language settings. Emotional intelligence development creates benefits beyond emotional health because it strengthens academic achievements and student participation in learning activities.



Q2: What are effective ways to develop emotional intelligence in students, and how do these methods impact their success?

Figure 2

Strategies to Develop Emotional Intelligence in Education

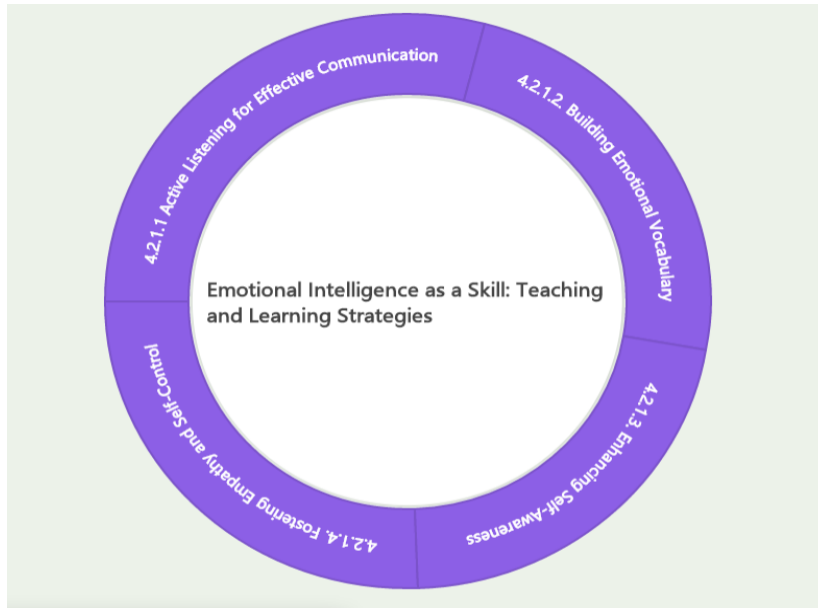


Figure 2 shows different strategies which are effective ways to develop emotional intelligence in students, and the finding from the previous research the EI (Educational intelligence) have significant impact on students' success (see Table 1).

Emotional Intelligence as a Teachable Skill

The capacity to regulate our own and others' feelings was perhaps the most essential life skill, to be able to tell the difference between them and use that knowledge to influence our thoughts. Emotional intelligence is a trait that some individuals are born with and others have not. Emotional intelligence may be developed, especially during early years like early childhood (Ounprasertsuk & Suksatan, 2021).

Emotional intelligence is a complicated issue, and while our knowledge of it is growing, we still have a long way to go. At the moment, there is no universally acknowledged method for reliably evaluating emotional intelligence or establishing this can be developed. Emotional intelligence development in students can be aided by schools. Emotional intelligence may also be learned and improved, according to research (Dolev & Leshem, 2017). It is a challenging job, but it is a skill that can be learned and perfected with time (Tuyakova et al., 2022; Keefer et al., 2018).



Several intervention-based studies suggest that explicitly teaching EI competencies—such as self-regulation and empathy—can significantly enhance students’ academic motivation and peer collaboration (Hodzic et al., 2018; Wang & Wang, 2024).

Active Listening for Effective Communication

Active listening is a necessary skill for developing meaningful two-way communication, and it requires much more than simply paying attention. Also, it entails paying great attention to what others are saying and responding with body language of their own, in addition to vocally summarizing significant signals received to demonstrate comprehension

This might have an impact on how students react to comments made by the teacher inside the classroom. A recent study found that 38% of feedback actions are damaging rather than helpful. This might be due to the fact that people frequently make typical errors when confronted with criticism, for example, mistaking it for a personal assessment of who they are and focusing on when the speaker will stop speaking so they may respond rather than really listening to what is being said (Devine et al., 2013). For example, schools that implemented active listening circles reported a noticeable improvement in classroom harmony and a reduction in student misbehavior incidents (Callea et al., 2019; Fossier, 2022).

Building Emotional Vocabulary

According to research, helping students broaden their emotional language might help them enhance their interpersonal abilities. Teachers should help students distinguish between sad, disappointed, and upset, so that appropriate strategies can be established for each. To put it another way, each emotion term pupils learn provides them with a new tool to assist emotional intelligence (Tuyakova et al., 2022; Arghode et al., 2022). This vocabulary development can be integrated into subjects like literature and social studies through reflective writing exercises, emotion mapping, and character analysis (Dolev & Leshem, 2017; Dzafic & Ilic, 2024).

Enhancing Self-Awareness

People with low self-awareness are more likely to be unaware of how they appear to others, and to allow our behavior and social connections to be influenced by an exaggerated self-image (Zhoc et al., 2018). Students were once asked how they thought they fared on a test by researchers. In a well-known study, participants' impressions were compared to their actual results. They observed that the majority of students exaggerated their talents, with those who had fared poorly being the most prone to doing so. One of the most prominent cognitive biases in education is known as the Dunning-Kruger effect. They also discovered that educating pupils' metacognitive skills can assist them increase their self-awareness (Keefer et al., 2018; Wang & Wang, 2024). Simple self-assessment journals, peer evaluations, and reflective classroom discussions are recommended strategies to help develop this awareness in students (Zhi, Wang, & Wang, 2024).

Fostering Empathy and Self-Control



Empathy is the capacity to grasp another person's perspective while being objective, Recognizing the sensations they're having and relaying that information back to them. Research shows that reading is an effective way to increase this skill. More research and meditation on the other person's point of view might help them feel understood. It might result in cooperation and assistance. Empathy is taught to children through observing teachers and students sympathize with one another (Hodzic et al., 2018).

Also, another most successful and efficient ways to nurture children is to assist them in developing self-control— their ability to control their emotions and ideas. This is particularly true in secondary schools, where the gap among impulsive behavior and help-seeking is the widest. Athletes utilize a variety of tactics that may be applied in the classroom – the ideas are the same. Employing positive self-talk and seeing events as possibilities rather than threats are examples (Tuyakova et al., 2022; Pasaribu et al., 2022). Role-playing activities, mindfulness routines, and positive behavior reinforcement programs have been shown to support both empathy and emotional regulation development in diverse classrooms (Skura & Świderska, 2022; Ounprasertsuk & Suksatan, 2021).

Table 1

Themes and Codes Derived from Selected EI Research in Education

RQ	Theme		Codes	Supporting References
RQ1	Facilitating Academic Performance	Better	Academic achievement, flourishing, engagement	Datu (2018), Chamizo-Nieto et al. (2021), Chang & Tsai (2022), Shafait et al. (2021), Carmona-Halty et al. (2019), Callea et al. (2019), Han et al. (2022), Arghode et al. (2022)
RQ1	Improving Student Relationships	Teacher-Student	Connection, trust, classroom dynamics	empathy, social bond, Jia et al. (2018), Clem et al. (2021), Mishra (2017), Chamizo-Nieto et al. (2021), Skura & Świderska (2022), Wong & Law (2017), Carmona-Halty et al. (2019), Fossier (2022), Datu (2018), Keefer et al. (2018), Goleman (1995), Dzafic & Ilic (2024), Han et al. (2022), Callea et al. (2019), Ounprasertsuk & Suksatan (2021), Shafait et al. (2021)
RQ1	Fostering and Well-being	Emotional Psychological	Safety, inclusion, as moderator or for EI	climate catalyst Han et al. (2022), Chamizo-Nieto et al. (2021), Clem et al. (2021), Fossier (2022),



		Motivation, psychological security, student well-being, identity	Wang & Wang (2024), Zhi et al. (2024), Skura & Świdarska (2022). Datu (2018), Keefer et al. (2018), Goleman (1995), Dzafic & Ilic (2024), Han et al. (2022), Callea et al. (2019), Ounprasertsuk & Suksatan (2021), Shafait et al. (2021).
		Self-efficacy, technology adoption, foreign language anxiety	Shafait et al. (2021), Zhi et al. (2024), Chang & Tsai (2022), Han et al. (2022), Pasaribu et al. (2022)
RQ2	EI as a Teachable Skill	SEL programs, curriculum integration, instructional strategies	Dolev & Leshem (2017), Tuyakova et al. (2022), Dzafic & Ilic (2024), Ounprasertsuk & Suksatan (2021), Keefer et al. (2018), Wang & Wang (2024)
RQ2	Active Listening & Communication	Feedback, classroom engagement, listening circles, verbal/non-verbal skills	Devine et al. (2013), Callea et al. (2019), Wong & Law (2017), Mishra (2017)
RQ2	Building Emotional Vocabulary	Labeling emotions, recognizing nuances in feelings	Tuyakova et al. (2022), Dolev & Leshem (2017), Arghode et al. (2022)
RQ2	Enhancing Self-Awareness	Metacognition, identity awareness, self-concept	Keefer et al. (2018), Zhoc et al. (2018), Clem et al. (2021), Wang & Wang (2024), Zhi et al. (2024)
RQ2	Fostering Empathy & Self-Regulation	Conflict resolution, self-discipline, emotion management, peer cooperation	Hodzic et al. (2018), Dzafic & Ilic (2024), Skura & Świdarska (2022), Pasaribu et al. (2022), Mishra (2017), Chamizo-Nieto et al. (2021), Wong & Law (2017)

Conclusion

The main purpose of education was to prepare students for future issues, including competently and intellectually. This study investigated the link between EI and educational efficiency. The findings of the study revealed that EI is strongly linked to academic achievement and has a substantial influence on it. Also, this literature review suggests that EI is required for both instructors and students to develop meaningful interactions with their students, and it helps students become more engaged in school and achieve academic achievement. However, the scope of research on this crucial topic of EI is still restricted, and it urgently needs to be broadened.



Key Findings

The study demonstrated that the educational environment has a significant impact on student growth and well-being, as well as their academic achievement. Previous research has demonstrated the importance of emotional intelligence for children's academic success (Kotsou et al., 2019). According to earlier research, the connection from emotional intelligence to academic performance was totally mediated by thriving, and in this concept, the teacher-student relationship was a significant moderator (Chamizo-Nieto et al., 2021). Also, children with poor teacher-student interactions had a stronger association between emotional intelligence and thriving than students with good teacher-student relationships. As a result, academic success has been connected to thriving. According to prior research, it is critical to improve teacher-student connections, particularly among students with poor emotional intelligence, in order to have a beneficial influence on their academic progress and well-being (Fossier, 2022; Kotsou et al., 2019).

Also, the review suggests that treatments focused at increasing the various characteristics of thriving may have an influence not just on students' general well-being but also on their scholastic success. EI is also a learnable trait in adults and children, according to various reviews and meta-analyses. Despite this, various intervention programs have demonstrated that empathy may be taught to children (Pasaribu et al., 2022). Also, students should be informed that emotional regulation abilities may be enhanced rather than repaired. As this is frequently a long-term process, it demands a substantial amount of effort and patience on both the student's and teacher's parts. Active listening, self-awareness, and empathy are just a few of the skills that can aid in academic and social success for younger generations (Devine et al., 2013; Keefer, et al., 2018; Tuyakova et al., 2022)

Research Gaps

The study also found some gaps in the previous literature. Most of the studies relies on self-reported academic success evaluations which might be influenced by social prejudice or memory issues, so the formal record of grading on academic achievement in relation to Emotional intelligence should be evaluated in future studies. Furthermore, most research examining the teacher-student relationship solely looked at the students' point of view. It is advised that future research would take into account the viewpoint of teachers to offer a more comprehensive approach to this topic.

Future Implementation and Recommendations

The consequences of these findings are significant. Positive psychology aims to promote wellbeing by encouraging positive feelings, involvement, good relationships, and success. Researchers and practitioners should encourage children to develop emotional intelligence, especially those who have poor teacher-student relationships, according to our findings. Finally, the study claims that emotional intelligence predicts student success to a lesser extent who do not have a positive teacher-student relationship, implying that a strong teacher-student relationship should be



cultivated as a personal resource for students of all ages to improve their well-being and academic performance.

Also, a list of recommendations has been compiled that will assist educators improve their efficacy in the future.

- Emotional intelligence (EI) has been found to have an important part in the successful educational process, thus educators and students should work to improve these abilities, and the leaders should provide these professional and self-grooming opportunity to all.
- Educators should attend conferences and seminars to learn about the value of EI and how it may be used in their classrooms.
- Curriculum developers should address the urgency of including emotional intelligence as a basis throughout the curriculum of different subjects and courses across all areas which should highlight its importance in students' lives.
- To ensure that all children's EI talents are developed, educators must organize seminars for parents to encourage them to do so.

References

- Argote, V., Lakshmanan, G., & Nafukho, F. M. (2022). Emotional intelligence, intercultural competence, and online instruction: Review and reflection. *European Journal of Training and Development*. <https://www.emerald.com/insight/content/doi/10.1108/ejtd-05-2021-0064/full/html>
- Callea, A., De Rosa, D., Ferri, G., Lipari, F., & Costanzi, M. (2019). Are more intelligent people happier? Emotional intelligence as a mediator between need for relatedness, happiness, and flourishing. *Sustainability*, 11(4), 1022. <https://doi.org/10.3390/su11041022>
- Carmona-Halty, M., Schaufeli, W. B., Llorens, S., & Salanova, M. (2019). Satisfaction of basic psychological needs leads to better academic performance via increased psychological capital: A three-wave longitudinal study among high school students. *Frontiers in Psychology*, 10, 2113. <https://doi.org/10.3389/fpsyg.2019.02113>
- Chamizo-Nieto, M. T., Arrivillaga, C., Rey, L., & Extremera, N. (2021). The role of emotional intelligence, the teacher-student relationship, and flourishing on academic performance in adolescents: A moderated mediation study. *Frontiers in Psychology*, 12. <https://doi.org/10.3389/fpsyg.2021.695067>
- Chang, Y. C., & Tsai, Y. T. (2022). The effect of university students' emotional intelligence, learning motivation and self-efficacy on their academic achievement—Online English courses. *Frontiers in Psychology*, 37(2), 401–416. <https://doi.org/10.1080/08856257.2021.1885177>
- Clem, A. L., Rudasill, K. M., Hirvonen, R., Aunola, K., & Kiuru, N. (2021). The roles of teacher–student relationship quality and self-concept of ability in adolescents' achievement emotions: Temperament as a moderator. *European Journal of Psychology of Education*, 36(2), 263–286. <https://doi.org/10.1007/s10212-020-00473-6>



- Datu, J. A. D. (2018). Flourishing is associated with higher academic achievement and engagement in Filipino undergraduate and high school students. *Journal of Happiness Studies*, 19(1), 27–39. <https://doi.org/10.1007/s10902-017-9866-x>
- Devine, M., Meyers, R., & Houssemand, C. (2013). How can coaching make a positive impact within educational settings? *Procedia - Social and Behavioral Sciences*, 93, 1382–1389.
- Dolev, N., & Leshem, S. (2017). Developing emotional intelligence competence among teachers. *Teacher Development*, 21(1), 21–39.
- Dzafic, M., & Ilic, M. (2024). Emotional intelligence in teaching and learning. *Research in Pedagogy*, 14(1), 62–73.
- Fereday, J., & Muir-Cochrane, E. (2006). Demonstrating rigor using thematic analysis: A hybrid approach of inductive and deductive coding and theme development. *International Journal of Qualitative Methods*, 5(1), 80–92. <https://doi.org/10.1177/160940690600500107>
- Fossier, K. B. (2022). Emotional intelligence. *Radiologic Technology*, 93(4), 396–403. <https://pubmed.ncbi.nlm.nih.gov/35260488/>
- Goleman, D. (1995). *Emotional intelligence: Why it can matter more than IQ*. Bloomsbury.
- Han, S., Li, Y., & Haider, S. A. (2022). Impact of foreign language classroom anxiety on higher education students' academic success: Mediating role of emotional intelligence and moderating influence of classroom environment. *Frontiers in Psychology*, 13, 945062.
- Hodzic, S., Scharfen, J., Ripoll, P., Holling, H., & Zenasni, F. (2018). How efficient are emotional intelligence trainings: A meta-analysis. *Emotion Review*, 10(2), 138–148.
- Jia, J., Li, D., Li, X., Zhou, Y., Wang, Y., Sun, W., & Zhao, L. (2018). Peer victimization and adolescent Internet addiction: The mediating role of psychological security and the moderating role of teacher-student relationships. *Computers in Human Behavior*, 85, 116–124. <https://doi.org/10.1016/j.chb.2018.03.042>
- Keefer, K., Parker, J., & Saklofske, D. H. (2018). *Emotional intelligence in education: Integrating research with practice*. Springer. <https://doi.org/10.1007/978-3-319-92478-7>
- Kihlstrom, J. F., & Cantor, N. (2000). Social intelligence. In R. J. Sternberg (Ed.), *Handbook of intelligence* (pp. 359–379). Cambridge University Press.
- Kotsou, I., Mikolajczak, M., Heeren, A., Grégoire, J., & Leys, C. (2019). Improving emotional intelligence: A systematic review of existing work and future challenges. *Emotion Review*, 11(2), 151–165. <https://doi.org/10.1177/1754073917735902>
- Mayer, J. D., & Salovey, P. (1993). The intelligence of emotional intelligence. *Intelligence*, 17(4), 433–442.
- Mishra, M. (2017). Understanding well-being: A practical approach. *Indian Journal of Health & Wellbeing*, 8(10). <https://journals.tpns.org/index.php/ijhw/article/view/416>
- Nowell, L. S., Norris, J. M., White, D. E., & Moules, N. J. (2017). Thematic analysis: Striving to meet the trustworthiness criteria. *International Journal of Qualitative Methods*, 16(1), 1–13. <https://doi.org/10.1177/1609406917733847>



- Ounprasertsuk, J., & Suksatan, W. (2021). The effectiveness of an emotional intelligence promotion program in the emotional intelligence of preschool children in Kanchanaburi Province. *Systematic Reviews in Pharmacy*, 12(1), 613–617.
- Pasaribu, E. S., Situmorang, B., Zainuddin, Z., & Siburian, P. (2022). The effect of emotional intelligence and cognitive ability on the performance of private higher education lecturers. *Budapest International Research and Critics Institute (BIRCI)-Journal: Humanities and Social Sciences*, 5(2), 10610–10617. <https://doi.org/10.33258/birci.v5i2.4873>
- Saldaña, J. (2016). *The coding manual for qualitative researchers* (3rd ed.). Sage.
- Shafait, Z., Khan, M. A., Sahibzada, U. F., Dacko-Pikiewicz, Z., & Popp, J. (2021). An assessment of students' emotional intelligence, learning outcomes, and academic efficacy: A correlational study in higher education. *PLOS ONE*, 16(8), e0255428.
- Skura, M., & Świdarska, J. (2022). The role of teachers' emotional intelligence and social competences with special educational needs students. *European Journal of Special Needs Education*, 37(3), 401–416.
- Thomas, J., & Harden, A. (2008). Methods for the thematic synthesis of qualitative research in systematic reviews. *BMC Medical Research Methodology*, 8(1), 45. <https://doi.org/10.1186/1471-2288-8-45>
- Tuyakova, U., Baizhumanova, B., Mustapaeva, T., Alekeshova, L., & Otarbaeva, Z. (2022). Developing emotional intelligence in student teachers in universities. *Humanities and Social Sciences Communications*, 9(1), 1–6. <https://doi.org/10.1057/s41599-022-01161-2>
- Wang, M., & Wang, Y. (2024). A structural equation modeling approach in examining EFL students' foreign language enjoyment, trait emotional intelligence, and classroom climate. *Learning and Motivation*, 86, 101981.
- Wong, C. S., & Law, K. S. (2017). The effects of leader and follower emotional intelligence on performance and attitude: An exploratory study. In *Leadership Perspectives* (pp. 97–128). Routledge.
- Zhi, R., Wang, Y., & Wang, Y. (2024). The role of emotional intelligence and self-efficacy in EFL teachers' technology adoption. *The Asia-Pacific Education Researcher*, 33(4), 845–856. <https://doi.org/10.1007/s40299-023-00782-6>
- Zhoc, K. C., Chung, T. S., & King, R. B. (2018). Emotional intelligence (EI) and self-directed learning: Examining their relation and contribution to better student learning outcomes in higher education. *British Educational Research Journal*, 44(6), 982–1004. <https://doi.org/10.1002/berj.3472>