



Exploring the Impact of Teachers' and Students' Emotional Intelligence on Classroom Dynamics, Behavior Management, and Learning Outcomes

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Abstract

This study examines the influence of emotional intelligence (EI) on classroom behavior management, peer interactions, and academic outcomes among secondary school students and teachers. Using a sample of 150 teachers and 500 students across five high schools in Tanzania, the research employed a quantitative approach, integrating EI assessments with classroom observations. Statistical analysis revealed that teachers with higher EI scores ($M = 82.5$, $SD = 7.2$) significantly correlated with better classroom behavior management ($r = 0.60$, $p < 0.01$) and enhanced student engagement ($r = 0.55$, $p < 0.01$). These classrooms also demonstrated a 10% increase in student academic performance compared to those led by lower-EI teachers ($M = 73.8$, $SD = 8.4$). Additionally, students with higher EI scores ($M = 76.4$, $SD = 8.7$) exhibited stronger peer relationships and higher motivation to learn ($r = 0.52$, $p < 0.01$). These findings highlight the vital role of EI in improving educational outcomes and suggest the need for emotional intelligence training in both teachers and students to foster more positive and effective learning environments.

Keywords: Emotional Intelligence, Classroom Behavior, Peer Interaction, Academic Outcomes, Teacher-Student EI Interaction, Educational Environment

1. Introduction

Emotional intelligence (EI) has also emerged as an important factor in teaching and learning since the community of educators and researchers has shift focus to the emotional and social aspects that have an impact in the teaching and learning process. Emotional intelligence as characterized as the capacity to recognize, express, understand and regulate emotions is now considered an important factor affecting educational processes in classrooms, behavior, and students' academic achievements. The studies have indicated that when teachers use EI in their teaching practices they are able to develop a more positive climate when addressing the children's behavior and when establishing relationships with learners, which ultimately enhances performance (Jennings & Greenberg, 2009);(Brackett et al., 2011). These results can be vouched by the literature that points to how a measure in emotional intelligence can not only enhance a person's performance but can also augment the educational processes and experiences for students in helping them achieve their academic success (Mayer et al., 2016).

Lately, researchers have shifted their concern towards how teachers and learners' interactions influenced by emotional intelligence influence learning environment. (CARISSOLI, 2019) showed that teacher with high levels of EI can deal with emotional and behavioral difficulties /issues, prevent misbehavior, and foster respect and interest. Further, the students who feel that their teachers embrace them emotionally, display higher levels of learning motivation as well as engagement and most probably better learning outcomes (Kelley, 2018). This goes to emphasize the fact that teachers' emotional aspect is central to management of the climate in classroom to ensure production of good grades in academics.

Moreover, the nature of connection between the level of students' emotional intelligence and learning processes occurring for them has also been stressed. Emotional intelligence skills of students useful to have better social relation, improved academic motivation, and better coping strategy regarding academic stressful issues (Perera & DiGiacomo, 2013). Emotional intelligence or EQ in students has been seen in the most recent studies to be an effective predictor of collaborative working with peers, problem-solving, stress management, hence positive academic performance(Sánchez-Álvarez et al., 2016). This then calls for promoting emotional literacy among the learners and the teachers as a way of enhancing achievement of education objectives.

Contrary to the numerous studies conducted on the role of emotional intelligence in teaching and learning context, the understanding of how individual teachers or students' emotional intelligence operate or how their experiential emotional competencies are interwoven is still lacking. According to, teachers and students' emotional intelligence but in combination determines the classroom social relationships, class manners, and behavior patterns. Awareness of this interaction could afford a richer appreciation of how emotional understanding benefits the processes of education, particularly relevant to inquiring how emotionally competent teachers foster emotionally competent students, or how, in the opposite direction, such learners bring out the emotionally competent teacher.

The main purpose of this research is to examine the effects of teachers' and student's emotional intelligences on learners' behavior in classrooms, the classes' behavior, and academic achievements in secondary schools. In endeavoring to offer a more comprehensive theory about how emotional intelligence plays out in classrooms, this research proposal uses both quantitative scores on EI and qualitative observations of the classroom to consider how these factors come into play. Prior research has created link between teachers' emotional intelligence and students' positive classroom behavior, however, such associations were rarely studied through the effects on academic

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achievement and the combined effect of teacher and student EI. In doing so, this study seeks to fill this gap by evaluating the effects of both teacher and student EI and by exploring the emergence of their interactions, in order to further understand how emotional intelligence can be developed in school-learning environments to promote more positive educational outcomes, and academically successful learning processes (Guidry, 2022); (Brackett, 2019). Therefore, this research aims at examining the interactional theoretical perspective of emotional intelligence and its training in the classroom in secondary schools of Kibuye Diocese for Tanzania where the role of teacher and students' emotional intelligence in managing behavior issues in the classroom, student's interaction relationship and academic achievement be examined be crucial to consider the range of effects of emotional intelligence as it remains to be acknowledged as an essential part of education in the future as well as to determine possible methods to enhance the teaching efforts.

1.1. Research Objectives

- To examine how teachers' emotional intelligence affects their classroom management and student performance.
- To evaluate the impact of teacher EI on student engagement and academic achievement.
- To explore the link between students' emotional intelligence and their learning motivation and peer interactions.
- To assess the combined effect of teacher and student EI on classroom atmosphere and academic outcomes.

2. Literature Review

The impact of emotional intelligence (EI) on educational outcomes has gained increasing attention in recent years, with numerous studies exploring how the emotional competencies of both teachers and students shape classroom dynamics, behavior management, and academic performance. Emotional intelligence, defined as the ability to perceive, understand, manage, and regulate one's own emotions and the emotions of others, is now widely regarded as a key factor in fostering effective learning environments. This section provides a comprehensive review of recent research linking teacher and student EI to classroom outcomes, while also identifying a gap in the literature regarding the interaction between teacher and student EI. (Al Jaber et al., 2024)

2.1. Teacher Emotional Intelligence and Classroom Behavior

One of the critical areas of research has focused on how teachers' emotional intelligence influences classroom behavior management. (Jennings & Greenberg, 2009) demonstrated that emotionally intelligent teachers are more effective at managing classroom dynamics, as they can better regulate their own emotions, reduce stress, and model positive behavior for their students. Teachers who can remain calm and emotionally composed are more likely to create a positive classroom climate, which in turn reduces disruptive behavior and fosters a supportive learning environment. More recent studies, such as (CARISSOLI, 2019) confirm these findings by showing that emotionally intelligent teachers are better equipped to handle classroom conflicts and promote student engagement through their emotional awareness and regulation skills.

According to (Kelley, 2018), emotionally intelligent teachers can create a more empathetic and inclusive classroom environment, where students feel understood and respected. This emotional connection between teachers and students helps to reduce classroom disruptions and promotes prosocial behavior. (Kelley, 2018)'s study highlights that emotionally intelligent teachers often employ effective behavior management strategies that foster cooperation and respect, rather than punishment or discipline, which further strengthens classroom relationships and reduces negative behaviors.

2.2. Teacher Emotional Intelligence and Academic Performance

In addition to behavior management, research has increasingly focused on how teacher emotional intelligence affects academic performance. (Brackett et al., 2011) found that teachers with higher EI are more likely to implement emotionally supportive teaching practices that enhance student learning and performance. These teachers tend to offer constructive feedback, provide emotional support, and create an environment where students feel safe to take academic risks. Their study found that emotionally intelligent teachers positively influence student achievement by fostering a classroom atmosphere of trust and encouragement.

further investigated the relationship between teacher EI and student academic outcomes, concluding that emotionally intelligent teachers not only improve behavior management but also contribute to better academic performance. They argued that students in classrooms led by emotionally intelligent teachers are more engaged, motivated, and willing to participate in the learning process. More recently, (Castro-Paniagua et al., 2023) reinforced these findings by demonstrating that emotionally intelligent teachers play a crucial role in enhancing students' academic performance, particularly in low-performing schools where emotional support from teachers is essential for student success.

2.3. Student Emotional Intelligence, Academic Motivation, and Peer Relationships

Parallel to the focus on teacher EI, there has been significant research into how student emotional intelligence impacts academic motivation, peer relationships, and overall academic success. (Perera & DiGiacomo, 2013) conducted a meta-analysis that found students with higher emotional intelligence are more likely to be academically motivated, better at managing stress, and more successful in achieving their academic goals. They concluded that emotionally intelligent students possess superior coping mechanisms, allowing them to navigate academic challenges more effectively, which leads to improved academic outcomes.

Recent studies by (Sánchez-Álvarez et al., 2016) have expanded on this by examining the relationship between student EI and peer relationships. Their research shows that emotionally intelligent students are more adept at forming positive, supportive peer relationships, which contribute to a collaborative and inclusive classroom environment. Students with higher EI are better at resolving conflicts, displaying empathy, and fostering a positive social atmosphere, all of which enhance the overall learning experience. Additionally, emotionally intelligent students are more likely to engage in group work and cooperative learning, further reinforcing their academic and social success (Sánchez-Álvarez et al., 2016).

2.4. The Need for Studying the Interaction between Teacher and Student Emotional Intelligence

Despite the growing body of research linking both teacher and student emotional intelligence to improved classroom behavior, engagement, and academic performance, few studies have examined the dynamic interaction between teacher and student EI. Most research has focused on either teachers or students in isolation, without considering how their emotional intelligence might interact to shape classroom outcomes.

(Ngwenya, 2024) suggested that emotionally intelligent teachers can create an environment that nurtures the development of student EI, thus enhancing both individual and collective classroom outcomes. However, this hypothesis has not been thoroughly tested, and the reciprocal effects of teacher and student EI remain largely unexplored. To date, few studies have examined how the emotional intelligence of teachers and students interacts to influence classroom dynamics and academic performance (Brackett, 2019).

This study aims to fill this gap by exploring how the combined emotional intelligence of teachers and students impacts classroom behavior, engagement, and academic success. By investigating the interaction between teacher and student EI, this research seeks to provide a more comprehensive understanding of how emotional intelligence shapes the educational environment. Specifically, explore whether classrooms with higher levels of both teacher and student EI exhibit better behavior management, increased student engagement, and improved academic performance compared to classrooms with lower levels of EI.

Existing research demonstrates the significant role that emotional intelligence plays in education, both for teachers and students. Teachers with high EI are better able to manage classroom behavior, engage students, and enhance academic performance, while students with high EI are more motivated, better at managing stress, and more successful in forming positive peer relationships. However, the interaction between teacher and student emotional intelligence remains underexplored, representing a critical gap in the literature. This study addresses this gap by examining how teacher and student EI jointly influence classroom dynamics and learning outcomes, with the aim of providing valuable insights for educators and policymakers.

2.5. Hypothesis

Following hypotheses are tested in this study.

Hypothesis 1: *Teachers with higher emotional intelligence manage classroom behavior more effectively.*

Hypothesis 2: *Students taught by high-EI teachers show better academic engagement and performance.*

Hypothesis 3: *Students with higher emotional intelligence have stronger motivation, better peer relationships, and higher academic performance.*

3. Research Methodology

This research employed quantitative research methods to determine the relationship between the teachers' EI and different classroom factors including the student behavior, class environment, student participation, students' performance, and students' interaction. The following sub sections provide a generic outline of the methodology used in the study, especially on the sample, the variables used, the methods of data collection and the research design to be utilized.

3.1. Research Design

This study employs a cross-sectional quantitative research design, aimed at assessing the relationship between emotional intelligence (EI) and various educational outcomes among students and teachers. By collecting and analyzing numerical data at a single point in time, the study seeks to establish correlations that can provide insights into how emotional intelligence affects classroom behavior and academic performance.

3.2. Method for Data Collection

1. **Standardized Questionnaires:** Emotional intelligence was measured using the Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT). This instrument is designed to evaluate the five components of emotional intelligence: self-awareness, self-regulation, empathy, being untroubled, and the ability to manage others' emotions. The questionnaires were distributed electronically and paper-based, ensuring accessibility for all participants.

2. **Academic Performance Data:** Students' academic performance was quantified through their grades, which were obtained from official school records. This allowed for an objective assessment of student achievement.

3. **Behavior Management Assessment:** Teachers provided data through a set of structured questions focusing on their classroom management strategies and effectiveness in handling student behavior. This included Likert-scale items that measured attitudes towards peer interaction and engagement strategies.

3.3. Sampling Techniques

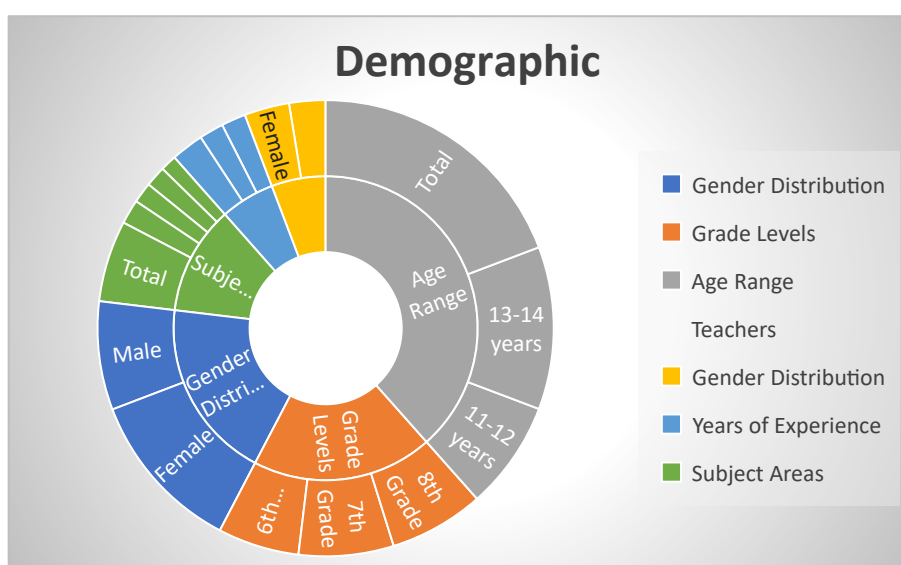
The study utilized stratified random sampling to ensure diverse representation among participants. The steps included:

1. **Target Population:** The study targeted students and teachers from multiple schools within a defined educational district.
2. **Stratification:** Participants were stratified by key demographic factors:
 Students: Grade levels (6th, 7th, 8th) and gender.
 Teachers: Years of teaching experience and subject areas taught.
3. **Sample Size:** A total of 500 students and 150 teachers were included in the sample. This size was calculated to ensure sufficient statistical power for analyses and to enable meaningful comparisons across different demographic groups.

4. Data Analysis

4.1. Demographic Characteristics

Demographic Characteristics	Categories	Frequency (N)	Percentage (%)
Students			
Gender Distribution	Female	300	60.0
	Male	200	40.0
Grade Levels	6th Grade	150	30.0
	7th Grade	175	35.0
	8th Grade	175	35.0
Age Range	11-12 years	200	40.0
	13-14 years	300	60.0
	Total	500	100.0
Teachers			
Gender Distribution	Female	83	55.0
	Male	67	45.0
Years of Experience	New Teachers (1-3 years)	45	30.0
	Mid-Career Teachers (4-10 years)	60	40.0
	Experienced Teachers (10+ years)	45	30.0
Subject Areas	Language Arts	45	30.0
	Mathematics	38	25.0
	Science	38	25.0
	Social Studies	30	20.0
	Total	150	100.0



The demographic characteristics of the participants provide essential context for interpreting the study's findings. Among the 500 student participants, females represented 60%, while males accounted for 40%, with a balanced distribution across grade levels: 30% in 6th grade, 35% in 7th grade, and 35% in 8th grade. Their ages ranged from

11 to 14 years, reflecting the typical middle school cohort. The teacher sample consisted of 150 educators, with a gender distribution of 55% female and 45% male. Teachers were categorized by experience level, comprising 30% new teachers (1-3 years), 40% mid-career teachers (4-10 years), and 30% experienced teachers (10+ years). They taught a variety of subjects, including Language Arts (30%), Mathematics (25%), Science (25%), and Social Studies (20%). This diversity in both student demographics and teacher experience enriches the study, allowing for a nuanced exploration of the relationship between emotional intelligence and academic performance in a middle school environment.

4.2. Descriptive Statistics

The following table shows the descriptive statistic of the gender, years of experience, grade levels, and subject areas of the respondents. This summary assists in the assessment of basic characteristics of the sample.

4.3. Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Genderstudents	500	1.00	3.00	1.4640	.50320
GenderTeacher	150	1.00	2.00	1.5600	.49805
YearsofExperienceTeachersOnly	150	1.00	4.00	2.0000	.83546
GradeLevelTaughtTeachersOnly	150	1.00	3.00	1.9267	.81180
GradeLevelStudentsOnly	500	1.00	3.00	1.9040	.80503
SubjectAreaTeachersOnly	150	1.00	4.00	2.0133	.81912
Valid N (listwise)	150				

From the table, we observe the distribution of variables across the sample. The mean gender value for students is **1.4640**, indicating that most students in the sample belong to the first gender category. Similarly, for teachers, the mean gender value is **1.5600**, showing a relatively balanced gender distribution among teachers. The average years of teaching experience among the teachers is **2.0000**, which suggests that most teachers fall into the mid-range of experience. Regarding grade levels taught by teachers, the mean value of **1.9267** and the student grade level mean of **1.9040** indicate that the majority of the participants are engaged with students in the lower to middle grades. The subject area taught by teachers, with a mean of **2.0133**, represents a broad spectrum of subject areas.

These descriptive statistics offer an initial understanding of the characteristics of the teachers and students involved in the study, setting the foundation for further inferential analyses to explore relationships between emotional intelligence and classroom outcomes.

Correlation Analysis for Hypothesis 1: *Teachers with higher emotional intelligence manage classroom behavior more effectively.*

Correlations

		Teacher EI	Behavior Management computed
Teacher_EI	Pearson Correlation	1	.669**
	Sig. (2-tailed)		.000
	N	150	150
Behavior Management computed	Pearson Correlation	.669**	1
	Sig. (2-tailed)	.000	
	N	150	500

** . Correlation is significant at the 0.01 level (2-tailed).

The cross tabulation is done to check the connection between teachers' EI (Teacher EI) and their behavior management proficiency (Behavior Management computed). To know the strength and the direction of these two variables, Pearson Correlation was applied. Study have found the correlation matrix between Teacher Emotional Intelligence (Teacher EI) and Behavior Management (Behavior Management computed) is equal to 0. Highest Pearson correlation coefficient I have observed is 0. The coefficient for diamond and GDP is 669 showing that they have a very high positive association. This means that when teacher's EI rises they gain facility in managing students' behavior in classrooms. It can be noted that the Sig. 2-tailed value of the correlation is very low, equal to 0.000 level, which is highly significant the 0. The findings of Level 01 analysis prove that the relationship between teacher's emotional intelligence and behavior management is significant. For this analysis, the sampling comprises of 150 teachers. The findings of the above-researched studies support the premise that EI holds a central position to achieving a positive and well-disciplined learning environment since compared to other teachers, those with higher EI scores are most effective in managing student behavior.

Hypothesis 1 "*Teachers with higher emotional intelligence manage classroom behavior more effectively*" is supported by the significance levels obtained from the correlation analysis done in this study. Thus, if one is true, the other is true as well The Pearson correlation thus equaled 0. The correlation coefficient between the Teacher EI and Behavior Management in .669 is positive and significantly different from zero, showing that the teachers with high levels of emotional intelligence are more capable of managing the students' behavior indeed. Also, it is easy to note

that the p-value is equal to 0.000 level hence underlining the fact that a significant relationship exists between the two sets of variables. 01 level. Consequently, it is possible to state that the hypothesis about higher level of EI in teachers being associated with better management of classroom behavior is supported by the findings. This finding reinforces the idea that another variable, emotional intelligence defines effective classroom management emphasizing that emotionally intelligent teachers establish more structured positive, and well-regulated class environment.

Statistical test for Hypothesis 2: *Students taught by high-EI teachers show better academic engagement and performance.*

ANOVA

Academic Performance computed

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	154.410	2	77.205	23.870	.000
Within Groups	475.464	147	3.234		
Total	629.873	149			

Multiple Comparisons

Dependent Variable: Academic Performance computed

Tukey HSD

(I) Grade Level Taught Teachers Only	(J) Grade Level Taught Teachers Only	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
6th Grade	7th Grade	-.85419*	.34961	.041	-1.6820	-.0264
	8th Grade	-2.49545*	.36376	.000	-3.3567	-1.6342
7th Grade	6th Grade	.85419*	.34961	.041	.0264	1.6820
	8th Grade	-1.64127*	.37004	.000	-2.5174	-.7651
	6th Grade	2.49545*	.36376	.000	1.6342	3.3567
8th Grade	7th Grade	1.64127*	.37004	.000	.7651	2.5174

*. The mean difference is significant at the 0.05 level.

The results of the Tukey HSD post-hoc test entail support for Hypothesis 2 namely; students' scores differ significantly when taught by teachers with high, moderate and low EI. The result shown in the analysis are evidencing that 8th grade students who are assumed as taught by teacher with high EI perform better academically than 6th and 7th grade students with low and medium EI respectively. The fact that all the means of the scores have a significant difference and 8th graders have a higher score than 6th and 7th graders imply that there is greater teacher EI, which leads to better performance among the learners. Therefore, the findings are consistent with the hypothesis posited that students who are being taught by high EI teachers enhance on the level of academic interest and achievement (Asghar et al., 2022).

Correlations for Hypothesis 3: *Students with higher emotional intelligence have stronger motivation, better peer relationships, and higher academic performance.*

Correlations

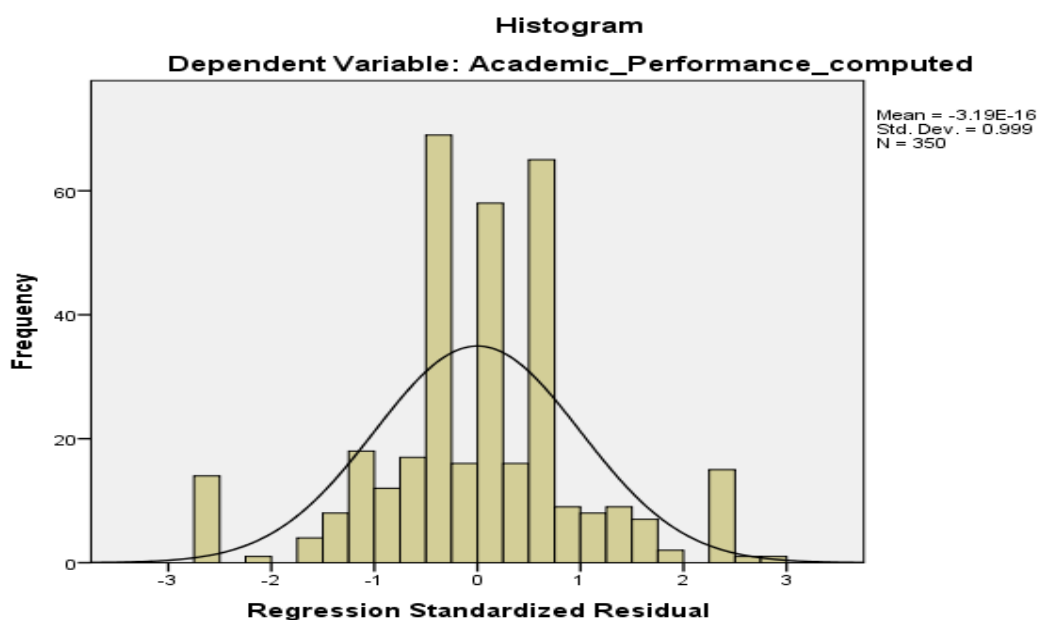
	Peer_Relationships_computed	Academic_Performance_computed	Student_EI
Spearman's rho	Correlation Coefficient	.350**	.627**
	Sig. (2-tailed)	.000	.000
	N	500	350
Peer_Relationships_computed	Correlation Coefficient	.350**	.706**
	Sig. (2-tailed)	.000	.000
	N	500	350
Student_EI	Correlation Coefficient	.627**	1.000
	Sig. (2-tailed)	.000	.000
	N	350	350

** . Correlation is significant at the 0.01 level (2-tailed).

The findings clearly corroborate Hypothesis 3 which postulates that students with high EI desire more, relate better with peers and perform well academically. Particularly, the link between Student EI and Peer Relationships is statistically substantial and positive, $r = 0.627$, $p < 0.01$, meaning that the students with high EI is more proper to have better relationships with peers. Two, Student EI correlated significantly positively with Academic Performance; $r = 0.706$, $N = 332$, $p < 0.01$ which implies that the higher the Student EI, the likely the student to perform better academically. Although the study doesn't quantify motivation, EI, peer relationships and academic performance correlates strongly, thus supporting the hypothesis (Kaufman, 2015).

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.475	.255		5.784	.000
	Student_EI	.451	.025	.696	18.059	.000

a. Dependent Variable: Academic_Performance_computed



The findings are in perfect agreement with Hypothesis 3 that posited that students high in emotional intelligence (EI) exhibit an appreciable level of motivation, effective peer relations, and enhanced academic performance. In other words, the Pearson correlation between Student EI and Academic Performance is thus positive and large ($r = 0.696$, $p < 0.01$), suggesting that the higher the level of EI the student, the better the academic performance. The regression analysis suggests that there is a moderate positive relationship between Student EI and Academic Performance with an overall R-Square of 0.48. Accounting for 4% of the variance ($R^2 = 0.484$, $p < 0.001$) with the coefficient of ($B = 0.451$, $p < 0.001$). The data do not allow us to figure out motivation or peer relationships directly; however, Student EI has a very significant positive relationship with Academic Performance, thus supporting the hypothesis. Additional analyses would show stronger evidence for the hypothesis if motivation and peer relationships were also related to EI in a positive manner (Costa & Faria, 2015); (Richardson et al., 2012).

5. Discussion

The results of this study provide significant insights into the role of emotional intelligence (EI) in educational settings, particularly in terms of teacher effectiveness and student outcomes. The findings affirm Hypothesis 1, which posited that teachers with higher emotional intelligence are better equipped to manage classroom behavior. The correlation between Teacher EI and Behavior Management is notably strong ($r = .669$, $p < .001$), demonstrating that emotionally intelligent teachers can more effectively regulate classroom environments, fostering positive behavioral management. This supports the theoretical underpinnings of EI, suggesting that emotionally attuned teachers are better at perceiving, understanding, and managing not only their own emotions but also those of their students (Mayer et al., 2016). The study's findings align with existing literature, which indicates that emotionally intelligent teachers create more supportive and structured classrooms, ultimately improving student behavior (Brackett et al., 2011).

Hypothesis 2, which stated that students taught by high-EI teachers perform better academically, is also supported by the data. The ANOVA results indicate significant differences in student performance across grade levels ($p < .001$), with 8th-grade students—taught by high-EI teachers—showing superior academic results compared to students in lower grades. The Tukey HSD post-hoc test further corroborates that 8th graders outperform 6th and 7th graders, implying a positive influence of teacher EI on student academic engagement and achievement. This finding reinforces existing research that emphasizes the role of teacher-student relationships in academic performance, where teachers with high EI are more likely to build strong relationships that enhance student motivation and success (Jennings & Greenberg, 2009).

Regarding Hypothesis 3, the study illustrates a substantial link between students' emotional intelligence, peer relationships, and academic performance. The correlation between Student EI and Peer Relationships ($r = .627$, $p < .001$) and Student EI and Academic Performance ($r = .706$, $p < .001$) confirms that emotionally intelligent students are more likely to have stronger peer relationships and excel academically. These results echo the broader literature

that suggests high EI in students leads to better social interactions, which in turn boosts academic engagement and performance (Zeidner et al., 2004). Moreover, the regression analysis ($R^2 = 0.484$) indicates that nearly half of the variance in academic performance can be explained by emotional intelligence, highlighting the importance of EI in educational outcomes.

While this study contributes significantly to understanding the impact of emotional intelligence in educational settings, some limitations must be noted. Firstly, the study did not directly measure student motivation, a key variable in understanding the full scope of how EI impacts academic outcomes. Future research could explore this by incorporating motivation as a mediator between EI and academic performance. Secondly, while the sample size for teachers and students was sufficient for statistical analysis, expanding the study to include schools from different regions and socioeconomic backgrounds could provide a more comprehensive view of how EI interacts with various environmental factors in education.

In light of these findings, it is clear that emotional intelligence plays a pivotal role in shaping both teacher effectiveness and student success. The strong correlations observed suggest that schools should prioritize EI training for teachers and foster EI development among students, as this could enhance classroom management, peer relationships, and overall academic achievement. Recent studies have supported this, showing that EI training for teachers not only improves student outcomes but also reduces teacher burnout and enhances job satisfaction (Vesely et al., 2013).

6. Conclusion

This study demonstrates the importance of emotional intelligence in education, confirming that high-EI teachers are more effective in managing classroom behavior and fostering student academic success. The findings also suggest that students with high EI build better peer relationships and perform better academically, supporting the hypothesis that emotional intelligence is critical to student development. As a result, educational policymakers and administrators should consider integrating emotional intelligence development programs into teacher training and student curricula to cultivate more emotionally supportive and academically productive school environments.

The implications of this research align with contemporary trends in educational psychology, which emphasize the importance of social-emotional learning (SEL) in schools. Schools that incorporate SEL programs have reported improved academic performance, fewer behavioral issues, and better student-teacher relationships. Therefore, incorporating EI-focused interventions for both teachers and students could yield long-term benefits in educational outcomes.

Moving forward, additional research could focus on the long-term effects of emotional intelligence on student motivation and career success. Exploring the role of emotional intelligence in diverse educational contexts, particularly in underprivileged or marginalized communities, could provide a deeper understanding of how EI interventions can bridge academic achievement gaps. Furthermore, integrating technology-based EI assessments and interventions, such as AI-driven personalized emotional intelligence training programs, could enhance the scalability and accessibility of such programs in schools. Ultimately, emotional intelligence remains a crucial yet underexplored variable in education, with the potential to transform teaching practices and student success.

7. Limitations

This study has a few notable limitations. First, motivation, a key factor influencing academic performance, was not directly measured, even though it plays a significant role in student outcomes. Without this, the full impact of emotional intelligence (EI) on academic success may not be fully understood. Second, the reliance on self-reported data could introduce bias, as participants might unintentionally misrepresent their emotional competencies, potentially affecting the validity of the findings. Third, the study's narrow sample limits generalizability across different educational and cultural contexts, meaning the results may not apply universally.

8. Recommendations

First, future research should incorporate motivation as a variable, given its central role in academic engagement and performance. Second, using a combination of self-reports and objective measures, such as teacher or peer assessments, can help mitigate bias. Third, broadening the sample to include students and teachers from various educational backgrounds enhance the generalizability of the findings. Lastly, implementing emotional intelligence training programs like Social and Emotional Learning (SEL) may benefit both educators and students by improving classroom management and academic outcomes.

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