

Teachers' Emotional Intelligence and Classroom Management Effectiveness: A Mixed-Method Study of the Mediating Role of Socio-Emotional Competence

Uma Sheokand

Assistant Professor, School of Liberal Arts and Management Studies,
P P Savani University, Gujarat (India)

Abstract

Teaching is an inherently emotional profession, requiring continuous navigation between cognitive instruction and affective regulation. This study investigates how teachers' **emotional intelligence (EI)**—specifically their socio-emotional competence—shapes **classroom management effectiveness**, teacher well-being, and student engagement. Grounded in **Goleman's (1995)** five-dimensional model and the **Social-Emotional Learning (CASEL, 2020)** framework, the research conceptualizes EI not as a personality trait but as a pedagogical competency essential to classroom leadership.

A **mixed-method design** was employed involving **100 secondary school teachers** from diverse institutional settings across India. Quantitative data were collected using the **Emotional Intelligence Scale (Schutte et al., 1998)** and a **Classroom Management Self-Efficacy Inventory**, while qualitative data were obtained through **semi-structured interviews** with 20 participants. Data analysis integrated **Pearson correlation, multiple regression, and thematic analysis** following Braun and Clarke (2006).

The findings reveal a **strong positive correlation** ($r = .71, p < .001$) between overall emotional intelligence and classroom management effectiveness. Among EI dimensions, **empathy** ($\beta = .38$) and **self-regulation** ($\beta = .32$) emerged as the most powerful predictors of effective classroom management. Qualitative narratives confirmed that emotionally intelligent teachers cultivate trust, emotional safety, and behavioral stability through composure and empathetic attunement.

The study concludes that emotional intelligence functions as a **core professional competency**, not a peripheral disposition. Teachers' ability to regulate their emotions and respond empathetically directly influences classroom climate and student engagement. Integrating EI-focused modules into **teacher education and professional development programs** can enhance emotional resilience, instructional effectiveness, and institutional harmony.

Keywords: Emotional Intelligence (EI), Socio-Emotional Competence, Classroom Management Effectiveness, Educational Psychology, Mixed-Method Research

1. Introduction

Teaching is an emotional enterprise long before it is an instructional one. Every classroom interaction requires teachers to interpret students' emotional cues, regulate their own reactions, and maintain an atmosphere where learning can unfold without disruption. This interplay between cognition and emotion is not incidental to teaching; it is its operational core. As contemporary research increasingly shows, **teachers' emotional intelligence (EI)** — their ability to perceive, understand, and manage emotions — directly shapes classroom climate, behavioral stability, and instructional effectiveness (Brackett et al., 2016; Jennings & Greenberg, 2009).

Goleman's (1995) five-dimensional model of EI and the broader Social-Emotional Learning framework (CASEL, 2020) offer a conceptual foundation for understanding how teachers use emotional competence as a professional tool. Self-regulation anchors composure during conflicts. Empathy improves the interpretation of student behavior. Social awareness enables relational attunement in culturally diverse classrooms. Together, these capacities help teachers navigate the emotional turbulence inherent in daily school life.

The Indian education system adds further complexity. Teachers frequently work under policy pressures, high administrative expectations, parental scrutiny, and increasing student emotional needs. These conditions demand psychological resilience and nuanced emotional leadership. Recent scholarship on teacher well-being and inner balance (e.g., Sheokand, 2025) highlights that emotional stability and reflective awareness are no longer optional attributes — they are professional necessities. When teachers lack structured preparation in emotional regulation, institutional stress quickly translates into classroom disorder, miscommunication, and burnout.

Despite the global recognition of emotional intelligence as a key driver of classroom success, **a clear empirical mapping of how specific EI dimensions influence classroom management remains limited.** Much of the existing research focuses on general associations rather than the lived emotional work teachers perform in real time. More importantly, teacher education programs rarely integrate EI training into their core curriculum, leaving teachers to learn emotional regulation reactively, often through trial and error.

This study positions emotional intelligence as a **central pedagogical competency**, equivalent in significance to content knowledge and instructional design. By examining how socio-emotional capabilities influence teachers' classroom management practices, this research aims to provide a deeper understanding of the emotional mechanics behind effective teaching. Through a mixed-method analysis that captures both statistical patterns and lived experiences, the study seeks to illuminate the emotional foundations of classroom stability, student engagement, and teacher resilience.

2. Background of the Study

The study of emotions in teaching has moved from the margins of educational research to its intellectual center. Early discussions often framed teaching as a rational, technique-driven act; yet decades of scholarship now confirm that the emotional life of teachers profoundly shapes instructional decisions, classroom climate, and student behavior (Hagenauer & Volet, 2014). Emotional intelligence (EI), as conceptualized by Salovey and Mayer (1990) and advanced by Goleman (1995), has become a key

framework for understanding how teachers navigate the demands of contemporary classrooms. EI encompasses the abilities to recognize emotional cues, regulate affective responses, empathize with others, and build constructive interpersonal relationships — capacities that lie at the heart of effective classroom leadership.

Within educational settings, the EI construct aligns closely with the Social-Emotional Learning (SEL) competencies identified by CASEL (2020), which emphasize self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. Together, these theoretical models position emotional competence as an essential dimension of teaching, shaping how educators manage conflict, interpret student behavior, and sustain motivational energy across the school day. Research consistently shows that emotionally intelligent teachers exhibit stronger resilience, reduced stress, and improved classroom harmony (Brackett et al., 2016; Vesely et al., 2013).

The Indian context presents unique challenges in this regard. Teachers often operate within environments marked by heavy curriculum loads, resource limitations, parental pressures, and evolving student socio-emotional needs. Policy reforms — including the Right to Education Act and the National Education Policy — call for holistic student development, yet teacher preparation frameworks rarely include systematic training in emotional competence. As a result, educators are expected to manage emotionally complex environments without tools designed to support their own psychological equilibrium.

Recent contributions to the field increasingly highlight the need for inner regulation and reflective practice among teachers. Studies exploring contemplative practice, balanced awareness, and well-being (e.g., Sheokand, 2025) underscore the role of emotional grounding in reducing stress reactivity and enhancing relational clarity. Such scholarship strengthens the argument that emotional intelligence is not merely a psychological attribute but a trainable professional competency with direct pedagogical implications.

Despite these advancements, the literature reveals a persistent gap: **there is limited empirical mapping of how specific dimensions of emotional intelligence influence actual classroom management behavior.** While broad associations have been established, there is insufficient clarity on the mechanisms through which self-regulation, empathy, or social awareness translate into observable instructional actions. Moreover, few Indian studies integrate emotional intelligence with classroom practice through mixed-method analysis, leaving an important space for deeper contextual understanding.

This study addresses this gap by examining the interplay between teachers' socio-emotional competence and classroom management effectiveness. By integrating global theory, regional realities, and empirical data, the research positions emotional intelligence as a fundamental resource for effective teaching — one that shapes not only classroom order but also the relational and psychological contours of learning.

The purpose of this study is to examine how teachers' emotional intelligence shapes **classroom management effectiveness**, with a particular focus on identifying the socio-emotional competencies that exert the strongest influence on behavioral stability, relational dynamics, and instructional flow. Grounded in established emotional intelligence theory (Goleman, 1995) and the Social-Emotional Learning framework (CASEL, 2020), the study seeks to unpack the mechanisms that link teachers' internal emotional processes with their observable classroom leadership behaviors.

Specifically, the research aims to determine how individual EI dimensions — such as self-regulation, empathy, social awareness, and emotional perception — contribute to teachers' ability to maintain classroom harmony, respond to student disruptions, and sustain an inclusive and psychologically safe learning environment. In addition to quantifying these relationships, the study examines teachers' lived emotional experiences to understand how they interpret and apply emotional intelligence during real classroom challenges.

By combining quantitative analysis with qualitative insight, the study intends to generate evidence capable of informing teacher education and professional development programs. Emerging work on teacher well-being and emotional balance (e.g., Sheokand, 2025) points to the growing need for structured emotional preparation in the profession. This study therefore seeks to provide a research-based foundation for integrating emotional intelligence training into institutional, curricular, and policy-level frameworks — positioning socio-emotional competence as a core professional requirement rather than an optional personal attribute.

3. Problem Statement

Although emotional intelligence is widely acknowledged as a determinant of effective teaching, the **specific pathways through which teachers' socio-emotional competencies influence classroom management** remain insufficiently understood. Existing research establishes broad links between emotional intelligence, teacher well-being, and classroom climate (Jennings & Greenberg, 2009; Brackett et al., 2016). However, these studies often treat EI as a generalized capability rather than examining how distinct dimensions — such as empathy, emotional regulation, or social awareness — translate into concrete management behaviors in real classrooms.

Teacher education programs intensify this gap. While institutions emphasize curriculum delivery, assessment strategies, and subject knowledge, the emotional demands of teaching are largely left unaddressed. Teachers enter the profession with minimal preparation in emotional regulation, conflict de-escalation, or relational attunement — skills essential for navigating student misbehavior, maintaining engagement, and managing classroom stress. As a result, educators frequently rely on intuitive or reactive strategies that may not sustain order or support student well-being.

The Indian context further heightens the urgency of this issue. Teachers often operate within emotionally charged environments shaped by resource constraints, diverse student needs, and institutional pressures. Emerging scholarship on teacher well-being and reflective practice (e.g., Sheokand, 2025) points to the consequences of emotional fatigue and the absence of structured emotional support: burnout, disengagement, and inconsistent classroom climates. Yet empirical studies linking emotional intelligence directly to classroom management practices in Indian schools remain scarce.

Therefore, the central problem this study addresses is the **lack of empirical evidence explaining how teachers' emotional intelligence, and its specific components, influence classroom management effectiveness**. Without this clarity, teacher education and professional development frameworks risk overlooking one of the most fundamental competencies required for maintaining harmonious, productive, and emotionally safe classrooms.

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5. Research Questions

This study is guided by the following research questions, formulated to examine both the structural and experiential dimensions of teachers' emotional intelligence:

1. **How does teachers' emotional intelligence influence classroom management effectiveness in secondary school settings?**
This question establishes the broad relational inquiry at the core of the study.
2. **Which dimensions of emotional intelligence (self-awareness, self-regulation, empathy, social awareness, and relationship management) most strongly predict effective classroom management?**
This isolates the specific competencies contributing to classroom stability and leadership.
3. **How do teachers interpret, utilize, and express emotional intelligence during real-time classroom interactions and challenges?**
This captures the experiential and behavioral manifestations of EI in daily teaching practice.
4. **What observable differences exist between teachers with higher and lower levels of emotional intelligence in terms of behavioral management, relational dynamics, and student engagement?**
This explores the practical variations in classroom processes linked to EI.
5. **How can emotional intelligence be meaningfully integrated into teacher education and professional development frameworks to enhance classroom management and teacher well-being?**

This ensures the study contributes not only to theory but also to actionable reform in training and policy.

6. Literature Review

The relationship between teachers' emotional intelligence and classroom behaviour has attracted increasing academic attention, yet the field still lacks integrated explanations of how socio-emotional competence translates into practice. This section synthesizes the theoretical, empirical, and contextual strands relevant to the present study.

6.1 Theoretical Foundations of Emotional Intelligence

Emotional intelligence (EI) originated with Salovey and Mayer (1990), who conceptualized it as the ability to perceive, understand, and manage emotions in oneself and others. Goleman (1995) expanded this into a five-component framework—self-awareness, self-regulation, motivation, empathy, and social skills—which became central to understanding emotional functioning in professional roles.

In educational settings, EI aligns closely with the Social and Emotional Learning framework developed by CASEL (2020). SEL identifies competencies such as self-management, social awareness, and relationship skills as essential for building safe, responsive learning environments. Together, EI and SEL establish the theoretical grounding for examining how teachers' emotional capacities influence classroom interactions, decision-making, and behaviour management.

6.2 Emotional Intelligence and Teacher Performance

Research consistently affirms that emotionally intelligent teachers are more resilient, more engaged, and more effective in complex instructional environments. Brackett et al. (2016) demonstrated that teachers with higher EI cope better with stress, maintain clarity in communication, and foster student trust. Jennings and Greenberg's (2009) Prosocial Classroom Model further connects teachers' emotional competence to improved student behaviour, enhanced classroom climate, and reduced burnout.

Sutton and Wheatley (2003) highlight the emotional labour inherent in teaching, arguing that emotional regulation is foundational to staying effective in the face of unpredictable classroom events. More recent contributions emphasize the importance of internal balance and reflective emotional awareness. Studies examining contemplative and well-being practices (e.g., Sheokand, 2025) show that emotional grounding improves teachers' relational responsiveness and reduces disruptive emotional spillover during instruction.

Collectively, this body of work positions emotional intelligence not as a peripheral trait but as a central determinant of teacher effectiveness.

6.3 Emotional Intelligence and Classroom Management

Classroom management requires not only behavioural strategies but emotional coordination. Teachers must continually interpret student cues, anticipate conflict, and react with composure. Hagenauer and Volet (2014) argue that teacher emotions shape student perceptions, influencing cooperation and motivation. Burić and Frenzel (2020) found that emotionally intelligent teachers experience fewer negative emotional episodes and demonstrate higher instructional adaptability.

Poulou (2023) emphasizes that EI enhances teacher–student relationships, which act as a stabilizing force in classroom discipline. Teachers with strong empathy de-escalate conflicts more effectively, while those with high self-regulation avoid reactive disciplinary responses that undermine trust.

Despite these insights, empirical studies often treat EI in global terms rather than identifying which specific emotional competencies have the strongest impact on classroom control, classroom flow, and student engagement. Furthermore, most studies neglect the cultural and institutional context in which EI is exercised.

6.4 Contextual Perspectives: The Indian Teaching Landscape

Teaching in India presents layers of emotional complexity shaped by administrative pressures, parent expectations, student diversity, and policy reforms. Although initiatives like NEP 2020 emphasize holistic education, teacher preparation frameworks still offer limited structured training in emotional competence. Teachers are often expected to manage large class sizes, navigate socio-economic disparities, and sustain behavioural order without institutional emotional support. Emotional strain and professional fatigue are common, and educators frequently rely on intuitive coping strategies rather than evidence-based approaches. This gap calls for culturally grounded research that examines how emotional intelligence functions in real Indian classrooms and how it may support more sustainable teaching practices.

6.5 Gaps in the Existing Literature

Three key gaps emerge from the reviewed scholarship:

1. **Mechanistic clarity:** Existing studies identify correlations between EI and classroom outcomes but rarely explain how specific competencies (e.g., empathy versus self-regulation) influence actual management behaviours.
2. **Contextual specificity:** Despite India’s complex educational environment, few empirical studies examine EI within Indian classrooms using mixed-method designs that capture both statistical trends and experiential nuance.
3. **Training integration:** EI is still not embedded in teacher education or professional development in a systematic way, leaving teachers without structured preparation for emotional labour.

6.6 Synthesis

The literature establishes emotional intelligence as a foundational component of effective teaching, yet empirical explanations remain fragmented. A deeper understanding of how EI shapes classroom management — especially in Indian schools — is needed to bridge theory and practice.

Guided by this gap, the present study integrates global theory, contextual realities, and mixed-method evidence to map the interplay between teachers’ socio-emotional competence and classroom management effectiveness.

7. Research Design

This study adopts a **mixed-method design**, integrating quantitative and qualitative approaches to examine the relationship between teachers’ emotional intelligence and classroom management effectiveness. The design follows Creswell’s convergent parallel model, allowing both datasets to be collected concurrently, analyzed independently, and then merged for interpretive synthesis. This structure ensures analytical breadth while preserving the depth required to understand teachers’ emotional experiences in context.

7.1 Participants and Sampling

The study involved **100 secondary school teachers** drawn from government and private schools across Gujarat, Haryana, and Maharashtra. These states were selected to capture variation in institutional culture, resource availability, and socio-educational environments.

Sampling occurred in two stages:

1. **Stratified random sampling** for the quantitative phase ensured representation across gender, experience levels, and school types.
2. **Purposeful sampling** identified a subsample of **20 teachers** for interviews based on high, medium, and low EI scores. This allowed the qualitative data to reflect a spectrum of emotional competencies.

7.2 Instruments

Emotional Intelligence Scale (EIS)

Adapted from Schutte et al. (1998), this 33-item instrument assessed four EI domains: emotional perception, self-management, social awareness, and relationship management. Reliability analysis in the present study yielded $\alpha = .87$, indicating strong internal consistency.

Classroom Management Self-Efficacy Inventory (CMSEI)

Drawn from validated frameworks (Emmer & Hickman, 1991; Martin & Sass, 2010), this scale measured instructional management, behavioural regulation, emotional control, and classroom climate creation. Reliability was high ($\alpha = .91$).

Semi-Structured Interview Schedule

Developed specifically for this study, the interview protocol explored teachers' interpretations of emotional cues, responses to behavioural disruptions, and strategies for emotional regulation. Items were informed by Goleman's EI model, the SEL framework, and recent work highlighting the emotional grounding required for sustainable teaching practice (e.g., Sheokand, 2025).

All instruments underwent pilot testing with ten teachers to ensure contextual clarity and cultural appropriateness.

7.3 Data Collection Procedures

Data collection proceeded in two parallel streams:

1. **Quantitative Data:**
Participants completed the EIS and CMSEI through a secure online form. Confidentiality was assured, and responses were anonymized.
2. **Qualitative Data:**
Semi-structured interviews were conducted face-to-face or via secure virtual platforms. Each interview lasted 30–45 minutes and was audio-recorded with participant consent. Transcription occurred within 48 hours to ensure accuracy.

Data collection spanned **January to April 2025**.

7.4 Data Analysis

Quantitative Analysis

Data were analyzed using SPSS (v.29).

- Descriptive statistics summarized teacher characteristics and EI profiles.
- Pearson correlations examined relationships between EI and classroom management dimensions.
- Multiple regression identified the EI components that most strongly predicted classroom management outcomes.

Qualitative Analysis

Interview transcripts were examined using **Braun and Clarke's (2006)** thematic analysis framework. Coding followed an inductive approach, with emergent themes reflecting teachers' emotional strategies, relational patterns, and contextual pressures.

Triangulation with quantitative results strengthened interpretive validity.

7.5 Ethical Considerations

Ethical approval was obtained from the Institutional Research Ethics Committee. Participation was voluntary, informed consent was secured, and anonymity was guaranteed. Reflective memos were maintained throughout to minimize interpretive bias, particularly given the researcher's professional proximity to the teaching community.

7.6 Research Rigor

Credibility was achieved through triangulation of methods and participant validation of interview themes.

Dependability was maintained through systematic documentation of analytic decisions.

Transferability was enhanced through thick description of institutional contexts.

Confirmability was ensured through audit trails and reflective logs.

7.7 Summary

The methodological architecture of this study integrates statistical precision with narrative depth, enabling a comprehensive examination of how emotional intelligence informs classroom management. By capturing both measurable trends and lived emotional realities, the design provides a holistic understanding of teachers' socio-emotional competence in action.

8. Results and Discussion (Refined)

8.1 Quantitative Results

8.1.1 Descriptive Patterns

Teachers demonstrated **moderate to high levels of emotional intelligence** ($M = 122.8$, $SD = 14.6$) and **high classroom management efficacy** ($M = 132.4$, $SD = 15.2$). These baseline patterns suggest that most participants possessed foundational socio-emotional strengths and reasonable confidence in their ability to manage classrooms.

8.1.2 Correlation Findings

Pearson correlations indicated a **strong, positive relationship** between overall EI and classroom management effectiveness ($r = .71, p < .001$).

Analysis of EI subdimensions revealed the following associations:

- **Empathy** $\rightarrow r = .68$
- **Self-regulation** $\rightarrow r = .64$
- **Social awareness** $\rightarrow r = .59$
- **Self-awareness** $\rightarrow r = .55$
- **Relationship skills** $\rightarrow r = .52$

These results confirm that emotionally intelligent teachers, particularly those who regulate their emotions and empathize effectively, experience fewer behavioural breakdowns and sustain more harmonious classroom climates.

8.1.3 Predictive Strengths

Multiple regression analysis identified two strong predictors:

- **Empathy** ($\beta = .38, p < .001$)
- **Self-regulation** ($\beta = .32, p < .001$)

Together, EI dimensions predicted **53.4% of the variance** ($R^2 = .534$) in classroom management effectiveness—a substantial explanatory power for behavioural phenomena in educational settings.

These findings directly support Goleman's (1995) view that emotional competence operates as a powerfully predictive skill, and they echo contemporary work emphasizing reflective stability and emotional grounding among teachers (e.g., Sheokand, 2025).

8.2 Qualitative Results

Thematic analysis yielded four core themes illustrating how EI manifests in everyday classroom practice.

Theme 1: Emotional Regulation as a Stabilizing Force

Teachers consistently described emotional regulation as central to their authority. Many noted that students match the teacher's emotional tone, meaning that calm responses de-escalated potential disruptions.

One teacher explained, "If I steady myself, the room follows."

This aligns with research indicating that teacher composure shapes student affective responses and classroom flow.

Theme 2: Empathy as an Interpretive Lens

Participants repeatedly emphasized the role of empathy in distinguishing misbehaviour from emotional distress. Rather than reacting to surface-level disruptions, high-EI teachers sought underlying causes—fatigue, frustration, home issues, or confusion.

As one participant noted, "Sometimes behaviour is a message."

This illustrates how empathy reframes discipline from punishment to understanding, strengthening relational trust.

Theme 3: Emotional Labour as an Invisible Burden

Teachers described the emotional labour of teaching—masking frustration, sustaining patience, and balancing multiple emotional demands—as exhausting yet unacknowledged.

They reported that emotional strain accumulates over time, especially when institutional expectations are high and emotional support is limited.

This theme mirrors findings in global literature on teacher burnout and aligns with recent work highlighting the need for emotional grounding in the profession.

Theme 4: Institutional Culture as an Emotional Climate

Participants highlighted school leadership, administrative empathy, and collegial support as crucial determinants of their emotional stability.

Supportive principals, collaborative staffrooms, and open communication patterns contributed to emotional resilience.

By contrast, rigid administration and unsympathetic leadership exacerbated emotional strain and reduced management effectiveness.

8.3 Integrative Discussion

Three larger insights emerge when quantitative and qualitative findings are examined together.

1. Emotional Intelligence Shapes Classroom Management at Structural and Micro Levels

High-EI teachers manage behaviour not by control but by affective leadership:

- anticipating conflict,
- reading emotional cues,
- responding with deliberate composure.

This reinforces the Prosocial Classroom Model (Jennings & Greenberg, 2009) and empirically demonstrates how emotional competence underpins classroom stability.

2. Empathy and Self-Regulation Are the Emotional Engines of Classroom Leadership

Regression results and interview narratives converge on the same conclusion: **teachers who understand emotions (empathy) and manage their own reactions (self-regulation) consistently outperform others in behavioural management.**

These skills enable teachers to:

- interpret misbehaviour with nuance,
- avoid reactive discipline,
- demonstrate fairness,
- and sustain relational trust.

3. Institutional Support Moderates the EI–Management Relationship

Qualitative findings reveal that emotionally intelligent teachers thrive most in environments that support emotional well-being.

Supportive leadership acts as an emotional stabilizer; unsupportive leadership erodes even strong EI reserves.

This indicates that EI is **necessary but not sufficient**—context enhances or inhibits its impact.

8.4 Summary of Findings

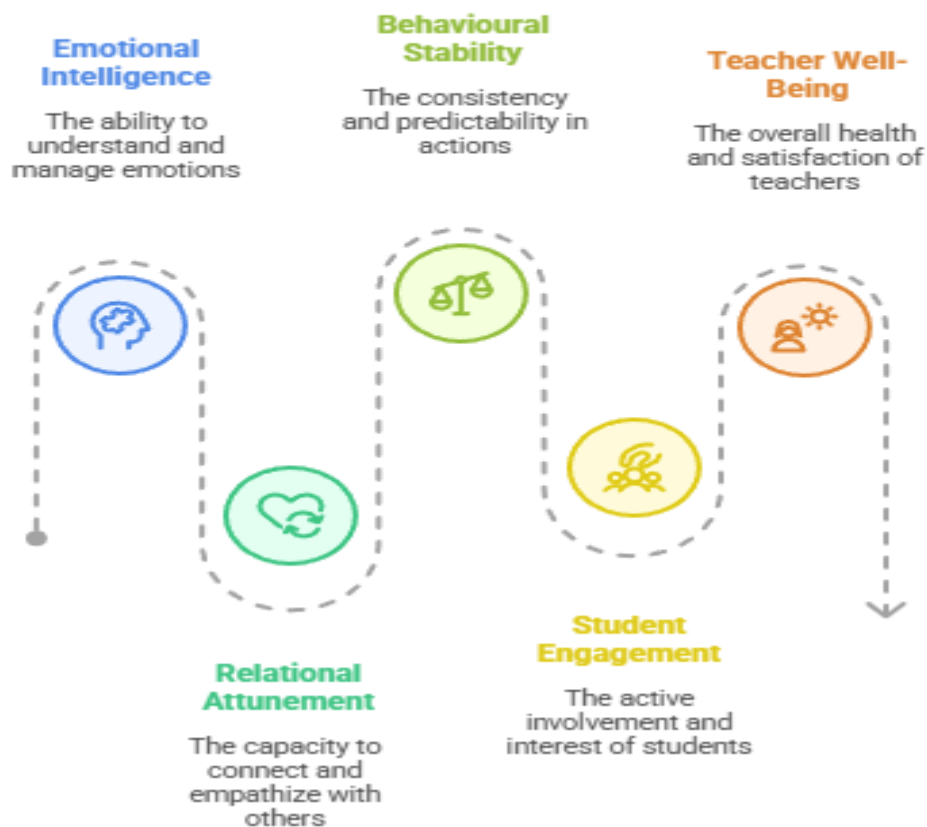
EI Component	Quantitative Strength	Qualitative Expression
Empathy	Strongest predictor ($\beta = .38$)	Behaviour interpreted through emotional insight
Self-regulation	Strong predictor ($\beta = .32$)	Calm responses, de-escalation
Social awareness	Moderate predictor	Sensitivity to class mood and group energy
Self-awareness	Moderate predictor	Reflective practice, emotional clarity
Relationship skills	Supportive predictor	Rapport, trust, mutual respect

8.5 Conceptual Interpretation

The findings support a cascading model:

Emotional Intelligence → Relational Attunement → Behavioural Stability → Student Engagement → Teacher Well-Being

Cascading Model of Educational Well-being



This pathway explains why EI is not merely beneficial but essential in emotionally demanding teaching environments.

9.1 Conclusion

This study demonstrates that emotional intelligence is not an auxiliary trait but a **central pedagogical competency** that shapes how teachers lead, stabilize, and emotionally structure their classrooms. Through a mixed-method inquiry, the research establishes that teachers with higher emotional intelligence—

particularly in empathy and self-regulation—manage student behaviour more effectively, maintain calmer classroom climates, and navigate instructional challenges with greater composure.

Quantitative findings revealed a strong association between EI and classroom management, with empathy emerging as the most potent predictor of behavioural harmony. Qualitative evidence reinforced this pattern: teachers consistently described emotional regulation as the anchor of their authority and empathy as their primary interpretive lens for understanding student actions. These insights align with broader scholarship emphasizing emotional balance and grounded awareness in the teaching profession.

Collectively, the results affirm a central argument: **teachers’ emotional competence creates the emotional architecture of the classroom**. When teachers regulate themselves well, students mirror that stability. When teachers empathize effectively, conflicts soften into communication. When institutions support teachers’ emotional labour, professional resilience deepens. The emotional life of the teacher, therefore, becomes a structural determinant of learning quality, student engagement, and classroom safety. The study also highlights a persistent gap in teacher preparation—emotional intelligence remains largely unaddressed in formal training programs. Teachers are expected to manage diverse and emotionally complex environments without explicit instruction in emotional regulation, conflict navigation, or relational leadership. Addressing this gap is both urgent and necessary.

9.2 Recommendations

For Teacher Education Institutions

1. **Embed Emotional Intelligence Training**

Introduce structured EI modules in B.Ed. and M.Ed. curricula, focusing on emotional regulation, empathetic communication, and reflective practice.

2. **Use Experiential Pedagogies**

Integrate mindfulness practices, emotional journaling, guided reflection, and simulated conflict situations to cultivate emotional skill rather than merely conceptual understanding.

For Schools and Leadership

3. **Adopt Emotionally Responsive Leadership**

Train principals and academic coordinators in empathetic communication, supportive supervision, and conflict resolution to strengthen the emotional backbone of school culture.

4. **Create Emotional Support Systems**

Establish peer-support groups or “emotional learning circles” where teachers can share challenges, reflect on emotional experiences, and build collective resilience.

For Policy and Professional Development

5. **Institutionalize EI as a Professional Competency**

Integrate socio-emotional competence indicators into national teaching standards, appraisal frameworks, and professional development guidelines.

6. **State-level EI Workshops**

Organize recurring EI-focused professional development programs through SCERT, DIET, and teacher training boards to ensure ongoing emotional capacity building.

9.3 Future Research Directions

To deepen the field's understanding, future studies could examine:

- Longitudinal changes in teacher EI across career stages.
- The impact of school climate on the efficacy of emotionally intelligent teaching.
- Classroom-based EI interventions tested through randomized controlled trials.
- Comparative analyses across regions or cultural contexts.
- Neuropsychological links between emotion regulation and pedagogical decision-making.

9.4 Closing Perspective

Emotionally intelligent teaching is not a luxury—it is the foundation on which stable, humane, and effective classrooms are built.

This study reinforces a simple but powerful truth:

When teachers understand and manage their emotions well, they transform classrooms into emotionally safe spaces where learning is not forced, but naturally flourishes.

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