

Unpacking the Role of Emotional Intelligence (EI) and Time Management (TM) in Enhancing Psychological Well-Being of Prospective Teachers: Implications for Teacher Education under National Education Policy 2020

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Abstract

This conceptual analysis addresses the implications for teacher education under India's National Education Policy (NEP) 2020 and looks at how Emotional Intelligence (EI) and Time Management (TM) affect psychological well-being among prospective teachers. The review highlights Emotional Intelligence and Time Management as interconnected competences that reduce stress, improve resilience, and support adaptive professional identities during teacher preparation by synthesizing contemporary and fundamental literature. Academic strain and time pressure, emotional regulation and stress management, and self-regulation and resilience are important themes that emerge throughout studies. In line with NEP 2020's focus on holistic, multimodal teacher development, the review makes the case that integrating Emotional Intelligence and Time Management into pre-service curricula, practicum supervision, and evaluation can support holistic psychological wellness. Experiential pedagogies, faculty capacity-building, and institutional preparedness are emphasized as essential facilitators. In order to empirically validate interventions that are in line with NEP goals, the report ends with specific recommendations for curriculum integration, teacher educator training, and research priorities.

Keywords: *Emotional intelligence, Time management, Psychological well-being, Pre-service teachers, Teacher education (NEP 2020)*

INTRODUCTION

Prospective teachers' psychological well-being is a key factor in determining their long-term professional efficacy as well as their personal well-being. According to Jennings and Greenberg (2009), teacher preparation is a formative time characterized by identity building, high academic expectations, field practicum pressures, and exposure to classroom realities that may test emotional stability. In contrast, strong psychological well-being promotes adaptive coping, reflective practice, and long-term engagement with the profession. In pre-service teachers, poor psychological health is linked to burnout risk, attrition, and decreased pedagogical readiness.

Time management (TM) and emotional intelligence (EI) have become essential skills for promoting psychological well-being in teacher preparation. Stress management, classroom interactions, and the development of a professional identity are all closely related to emotional intelligence (EI), which is broadly described as the ability to notice, comprehend, regulate, and use emotions adaptively (Goleman, 1995; Brackett et al. 2019). TM includes planning, goal-setting, prioritization, and efficient time management skills that improve perceived control and lessen role overload (Macan, 1994). While TM lessens ongoing time pressure from coursework, microteaching, and assessment activities, EI assists prospective teachers in navigating emotionally charged exchanges and reflective learning during practicum.

Multidisciplinary learning, holistic development, and professional requirements for teacher education are highlighted in India's National Education Policy (NEP) 2020 (Government of India, 2020). In order to facilitate the integration of EI and TM into pre-service programs, NEP 2020 promotes competency-based curricula, experiential practicum, and teacher autonomy. However, putting policy into reality necessitates institutional preparedness, evidence-based teaching methods, and a clear understanding of how EI and TM improve psychological wellness.

In order to clarify the relationships between EI, TM, and the psychological well-being of prospective teachers, this review synthesizes conceptual and empirical material which is recently published. It focuses on prospective teachers rather than in-service cohorts, highlights theme evidence, critically analyzes gaps, and draws conclusions for teacher education reforms under NEP 2020.

CONCEPTUAL FRAMEWORK

Key constructs

Positive affect, low distress, adaptive functioning, a feeling of purpose, and resilience in the face of academic and practicum-related stressors are all considered aspects of psychological well-being (PWB) in the context of teacher education (Ryff, 1989; OECD, 2019). PWB includes the ability to grow reflectively, confidence in one's pedagogical abilities, and emotional stability during practicum.

Emotional intelligence (EI) is a set of interconnected abilities that allow people to effectively regulate their internal states and social interactions. These abilities include emotional observation, comprehension, regulation, and use (Salovey & Mayer, 1990; Brackett et al., 2019). EI helps pre-service teachers develop relationships in the classroom, take up reflective monitoring, and deal with criticism.

Time management (TM) is the term used to describe behavioral, cognitive, and strategic techniques for organizing, setting priorities, and assigning time to tasks in order to achieve objectives and reduce stress (Macan, 1994). Lesson planning scheduling, striking a balance between study and fieldwork, and setting aside time for reflective practice are all examples of TM in teacher education.

Interrelationships

Through complimentary mechanisms, EI and TM interact to affect PWB. High EI enhances emotional state awareness (e.g., anxiousness prior to microteaching), allowing for adaptive modulation that protects cognitive resources for efficient TM (e.g., focused planning). Effective TM, on the other hand, lessens cognitive overload and chronic time pressure, which attenuates emotional dysregulation and promotes introspective emotional work. Both TM and EI enable self-regulation and resilience: TM offers structural control over workload, facilitating recovery and sustained engagement, while EI empowers people to re-evaluate stresses and engage social supports.

Descriptive conceptual model

Prospective Teachers' Psychological Well-Being is at the centre. It is influenced by two main, connected antecedent domains:

1. Emotional intelligence, which includes social-emotional abilities, emotional awareness, and regulation;
2. Time management, which includes time-monitoring, planning, and prioritization.

EI and TM are connected by bidirectional arrows that show mutual reinforcement: TM lessens time-related triggers that affect EI, while EI enhances effective TM under stress. Perceived control, self-efficacy, and social support are mediating factors; practicum intensity, institutional culture, and evaluation procedures are modifiers. Reduced stress and burnout risk, increased reflective ability, and better preparedness for classroom practice are among the outcomes that the model influences. The following research review and thematic synthesis are framed by this approach, which emphasizes the ways in which TM and EI work together to support psychological well-being throughout teacher preparation.

REVIEW OF LITERATURE**Psychological Well-Being in Prospective Teachers**

The psychological well-being of prospective teachers is multifaceted, influenced by practicum experiences, academic pressure, and socioemotional readiness, according to recent research (OECD, 2019). Research indicates that practicum and exams cause increased tension and anxiety (Day & Gu, 2019), which may have an impact on motivation and retention. According to qualitative investigations, self-efficacy is weakened when students are exposed to classroom complexity without enough scaffolded reflection (Smith et al., 2018). Early PWB deficiencies may be a predictor of later professional burnout, according to longitudinal studies (Shen et al., 2016). Crucially, a large portion of the literature concentrates on in-service teachers; pre-service PWB research is expanding but still has a wide range of approaches and results (Brown & Rolfe, 2020). Additionally, a number of research highlight the protective function of structured reflection and mentoring in preserving PWB during practicum (Walker et al., 2017).

Emotional Intelligence in Teacher Training

Research suggests that EI is a significant predictor of adaptive outcomes in teacher preparation (Aijaz, N & Jahan, A, 2025). Better stress management, enhanced classroom interactions during practicum, and more receptivity to feedback are all correlated with higher EI among prospective teachers (Brackett et al., 2019; Qualter et al., 2017). Studies on interventions, such SEL-informed workshops included into teacher education, show improvements in empathy and emotional control, which translate into less stress during practicums (Jennings et al., 2019). However, meta-analyses reveal differences in measuring methods (ability vs. trait EI), which results in conflicting generalizability and effect sizes (Meyer et al., 2018). According to critical evaluations, EI training works best when it is integrated into practice-based tasks like microteaching and reflective supervision, as opposed to being offered as stand-alone modules (Sutton & Harper, 2016). There is insufficient longitudinal evidence on sustainability of EI improvements over transition to professional practice, advocating for continuous, scaffolded approaches within curricula.

Time Management in Teacher Education

In higher education generally, TM has been associated with reduced perceived stress and academic achievement; in teacher education, TM helps balance the demands of fieldwork, lesson planning, and

coursework (Macan, 1994; Claessens et al., 2007). Recent quasi-experimental studies show TM training (goal-setting, scheduling, procrastination reduction strategies) improves assignment completion rates and reduces last-minute workload spikes among pre-service teachers (Harrison & Rouse, 2020). Qualitative reports highlight how a lack of TM skills causes emotional spillover; a mismanaged workload during practicum promotes anxiety and rumination (Lopez & Hernandez, 2018). Crucially, TM research frequently views time skills as personal shortcomings while ignoring systemic factors that influence time demands, such as practicum scheduling and assessment design. Therefore, addressing TM necessitates both institutional reform of workload expectations and individual skill development.

Relationship between EI, TM, and PWB

According to integrative research, TM protects against emotional strain brought on by role overload, whereas EI mitigates the negative effects of time constraints on wellbeing (Park & Fritz, 2017). EI predicts adaptive coping and mediates the association between perceived workload and burnout markers, according to cross-sectional research among pre-service teachers (Rodriguez et al., 2019). Compared to single-component programs, experimental therapies that combine TM and EI components (emotional regulation exercises combined with planning workshops) result in greater increases in self-efficacy and reductions in stress (Jennings et al., 2019). However, methodological flaws still exist: a large number of studies are small-scale, lack control groups, and employ self-report measures that are susceptible to social desirability bias. Additionally, there is a dearth of context-sensitive research in non-Western contexts, while new research in India and other low-middle-income contexts emphasizes cultural differences in time-use expectations and emotion norms (Khan & Malik, 2020).

Critical analysis of trends

Overall, researches taken place lately, supports the idea that TM and EI are essential for PWB among prospective teachers, but it also identifies shortcomings, such as inconsistent EI measurement, a lack of long-term, culturally varied studies, and a dearth of institutional-level treatments. Furthermore, intervention studies frequently fail to monitor outcomes into early career stages or evaluate transfer to classroom preparedness. The inadequate examination of systemic elements that interact with individual competencies, such as practicum design, assessment schedules, and faculty mentoring cultures, is another crucial gap. Research must shift from isolated skill-training to integrative, systemic approaches that link curriculum, assessment, and institutional supports in order to achieve NEP 2020 goals.

THEMATIC ANALYSIS/ SYNTHESIS

Major themes emerge from the literature synthesis:

- ***Emotional regulation and stress management***

Emotional control is a key component of practicum-related stress management, according to thematic research. The three EI components—awareness, reappraisal, and regulation—allow prospective educators to analyze student behavior, identity conflicts, and evaluative feedback. According to intervention research, emotional management techniques might lessen acute anxiety and encourage reflective learning when used in situ, such as during supervised instruction (Jennings et al., 2019). However, without ingrained practice, isolated seminars have little long-term impact.

- ***Academic workload and time pressure***

Chronic time pressure from practicum scheduling, academic workload, and shortened evaluation cycles is detrimental to psychological well-being. TM therapies increase perceived control and capacity for reflective tasks while reducing last-minute workload increases and related distress. However, systematic scheduling procedures often foster time shortage, and literature challenges the framing of TM as an individual duty.

- ***Self-regulation and resilience***

The connection between resilience, TM, and EI is mediated by self-regulation. During their practicum, prospective teachers who exhibit higher EI and effective TM show more perseverance, adaptive coping, and a speedier recovery from setbacks. Building resilience seems to depend on social support (peer networks, mentors), opportunities for mastery (scaffolded instructional challenges), and institutional feedback procedures.

Cross-theme synthesis

The interaction between TM and EI is frequently described as synergistic: TM establishes stable environments that support emotional work, while EI lessens the emotional reactivity that interferes with time-focused tasks. Research as a whole shows that integrated interventions, which combine TM and EI and are incorporated into curricula and practicums, produce more significant gains in PWB than individual strategies. Reforming institutional procedures, such as the timing of assessments, the length of practicums, and the caliber of supervision, is frequently advised in order to support the development of individual skills. The conclusiveness of results is tempered by methodological flaws (cross-sectional designs, self-report bias, limited follow-up), highlighting the necessity of thorough longitudinal and mixed-method research.

Implications for Teacher Education under NEP 2020

Curriculum integration of EI and TM

A policy mandate to incorporate EI and TM into pre-service courses is provided by NEP 2020's emphasis on holistic teacher development. Practical actions include integrating TM skill-building (goal-setting, prioritization, scheduling) into coursework, integrating social-emotional learning modules throughout the program, and matching microteaching and practicum assignments with specific EI competences. To encourage holistic growth, assessments should assess both topic competence and process skills (such as time management and reflective journals that show emotional processing).

Institutional preparedness and teacher training reforms

Institutions need to develop their capacity for scaffolded, experiential learning. This means creating mentorship models for practicum supervision, training teacher educators in TM coaching and EI pedagogy, and modifying assessment schedule to reduce time-pressuring clustering. Longitudinal EI-TM development can be accommodated by NEP-driven restructuring (four-year integrated B.Ed. models, multidisciplinary exposure). Formalized mentor-mentee ratios, protected time for reflective practice, and administrative guidelines that track task distribution are examples of systemic improvements.

Focus on holistic and multidisciplinary development

The multidisciplinary focus of NEP encourages the incorporation of ideas from organizational behavior, educational sociology, and psychology into teacher preparation. EI and TM can be contextualized within classroom realities and cultural norms through collaborative coursework (e.g., modules co-taught by psychologists and teacher educators). Practicum requirements that permit increasing complexity and opportunity to practice TM and EI skills under supervision should be codified via institutional collaborations with schools. Lastly, data-driven monitoring, such as time-use diaries, reflective portfolios, and well-being surveys, can guide iterative program enhancements in line with NEP's quality assurance objectives.

CONCLUSION

This conceptual study confirms that time management and emotional intelligence are essential, related skills for protecting and improving psychological well-being among future educators. While TM shapes the temporal environment, lowering chronic stress and promoting recovery, EI supports emotional regulation, social engagement, and reflective learning. When combined, they promote resilience and self-control, which are necessary for negotiating challenging teacher preparation programs. The literature published after 2015 emphasizes the value of integrated, practice-embedded interventions while pointing out methodological flaws and the necessity of longitudinal, context-sensitive research.

Teacher education must transition from fragmented training to systemic curricular and institutional reforms that integrate EI and TM across coursework, practicum, evaluation, and mentorship in order to fulfil NEP 2020's vision of holistic teacher development. Multidisciplinary partnerships, workload redesign, and teacher educator capacity-building are essential facilitators. Strict intervention trials, long-term monitoring into early career stages, and culturally sensitive methods in a variety of educational settings should be given top priority in future research. Teacher education can better educate resilient, emotionally competent, and time-savvy educators who maintain psychological well-being and pedagogical efficacy by coordinating policy intent with evidence-based practice.

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