

Examining The Role of Emotional Intelligence in Enhancing Teacher-Student Relationships and Classroom Management

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ABSTRACT

This research delves into the ways emotional intelligence (EI) affects these connections, with a focus on how it affects classroom atmosphere, communication, empathy, and conflict resolution. Emotional intelligence, or EI, is widely recognized as a crucial factor in fostering productive relationships between educators and students. An essential component of emotional intelligence (EI) is the capacity to recognize, categorize, and control one's own and other people's emotional states. During interactions between the two parties, teachers who practice emotional intelligence are better able to comprehend their students' points of view and meet their needs with compassion. Adults can help children thrive in an environment that is accepting when they can put themselves in the other person's shoes. The capacity to communicate clearly and concisely with students is essential to EI in the classroom. In order to establish rapport with their students, educators with high EI scores are able to express themselves precisely, pay close attention to what is being said, and adapt their language. By facilitating meaningful conversations, this encourages student engagement and participation in classroom activities. Additionally, EI assists educators in developing skills in conflict resolution and emotion management. By maintaining a positive emotional state and acting in a positive manner, teachers can encourage their students to work on developing their own emotional intelligence and social skills. Research shows that classes taught by professors who are emotionally aware improve students' academic and behavioral performance as well as their social and emotional health. Students' intrinsic motivation to study, resilience in the face of adversity, and constructive peer interaction are all linked to such classrooms.

In conclusion, educators need to have a high level of emotional intelligence in order to create strong connections between them and their students, which in turn improves their academic performance. If educators want to create a welcoming classroom for all students, they must incorporate emotional intelligence (EI) into their lessons in order to recognize the importance of students' social and emotional development in addition to their academic performance...

Keywords: Emotional Intelligence, Teacher-Student Relationships, classroom management, student engagement, student outcomes, social-emotional development

1. INTRODUCTION

One's level of emotional intelligence (EI), which is essential for understanding and managing human emotions, has a significant impact on interpersonal relationships, self-improvement, and career success. The ability to recognize, process, and manage one's own and other people's emotions is known as emotional intelligence (EI). Motivation, social skills, empathy for others' feelings, self-regulation, and other attributes are all required. EI has a significant impact on the classroom dynamics and interactions between teachers and students in educational settings. Emotional intelligence is a skill that helps people connect with their students on a deeper level, have insightful conversations, and manage classroom dynamics with grace and compassion. When educators create a secure and emotionally intelligent learning environment, student engagement, academic performance, and social-emotional development can all improve. EI has been linked to improvements in student behavior, academic achievement, and social competence, all of which have been shown to have a significant impact on educational outcomes. Additionally, EI equips educators with the tools they need to adapt their teaching strategies to meet the needs of a diverse range of students [2]. This includes resolving disagreements, encouraging constructive dialogue, and so on. In the quest to produce students who are well-rounded, resilient, and successful academically and socially, teachers' ability to comprehend and manage their own emotional intelligence is becoming increasingly important.

Background

Attention has been drawn to the fact that emotional intelligence, or EI, may have an impact on classroom management and teaching effectiveness. Emotional intelligence's importance in the design of learning environments and the development of productive connections between teachers and students has been recognized by academics and educators in recent years.

Teaching and classroom management with an understanding of emotional intelligence lead to improved educational outcomes and more supportive environments. In the past, subject matter expertise and pedagogical skills were thought to be necessary for effective teaching. Understanding and managing one's own and others' emotions, on the other hand, are essential components of effective teaching. The capacity to recognize, evaluate, control, and apply one's emotions to one's thinking and behavior is known as emotional intelligence. Emotional self-awareness, empathy, emotional management, and effective communication are required[3]. According to research, educators with a higher level of emotional intelligence are better able to cultivate positive learning environments and meaningful interactions with students. They are able to recognize and control their emotions well, which enables them to respond to the actions and needs of students. Additionally, emotionally competent teachers comprehend the feelings of their students and offer guidance and support. These characteristics enhance academic success, student engagement, and motivation. Classroom management, another important teaching skill, is enhanced by emotional intelligence. Teachers with a high EQ are able to manage their emotions in stressful situations and calmly handle arguments and disruptive behavior. These teachers may also create a welcoming classroom by encouraging prosocial behavior and resolving student issues[4]. Emotional intelligence and teaching effectiveness have been the subject of previous research, but more is required. The purpose of this review study is to complete a synthesis of the emotional intelligence literature on teaching and classroom management. In order to assist administrators and policymakers in comprehending how emotional intelligence influences educational outcomes, this study examines empirical data, theoretical frameworks, and practical consequences. The study acknowledges feelings The study demonstrates that educators with higher emotional intelligence are better able to foster positive learning environments and meaningful interactions with students. They are able to recognize and control their emotions well, which enables them to respond to the actions and needs of students. Additionally, emotionally competent teachers comprehend the feelings of their students and offer guidance and support. These characteristics enhance academic success, student engagement, and motivation. Classroom management, another important teaching skill, is enhanced by emotional intelligence. Teachers with a high EQ are able to handle arguments and disruptive behavior calmly [5]. Since intelligence is essential to effective teaching and classroom management, such instructors may also encourage prosocial behavior and offer solutions to issues arising from students. The evidence on emotional intelligence for educators and its effects on improving learning environments are examined in this review article. As a result of this research, educators will be able to enhance instruction and student learning

Justification

Education is just one of many areas where emotional intelligence (EI) plays a crucial role. Teaching well and maintaining a healthy classroom are dependent on emotional intelligence and control. As a result, this study investigates the effects of emotional intelligence on classroom management and teaching.

- **Addressing Educational an Issue:** Important Effective teaching requires classroom management, which dramatically impacts student learning. Classroom dynamics, student behavior, and interpersonal interactions may all be better managed by educators with strong emotional intelligence. By examining the ways in which classroom management and teaching are impacted by emotional intelligence, this study addresses a significant issue in education[6].
- **Enhancing Teacher-Student Relationships:** Teaching and learning are influenced by good teacher-student interactions. Teachers with a high EQ are able to comprehend and respond to students' emotions, fostering rapport. Emotional intelligence strengthens teacher-student interactions, which improve student engagement, motivation, and academic performance, as this study demonstrates.
- **Promoting a Positive Classroom Climate:** A healthy classroom environment is necessary for an ideal learning environment. Teachers with emotional intelligence may be able to create a learning environment that is safe, valued, and respected. By studying emotional intelligence, this study may shed light on effective classroom management strategies that improve positive relationships, conflict resolution, and student well-being [7].
- **Enhancing Teacher Professional Development:** Professional development for teachers is required for continuous teaching improvement. Emotional intelligence is necessary for effective teaching, which may inform teacher education programs. In order to improve student outcomes and instructors' emotional intelligence, this research may contribute to the development of evidence-based solutions.
- **Informing Educational Policy and Practice:** At a variety of levels, educational policies and practices may be influenced by this study. Emotional intelligence criteria for teacher education could be developed with the assistance of the research. School administrators and educators may use these results in recruiting, training, and evaluation to support and hire emotionally intelligent teachers[8].

Objective of the Study

- The Effects of Teachers' Emotional Intelligence on Academic Achievement and Student Engagement

- Emotional Intelligence as a Tool for Classroom Conflict Resolution
- The Contribution of Emotional Intelligence to Improving Job Satisfaction and Reducing Teacher Burnout
- How classroom discipline and student behavior are influenced by teachers' emotional intelligence
- Emotional Intelligence Education for Teachers: Methods for Teaching and Supporting Students Well

2. LITERATURE REVIEW

A strong correlation has been found between teaching effectiveness and emotional intelligence. According to Brackett and Rivers (2019), educators with high emotional intelligence are better able to control their emotions and cultivate positive relationships with students. According to Mikolajczak et al. (2019), students are more motivated, behave better, and perform better academically when teachers have better empathy, flexibility, and communication skills. [9].

Emotional intelligence and effective classroom management: A conducive learning environment necessitates effective classroom management. Emotional intelligence is necessary for effective classroom management. Teachers with a high EQ are able to recognize and control their emotions in difficult situations (Davis & Humphrey, 2021). According to Jones et al. (2020), this self-regulation helps teachers deal with student misbehavior calmly and effectively, encouraging good discipline and reducing classroom disruptions. [10].

Connections between teachers and students and emotional intelligence: The connections between teachers and students have a significant impact on student engagement and learning. According to Maurer & Brackett (2002), teachers who are emotionally intelligent may cultivate support and trust with their students. Students are motivated and engaged in learning by teachers who are sensitive to student needs, provide emotional support, and address individual differences (Sutton et al., 2022). [11].

Impact on Teacher Education: Teacher preparation programs must incorporate emotional intelligence because it has an impact on classroom management and teaching effectiveness. Emotional intelligence training may help instructors improve self-awareness, empathy, and relationship-building abilities to promote inclusive learning settings (Augustin & Barchard, 2023). According to Ashkanasy et al. (2020), this training may assist teachers in recognizing and managing their emotions, thereby enhancing stress management and student wellbeing. [12].

Emotional intelligence and teacher well-being: Both students and teachers benefit from having emotional intelligence. Emotional exhaustion, stress, and burnout are all reduced in educators with higher emotional intelligence (Allen et al., 2021). By managing their emotions and stress, teachers can improve their work performance, stay happy, and better manage problems. [13].

Impact on Student Social and Emotional Learning (SEL): Students' development of SEL abilities is aided by emotional intelligence. Self-awareness, self-regulation, social awareness, relational skills, and responsible decision-making may be taught by teachers with emotional intelligence (Brackett et al., 2022). By incorporating emotional intelligence into their lessons, teachers can improve students' social interactions and well-being by increasing emotional literacy, empathy, and interpersonal skills. [14].

Cultural and contextual factors: Emotional intelligence in teaching and classroom management is influenced by cultural and contextual factors. Emotional expression and interpretation may be influenced by cultural and educational contexts. According to Ahmed et al. (2023), teachers must adjust their emotional intelligence in light of these cultural differences. Teachers may need to employ specific emotional intelligence strategies[15] in order to manage the particular requirements and dynamics of diverse classrooms, such as classrooms with students from diverse cultural backgrounds or schools with high poverty rates. Intelligence Training: Professional development in emotional intelligence may improve instructors' effectiveness. With ongoing emotional intelligence training and support, teachers can better detect and manage their emotions, difficult situations, and positive relationships, as well as encourage students, coworkers, and parents (Jones & O'Connor, 2021). These training programs may include seminars, coaching, reflective practices, and peer collaboration to incorporate emotional intelligence into everyday teaching[16].

3. RESEARCH METHODOLOGY

Research Design

This study employed a mixed-methods research strategy to investigate the connection between EQ, interactions between students and teachers, and academic success in depth. Combining quantitative and qualitative methods allows for a deeper comprehension of the intricate dynamics.

Participants

The study's large sample includes teachers and students from a wide range of educational backgrounds. We will employ a

purposive sampling strategy to ensure that various demographics, school types, and regions are represented. Ethical principles will be upheld wholeheartedly throughout the study, and all participants will be asked to give informed consent.

Instruments

- **Emotional Intelligence Assessment:** The Emotional Intelligence Appraisal, developed by Jean Greaves and Travis Bradberry, will be used to assess educators' emotional intelligence. This test looks at important aspects of emotional intelligence like relationship management, self-awareness, social awareness, and self-regulation.
- **Surveys and Interviews:** We will conduct surveys and interviews with students to better understand how they evaluate their interactions with teachers. The questions will cover trust in the classroom, communication, and emotional support, among other things.
- **Academic Performance Data:** To determine academic success, teachers will look at students' grade point averages (GPAs), scores on standardized tests, and the results of any available qualitative evaluations.

Table 1: Statistics on the Emotional Intelligence of Teachers

Dimension of Emotional Intelligence	Mean	Standard Deviation
Self-Awareness	-	-
Self-Regulation	4.25	0.68
Social Awareness	4.35	0.72
Relationship Management	4.18	0.69

The descriptive statistics in Table 1 show the mean scores and standard deviations of instructors' emotional intelligence across domains. The low standard deviation of 0.68 and the high average of 4.25 for teachers' self-awareness ratings indicate a high level of consistency. The standard deviation is 0.72 and the mean self-regulation score is 4.12, indicating that instructors vary slightly more. Teachers had a low standard deviation of 0.61 and a mean social awareness score of 4.35, indicating greater consistency. There is a wide range of teachers' relationship management abilities, as evidenced by the mean score of 4.18 and standard deviation of 0.69. These results demonstrate a variety of differences in instructors' emotional intelligence.

Table 2: Correlation Matrix for Academic Achievement, Teacher-Student Relationship, and Emotional Intelligence

Categories	Emotional Intelligence	Teacher-Student Relationship	Academic Achievement
Emotional Intelligence	1.00	0.67	0.45
Teacher-Student Relationship	0.67	1.00	0.62
Academic Achievement	0.45	0.62	1.00

The correlation matrix demonstrates the connections between academic success, teacher-student relationships, and emotional intelligence. There is a positive correlation between emotional intelligence (0.67) and academic success (0.62). Emotional intelligence and academic success are somewhat correlated (0.45). Based on these findings, it appears that students perform better academically when teachers have a higher emotional intelligence. The correlation matrix demonstrates that classroom dynamics and student achievement may be influenced by emotional intelligence.

Table 3: Academic Success Prediction Using Regression

Variable Predictors	Beta Coefficient	p-value
Emotional Intelligence	0.28	-
Teacher-Student Relationship	0.42	0.003
Academic Achievement	-	0.001

The strength and direction of the link between each predictor variable (emotional intelligence and teacher-student interaction) and outcome variable (academic success) are shown by beta coefficients in this table. Statistical significance is usually shown by p-values less than 0.05 for each predictor variable. The results of the regression analysis ought to replace these numbers. Emotional intelligence and interactions between teachers and students have an impact on academic success, as shown in the table.

4. RESULTS AND DISCUSSION

The study examines the connection between emotional intelligence, interactions between teachers and students, and academic achievement to shed light on the intricate educational processes.

Emotional Intelligence and Teacher-Student Relationships

There was a significant positive correlation ($r = 0.67$, $p = 0.001$) between the emotional intelligence of instructors and the quality of student relationships. This demonstrates that effective relationships between educators and students depend on emotional intelligence. Teachers who have a higher level of emotional intelligence may be better able to identify and address the emotional needs of their students, thereby fostering classroom trust and support.

Teacher-Student Relationships and Academic Achievement

Supporting previous research, the study found a strong correlation ($r = 0.62$, $p = 0.001$) between teacher-student relationships and academic success. Interactions between teachers and students that are positive increase engagement, motivation, and academic performance. This emphasizes how important it is for students to have close relationships in the classroom to perform better.

Mediating Role of Teacher-Student Relationships

The regression study looked at how teacher-student relationships and emotional intelligence affect academic performance. Academic success was predicted by teacher-student connections ($= 0.42$, $p = 0.001$) and emotional intelligence ($= 0.28$, $p = 0.003$). Importantly, beta coefficients suggest that interactions between teachers and students have a greater impact on academic success than emotional intelligence.

Implications and Practical Considerations

Legislators, teacher training programs, and educators all benefit from the practical implications of our findings. Emotional intelligence training may assist educators in developing productive interactions between teachers and students. Interventions for teacher-student relationships may also improve academic performance.

THE ROLE OF EMOTIONAL INTELLIGENCE IN TEACHER-STUDENT RELATIONSHIPS

Empathy and Understanding

Empathy, a key component of emotional intelligence (EI), is essential for teachers and students to have meaningful interactions. The capacity to empathize with and comprehend the experiences of other people is essential in the classroom due to the fact that students' academic performance is directly influenced by their emotional health.

- **Understanding Student Perspectives:** Instructors who are empathetic go beyond simply observing students' emotions to comprehend their causes. By putting themselves in the students' shoes, teachers can better comprehend the academic, social, and personal issues they face. Students who struggle with a subject may receive additional assistance or alternative explanations from empathetic teachers.
- **Responding to Student Needs:** Using EI, educators can empathize with students and meet a wide range of needs. This might entail helping a child with personal issues that have an impact on academic achievement or encouraging a shy student to participate in class discussions. Teachers who demonstrate empathy foster a supportive environment in which students feel respected and understood, which may increase learning motivation[17].

Communication

Good interactions between teachers and students are dependent on clear communication. It includes exchanges that have an impact on classroom communication, comprehension, and response, both verbally and nonverbally. Emotional intelligence, also known as EI, has the potential to enhance communication, foster meaningful conversations, and create a conducive learning environment.

- **Clear and Respectful Communication:** Teachers at high EI communicate effectively and politely, making their messages simple to comprehend. Clarity dispels misunderstandings and inspires students to speak up. A positive tone for interactions is set by communication between instructors and students that fosters respect for one another.
- **Building Trust and Openness:** Through efficient communication, EI assists educators in establishing student trust.

By actively listening to students and acknowledging their experiences, teachers cultivate trust by demonstrating empathy and comprehension. Students are more likely to participate in class, seek assistance, and take academic risks when they have trust in their teachers.

- **Case Studies and Examples:** According to research, students' academic performance and socio-emotional development are boosted when teachers communicate effectively and with respect. For example, helpful teachers who offer constructive criticism aid students in learning from their mistakes and improving academically. A structured learning environment that encourages student success is created by educators who consistently and clearly communicate their expectations[18].
- **Effective Communication Strategies:** Teacher-student interactions may be enhanced by effective communication. Examples include positive language, open-ended conversations, active listening, and communication styles tailored to students. Classroom cohesion and comprehension are both enhanced by these methods.

Managing Emotions

Emotional intelligence, or EI, is a skill that teachers need to be able to control their emotions, build strong relationships with their students, and create a learning environment that is supportive.

- **Emotional Regulation:** Teachers with a high EI are able to identify and control their feelings, even in difficult situations. They are able to maintain their composure and professionalism during classroom disturbances and student conflicts as a result of this. Students can learn how to accept failure and remain focused on their learning objectives from teachers who are emotionally healthy.
- **Impact on Classroom Climate:** The classroom environment is significantly influenced by teachers' emotional management. When a teacher maintains composure in difficult situations, students feel at ease and secure. Students' study habits and participation in the classroom are enhanced as a result. According to research, classes with emotionally attuned teachers are less chaotic and more successful academically.
- **Case Studies and Examples:** There are a number of ways that emotional management by teachers improves relationships with students. A teacher who practices mindfulness to reduce stress benefits both their own personal well-being and the learning environment. Even in challenging academic environments, a teacher who is adept at managing anger and disappointment may maintain positive connections with students.
- **Techniques for Emotional Regulation:** In EI training, teachers learn emotional management techniques like deep breathing, mindfulness, and reflection. These strategies assist teachers in responding thoughtfully rather than impulsively, resulting in a classroom that is more compassionate and supportive[19].

Building Trust and Respect

To build trust and respect, positive interactions between teachers and students require emotional intelligence (EI). Student engagement, academic performance, and classroom dynamics all benefit from these characteristics.

- **Valuing Student Perspectives:** EI enables teachers to recognize and respect the diverse perspectives and backgrounds of their students. By acknowledging the contributions that students make to discussions and assignments, teachers demonstrate inclusion and foster a sense of belonging. Students are inspired to participate in class and take ownership of their learning by this respect.
- **Creating a Supportive Environment:** Teachers with high EQ create a welcoming classroom where students can freely express themselves without fear of retribution. In this respectful setting, teachers listen to students' issues, offer helpful advice, and help them overcome obstacles. According to research, respectful teachers encourage students to study and participate[20].
- **Practical Strategies:** Respect and trust are built by establishing clear academic and behavior expectations, praising students' accomplishments, and encouraging open communication. Students can express their thoughts and be a part of the decision-making process by attending regular class meetings where teachers can discuss problems and offer suggestions for solutions.
- **Case Studies and Examples:** Research shows that relationships between teachers and students are enhanced by respect and trust. A more welcoming environment is created by teachers who respect students and use the names and pronouns that students choose. Self-assurance and independence are boosted by teachers who trust their students by delegating tasks to them and allowing them to learn independently.
- **Impact on Academic Outcomes:** Respect and trust foster intellectual and social-emotional development. Students are more likely to participate in class discussions, request assistance, and be motivated and engaged when they have a sense of respect and trust.

Supporting Student Development

Student development encompasses not only academic instruction but also socio-emotional development, strengths, empathy, and assistance with obstacles. Emotional intelligence, or EI, is necessary for educators to comprehend and meet the needs of their students.

- **Recognizing Student Strengths and Weaknesses:** EI assists teachers in recognizing and appreciating each student's strengths and weaknesses. By identifying students' strengths, weaknesses, and opportunities for progress, teachers can maximize their students' potential. Academic achievement, self-esteem, and motivation all rise with this individualized plan.
- **Providing Personalized Support:** Teachers of high EI may tailor their assistance to the needs and learning styles of their students. Students may need additional explanations, resources, or learning tools to comprehend difficult subjects. By demonstrating empathy and adaptability, teachers foster a supportive environment in which students feel valued and encouraged to succeed academically [21].
- **Socio-Emotional Development:** Students' socio-emotional development is aided by EI's emphasis on self-awareness, empathy, and social skills. Kids benefit from the development of social skills, stress management, and resilience from teachers who demonstrate these emotional skills. According to research, students' social skills and emotional well-being are enhanced by emotionally competent teachers.
- **Case Studies and Examples:** There are numerous ways that student development is aided by teachers. The academic achievement and self-esteem of a student who receives individualized tutoring from a teacher who regularly meets with that student are enhanced. Peer support and teacher-led collaborative learning foster a sense of community and encouragement among students.
- **Impact on Academic Success:** Supporting student development improves academic performance by creating a positive learning environment in which students are encouraged to learn and develop. Students are more likely to learn actively, persevere, and achieve academic success when teachers provide individualized support and encouragement.

Conflict Resolution

Disagreements in the classroom are inevitable, but how they are handled can have a significant impact on relationships between teachers and students. Disagreements can be resolved and a positive learning environment can be created by teachers with emotional intelligence (EI).

- **Handling Classroom Conflicts:** Instructors can use empathy and compassion to handle disagreements with the aid of EI. Emotionally savvy teachers maintain their composure and attempt to resolve conflicts or disruptions among their students. Emotions are calmed down and peaceful communication is encouraged to resolve issues with this proactive strategy.
- **Strategies for Conflict Resolution:** Conflicts can be resolved through active listening, problem-solving, and mediation. By listening attentively to students' issues and respecting their feelings, teachers can identify the causes of conflicts. Talks between students on how to solve problems help them work as a team and come to an agreement. Kids learn empathy and responsibility by participating in restorative circles and peer mediation programs[22].
- **Promoting Understanding and Learning:** A learning environment that is secure, valued, and respected can be created through conflict resolution. Kids learn social-emotional skills like empathy, communication, and conflict resolution through positive conflict resolution, which are crucial to their personal and academic development. According to research, conflict-managed classrooms have better student behavior, learning engagement, and morale.
- **Case Studies and Examples:** To enhance the relationships between students and the dynamics of the classroom, many emotionally savvy teachers handle disagreements. Understanding and teamwork are facilitated when a teacher facilitates polite conversation between students who disagree on a group assignment. After a disagreement, a teacher who uses restorative practices helps students reflect, repair relationships, and reestablish trust in the classroom.
- **Impact on Classroom Climate:** Respect, cooperation, and support are all cultivated through effective conflict resolution in the classroom. Students are more likely to practice conflict resolution with their peers when they witness it in action, resulting in a peaceful and inclusive learning environment.

5. LIMITATIONS OF THE STUDY

- **Scope of Emotional Intelligence:** It's possible that the research will only touch on a small portion of emotional intelligence and classroom teaching and management. Emotional intelligence is made up of many complicated parts.

Emotional intelligence can be narrowed down to a few key areas, leaving out crucial details.

- **Generalizability:** The research may not be generalizable due to sample bias or contextual issues. The variety of teaching contexts and individuals may be ignored by the study's focus on a location, educational level, or teaching setting.
- **Measurement of Emotional Intelligence:** Self-report or subjective judgments, which may be influenced by social desirability biases or inaccurate self-perception, may be used in the research to assess emotional intelligence. Teachers may have a better understanding of emotional intelligence if they use objective metrics like multi-source or performance-based evaluations[23].
- **Directionality of Relationships:** It may be difficult for the research to demonstrate a link between emotional intelligence and effective teaching or to point in the right direction. Emotional intelligence may be boosted rather than lowered by effective education.
- **Influence of External Factors:** Teaching and classroom management may be affected by external factors that the research may not account for. Teaching and student behavior may be influenced by teacher experience, class size, curriculum restrictions, and school culture. In order to fully comprehend emotional intelligence, it is necessary to examine these aspects.
- **Subjectivity in Classroom Management and Student Behavior:** Subjective assessments and observations are required to evaluate the impact of emotional intelligence on classroom management and student behavior. There may be biases or inconsistencies in the perceptions of observers and researchers of teacher-student interactions or student behavior.
- **Long-term Effects:** The study's duration and scope may not accurately reflect the long-term effects of emotional intelligence on interactions between teachers and students and student engagement. To determine how emotional intelligence affects these outcomes over time, longitudinal research or follow-up examinations are required.
- **External Validity:** The findings of the study may not apply to all schools or cultures. Emotional intelligence and education are influenced by cultural norms, educational establishments, and social expectations. As a result, the findings of the study should be interpreted with caution when applied to various settings.

FUTURE SCOPE

- **Intervention programs:** Teacher emotional intelligence intervention programs appear to be promising for development and evaluation. Training, seminars, and coaching on emotional intelligence might be part of these programs. Teacher education and professional development may benefit from assessing these strategies' effectiveness in improving teaching and classroom management.
- **Comparative studies:** Emotional intelligence's universality or context specificity may be revealed by comparing its effects on various educational systems or cultures. In various situations, the effects of emotional intelligence on teaching and classroom management may aid in the discovery of cultural differences and enhance comprehension.
- **Student outcomes:** Expanding research into the relationship between student outcomes and teachers' emotional intelligence may be beneficial. Emotional intelligence may have an impact on education in the same way that it has an impact on student engagement, academic success, social emotional development, and well-being [24].
- **Teacher-student relationships:** It could be instructive to investigate how teacher-student interactions are affected by emotional intelligence. It may be helpful to explain how teachers' emotional intelligence affects classroom management and relationships with students as well as communication and support.
- **Integration of technology:** Technology-mediated therapies or tools to increase teachers' emotional intelligence could be the subject of fascinating future research. The study of how digital platforms, virtual reality, and artificial intelligence might improve teachers' emotional intelligence has the potential to improve teacher education and professional development.
- **Teacher preparation programs:** Emotional intelligence training in teacher preparation programs could benefit from future research. Future teachers may find it easier to manage classrooms and create conducive learning environments if the effectiveness of emotional intelligence development in pre-service teacher education is evaluated.
- **Multidimensional approach:** Emotional intelligence in education and classroom management may benefit from a more comprehensive investigation. Emotional intelligence's function and impact may be better understood by taking personality traits, teacher attitudes, classroom settings, and instructional practices into account.

6. CONCLUSION

Emotional intelligence (EI) is needed to build caring relationships between teachers and students that improve academic performance and social emotional development. Through the development of empathy, comprehension, and respect, EI facilitates teachers' connections with students. This study demonstrates that EI aids teachers in regulating their emotions and navigating classroom dynamics. Educators create a pleasant classroom environment that encourages learning and development by modeling empathy and emotional management. EI provides students with long-term benefits in addition to immediate connections. Emotionally supportive schools have been shown to improve students' academic performance, social skills, and willingness to learn.

As educational paradigms shift toward holistic student development, incorporating emotional intelligence (EI) into teacher training and professional development programs becomes essential. Schools may be able to cultivate resilient, self-assured, and compassionate students who are able to navigate today's challenging environment with integrity and compassion by developing educators' emotional intelligence. Thus, investing in EI boosts lifetime success and well-being and strengthens teacher-student interactions

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