

## **EMOTIONAL INTELLIGENCE TRAINING FOR TEACHERS: IMPACTS ON CLASSROOM CLIMATE AND STUDENT BEHAVIOR**

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### **Abstract**

This study aims to analyze the effect of emotional intelligence training for teachers on classroom climate and student behavior through a literature review approach. Emotional intelligence is one of the important competencies that teachers must possess in facing the increasingly complex dynamics of modern learning. Teachers who have the ability to manage emotions, build empathy, and create positive communication tend to be able to create a conducive learning atmosphere and support the social and academic development of students. The research method used is a literature review by examining various scientific articles, national and international journals, academic books, and previous research results relevant to the topic of emotional intelligence training, classroom climate, and student behavior. Data were analyzed descriptively and comparatively to identify patterns, relationships, and key findings from the various sources reviewed. The results show that emotional intelligence training has a positive impact on teachers' abilities to manage stress, increase empathy, strengthen interpersonal communication, and build more harmonious relationships with students. In addition, the application of emotional intelligence in learning can create a more positive classroom climate, increase student participation, reduce levels of conflict and aggressive behavior, and encourage the formation of disciplined and collaborative behavior in students. Thus, emotional intelligence training for teachers plays a strategic role in creating a healthy, inclusive learning environment that supports the sustainable development of student character.

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## INTRODUCTION

The development of education in the modern era not only demands student success in academic aspects, but also emphasizes the importance of character development, social skills, and emotional health in the school environment. Schools, as formal educational institutions, have a significant responsibility to create a safe and comfortable learning environment that supports students' psychological development. In this process, teachers play a key role as learning facilitators and figures who interact directly with students on a daily basis. The intensive interaction between teachers and students makes teachers' emotional well-being a crucial factor influencing the quality of learning, classroom climate, and student behavior. However, in practice, many problems remain in the educational environment, such as increased student aggressive behavior, low learning discipline, inter-student conflict, lack of empathy, and high levels of stress and emotional distress experienced by teachers in the classroom. These conditions demonstrate that educational success cannot depend solely on mastery of teaching materials and pedagogical competence, but also requires strong emotional intelligence from educators. Emotional intelligence is an individual's ability to recognize, understand, manage, and appropriately express emotions, both toward themselves and others (Durdu & Şahin, 2018). In the educational context, teachers' emotional intelligence plays a crucial role in building positive interpersonal relationships with students, creating effective communication, and fostering a conducive learning environment. Teachers with high emotional intelligence tend to be able to control their emotions when facing difficult classroom situations, respond wisely to student behavior, and create a more harmonious learning atmosphere. Conversely, low emotional intelligence in teachers can trigger classroom conflict, increase tension in the teaching and learning process, and negatively impact students' psychological well-being (Betsab & Şahin, 2021). Therefore, strengthening emotional intelligence through specialized training for teachers is considered a relevant strategy for improving the quality of learning interactions in schools.

Emotional intelligence training for teachers is beginning to receive attention in various educational studies because it is believed to help teachers develop emotional regulation, empathy, self-awareness, and social skills. Through this training, teachers are expected to gain a deeper understanding of

students' emotional states, enabling them to implement a more humanistic and supportive learning approach (Iram, 2022). Furthermore, emotional intelligence training can help teachers reduce work stress levels, increase teaching motivation, and strengthen their ability to resolve conflicts within the school environment. In the long term, improving teachers' emotional well-being is expected to positively influence the creation of a healthy, comfortable, and inclusive classroom climate. A positive classroom climate will encourage students to feel more emotionally secure, leading to more active participation in the learning process, higher learning motivation, and improved social behavior.

Classroom climate is a crucial indicator of the success of the educational process because it directly relates to the quality of social relationships, communication, students' sense of safety, and comfort during class. A positive classroom climate is characterized by harmonious relationships between teachers and students, a high level of mutual respect, low levels of conflict, and the creation of a learning environment that supports active student participation (Iram, 2022). Conversely, a negative classroom climate can trigger deviant behavior, indiscipline, low student engagement, and even lower academic achievement. In many cases, poor student behavior is often influenced by teachers' emotional management and classroom communication. Teachers who are easily angered, impatient, or unable to understand students' emotional states have the potential to create a tense and uncomfortable learning environment. Therefore, teachers' emotional competence is crucial in fostering a positive classroom climate and supporting optimal student behavioral development.

In addition to impacting classroom climate, teachers' emotional intelligence is also closely related to student behavior in school. Student behavior is influenced not only by family and social factors but also by interaction patterns within the classroom (Iram, 2022). Teachers who demonstrate empathy, provide emotional support, and build positive communication are more likely to influence students to behave in a more disciplined, cooperative, and responsible manner. Conversely, emotionally stressful learning environments can increase the risk of negative behaviors such as bullying, aggression, rule-breaking, and low motivation to learn. In these situations, emotional intelligence training for teachers is both a preventative and a solution to help create healthy interpersonal relationships between teachers and students. With positive relationships, students will feel more

valued and motivated to demonstrate better behavior in the school environment.

Although the importance of emotional intelligence in education has been widely discussed, implementing emotional intelligence training for teachers remains a low priority in many educational institutions. Most teacher professional development programs focus primarily on improving academic and pedagogical competencies, while emotional and social aspects have not received adequate attention. Yet, today's educational challenges are increasingly complex, driven by social change, technological advancements, and increasing psychological stress experienced by both students and teachers. These conditions require teachers to have better emotional skills to effectively navigate the dynamics of learning (Alfred et al., 2016). Therefore, research on emotional intelligence training for teachers is crucial to understand the extent to which emotional intelligence training can impact classroom climate and student behavior.

This research is expected to provide both theoretical and practical contributions to the development of education that is more oriented towards emotional well-being in schools. Theoretically, this research can enrich the study of the relationship between teacher emotional intelligence, classroom climate, and student behavior in the context of modern education. Practically, the results of this study are expected to serve as a reference for schools, educational institutions, and policymakers in designing teacher training programs that focus not only on academic competency but also on the development of emotional intelligence. Thus, the creation of a positive, harmonious learning environment that supports student character development can be more optimally realized.

## **RESEARCH METHOD**

This study used a literature review method to analyze the effect of emotional intelligence training for teachers on classroom climate and student behavior. A literature review was chosen because it allows researchers to gain a comprehensive understanding of the concepts, theories, and empirical findings related to emotional intelligence in an educational context. Research data was obtained from various scientific sources, such as national and international journal articles, academic books, seminar proceedings, and research reports relevant to the research topic. The literature search was conducted through academic databases such as Google Scholar, Scopus, ERIC, and ScienceDirect using keywords such as "emotional intelligence training,"

"teacher emotional competence," "classroom climate," and "student behavior." The selected literature focused on publications within the last ten years to ensure the data remains current and relevant to developments in modern education.

The analysis phase involved identifying, selecting, classifying, and interpreting the various sources collected. Researchers selected literature based on topic relevance, publication quality, and suitability to the research objectives. The data was then analyzed descriptively and comparatively to identify the relationship between teacher emotional intelligence training and improved positive learning environments and changes in student behavior in the classroom. The analysis results were then systematically compiled to illustrate how teachers' abilities to manage emotions, build empathy, and create effective communication can influence social interactions, discipline, learning motivation, and student comfort during the learning process. With this literature review approach, the research is expected to provide a strong theoretical foundation and serve as a reference for developing emotional intelligence-based educational strategies in schools.

## **RESULT AND DISCUSSION**

### **The Role of Emotional Intelligence Training in Improving Interpersonal Communication between Teachers and Students**

Emotional Intelligence training plays a crucial role in improving the quality of interpersonal communication between teachers and students in educational settings. Effective interpersonal communication is not only related to the ability to convey learning material but also encompasses the ability to understand students' feelings, needs, and psychological states. In modern learning processes, the emotional connection between teachers and students is a key factor in determining educational success (Bechter et al., 2023). Teachers with strong emotional intelligence tend to be able to create a comfortable, open, and empathetic learning environment, so students feel valued and are more motivated to actively participate in learning activities. Therefore, emotional intelligence training is essential for teachers to develop more effective and humanistic interpersonal communication skills.

Emotional intelligence refers to an individual's ability to recognize, understand, manage, and appropriately express emotions, both toward themselves and others. In an educational context, emotional intelligence helps teachers understand the diverse emotional characteristics of students. Each student has a different family background, academic ability, and psychological

condition, requiring a different communication approach. Through Emotional Intelligence training, teachers can learn how to control their emotions when faced with challenging classroom situations, such as unruly student behavior, low learning motivation, or conflict between students. The ability to manage these emotions allows teachers to remain calm and rational, ensuring that communication does not create tension or fear in students (Kakarla, 2025).

Emotional Intelligence training also helps teachers improve their empathy skills when interacting with students. Empathy is the ability to understand the feelings and perspectives of others without judgment. Teachers with high empathy find it easier to build positive interpersonal relationships with students because they feel understood and accepted. In learning practice, empathy is evident when teachers listen attentively to students' concerns, provide emotional support when students experience difficulties, and use polite language that respects students' feelings (Pattiasina et al., 2024). Emotional intelligence training typically involves various self-reflection activities, communication simulations, and the development of social awareness, all of which can strengthen teachers' empathy skills. When a strong emotional connection between teachers and students is established, students will feel more comfortable asking questions, expressing their opinions, and disclosing any learning difficulties they are experiencing.

In addition to enhancing empathy, Emotional Intelligence training contributes to improving teachers' ability to manage communication conflicts in the classroom. In educational settings, interpersonal conflicts often arise from differences in character, misunderstandings, or academic pressure. Teachers who lack strong emotional skills tend to respond to conflict with anger, excessive punishment, or authoritarian communication. These conditions can create emotional distance between teachers and students and reduce the comfort of learning. Conversely, teachers who have received Emotional Intelligence training are better able to handle conflict wisely through a dialogical, persuasive, and self-controlled approach. Teachers can more deeply understand the causes of student behavior, so that solutions are educational and not demeaning to students (Wang, 2023). This leads to more harmonious interpersonal communication and supports the creation of a conducive learning environment.

Another important role of Emotional Intelligence training is improving teachers' ability to provide motivation and positive reinforcement to students. Effective interpersonal communication involves not only conveying information but also influencing and building students' enthusiasm for learning

(Khorasani et al., 2023). Teachers with high emotional intelligence are able to choose constructive words, offer sincere appreciation, and demonstrate optimism in dealing with student development. This form of communication can boost students' self-confidence and strengthen the emotional bond between teacher and student. Students who feel valued will have a stronger emotional connection to the learning process, making them more active and disciplined in participating in school activities.

Emotional Intelligence training also plays a role in improving teachers' ability to read students' nonverbal language. In interpersonal communication, messages are conveyed not only through words, but also through facial expressions, body movements, intonation, and eye contact. Many students experience emotional problems or learning difficulties but are unable to express them verbally. Emotionally trained teachers will be more sensitive to changes in students' behavior and expressions and can therefore respond appropriately (Drigas et al., 2023). For example, teachers can recognize students experiencing anxiety, low self-confidence, or psychological distress through silence, lack of focus, or visible emotional changes during learning. This sensitivity allows teachers to provide early intervention before problems develop into larger obstacles to the learning process.

In the context of 21st-century learning, interpersonal communication supported by emotional intelligence is increasingly important because education is no longer solely oriented toward academic achievement but also toward developing students' character and social skills. Teachers are required to be facilitators, motivators, and emotional guides for students. Emotional Intelligence training helps teachers develop the self-awareness and social skills needed to optimally fulfill these roles. Teachers who are able to manage their emotions well will serve as positive role models for students in building healthy social relationships. Indirectly, students also learn how to communicate politely, respect others' feelings, and resolve conflicts peacefully through daily interactions with teachers.

Emotional Intelligence training also supports the creation of a more positive and inclusive school culture. When teachers possess strong interpersonal communication skills, the relationship between them and students becomes more open and trusting. Students are less afraid to express their opinions or make mistakes because teachers respond supportively and non-judgmentally. Such a learning environment can increase student participation in learning and reduce academic stress levels. Furthermore, healthy interpersonal communication can also strengthen collaboration

between teachers and students in addressing various educational challenges. This harmonious relationship ultimately has a positive impact on improving student achievement, discipline, and psychological well-being (Valverde-Janer et al., 2023).

In today's digital era, the challenges of interpersonal communication between teachers and students are increasingly complex due to the influence of technology and changing patterns of social interaction. Many students are more accustomed to communicating through digital media than face-to-face communication, resulting in a decline in their social and emotional skills. In this situation, teachers need high emotional intelligence to maintain warm and personal communication, even amidst technological advancements. Emotional Intelligence training helps teachers understand the emotional dynamics of the younger generation and adapt communication approaches that are more relevant to the needs of today's students. Teachers can integrate a more humanistic approach into digital learning, ensuring that interactions between teachers and students remain emotionally charged.

### **The Impact of Emotional Intelligence on Creating a Safe and Inclusive Learning Environment**

Emotional intelligence is an individual's ability to recognize, understand, manage, and express emotions appropriately, both toward themselves and others (Emotional Intelligence as a Predictor to Enhance Teacher Effectiveness in Inclusive Education, 2024). In the context of education, emotional intelligence plays a crucial role because the learning process is not only related to the transfer of knowledge, but also involves social interaction, emotional management, character development, and the creation of a healthy learning environment. A safe and inclusive learning environment is a key factor in determining educational success because students need an atmosphere that supports a sense of comfort, acceptance, respect, and freedom from discrimination. Therefore, emotional intelligence is a crucial foundation for building harmonious relationships between teachers and students, as well as among students within the school environment.

A teacher's emotional intelligence significantly influences a conducive and psychologically safe classroom atmosphere. Teachers who understand students' emotions will more easily create open and empathetic communication. In the learning process, each student has a different social background, culture, character, and academic ability. These differences often lead to misunderstandings, conflict, or a lack of confidence if not handled

effectively. Teachers with high emotional intelligence are able to read students' emotional states and tailor their approaches to their needs. Teachers not only act as transmitters of material but also as emotional guides, helping students feel safe expressing their opinions and abilities (Ajayi, 2025).

A safe learning environment can be created when students feel valued and are not afraid of intimidation or discrimination. In this regard, emotional intelligence helps teachers control their emotions when facing difficult situations in the classroom. Teachers who are able to manage their emotions well are less likely to become angry, impose excessive punishments, or embarrass students in front of their peers. This attitude is crucial because negative treatment from teachers can cause psychological trauma and reduce students' motivation to learn. Conversely, teachers who demonstrate empathy and patience will create a more comfortable learning environment and support students' mental development (Banda et al., 2026).

Furthermore, emotional intelligence also influences teachers' ability to resolve conflicts within the school environment. Conflicts between students often arise from differences of opinion, academic competition, or other social issues. If conflict is not handled appropriately, it can create an unsafe learning environment and disrupt the learning process. Teachers with high emotional intelligence are able to act as fair and wise mediators. They can help students understand others' perspectives, control negative emotions, and find solutions that benefit no party. In this way, students learn to develop tolerance, empathy, and the ability to resolve problems peacefully.

An inclusive learning environment is also greatly influenced by the level of emotional intelligence possessed by educators and students. Inclusive education emphasizes that every individual has an equal right to education regardless of physical condition, academic ability, economic background, culture, religion, or gender. In practice, many students still experience exclusion or unfair treatment because they are perceived as different from the majority. Emotional intelligence plays a crucial role in fostering social awareness and empathy for this diversity. Teachers with emotional intelligence are more sensitive to the needs of students who are vulnerable to discrimination and are able to create a classroom atmosphere that respects differences (Dogaru et al., 2025).

Emotional intelligence also helps students build positive social relationships with peers. Students who understand others' emotions tend to work more collaboratively, respect differences, and avoid bullying (Shahzad et al., 2025). In an inclusive learning environment, healthy social interactions are

crucial because every student needs to feel accepted as part of the learning community. Emotional intelligence encourages students to develop a sense of caring for friends experiencing difficulties, both academically and socially. This creates a culture of mutual assistance and strengthens solidarity within the school environment.

Developing emotional intelligence in schools can be achieved through various learning approaches that emphasize the values of empathy, cooperation, effective communication, and self-reflection. Teachers can provide opportunities for students to discuss, work in groups, and express their opinions openly without fear. These activities help students learn to understand their own feelings and those of others. Furthermore, the application of positive discipline is also crucial in building a safe learning environment. A disciplinary approach that prioritizes dialogue and understanding is more effective than repressive punishment because it helps students learn responsibility without feeling pressured.

The role of emotional intelligence in creating an inclusive learning environment is also evident in the increased self-confidence of students. Students who feel accepted and valued are more willing to participate in learning activities. They are less afraid to make mistakes because they know that the classroom environment supports the learning process as part of their personal development. This is crucial for increasing student motivation and engagement in learning. Conversely, a stressful and discriminatory learning environment can cause students to experience anxiety, lose self-confidence, and even withdraw from social circles.

Thus, emotional intelligence has a significant impact on creating a safe and inclusive learning environment. Emotional intelligence helps teachers and students build healthy social relationships, manage conflict positively, and foster empathy for diversity. A learning environment supported by emotional intelligence not only improves the quality of learning but also supports the development of students' character and mental health. Therefore, the development of emotional intelligence needs to be a vital part of the education system so that schools can become safe, comfortable, and accepting places for every individual without discrimination.

### **The Contribution of Emotional Intelligence to Improving Student Motivation to Learn and Engagement in the Classroom**

In the educational context, emotional intelligence is a crucial factor influencing the success of the learning process because it is not only related to

academic ability but also concerns students' psychological readiness to absorb material, interact with the learning environment, and face various challenges in the classroom. Students with good emotional intelligence tend to be able to control negative emotions such as fear, anxiety, embarrassment, and frustration when facing learning difficulties. This positively impacts student motivation to learn and engagement in the learning process, resulting in a more active, conducive, and productive classroom atmosphere (Shahzad et al., 2025).

Emotional intelligence is closely related to learning motivation because one of the main aspects of emotional intelligence is the ability to motivate oneself. Students who are able to manage their emotions well will have a stronger internal drive to achieve academic goals. They are less likely to give up when facing difficult tasks and are able to maintain their enthusiasm for learning in various situations (Randa, 2025). Motivation to learn that arises from within students is usually more stable than motivation that comes solely from external factors such as rewards or punishments. During the learning process, students with high intrinsic motivation demonstrate persistence, curiosity, and a desire for continuous development. This demonstrates that emotional intelligence contributes significantly to developing positive learning characteristics.

Furthermore, the ability to recognize one's own emotions helps students understand their psychological state during the learning process. When students realize they are feeling bored, anxious, or insecure, they can find ways to address these feelings before they interfere with their concentration. Conversely, students who lack emotional awareness often struggle to control their feelings, easily losing focus and motivation to learn. Emotional awareness also helps students determine learning strategies that suit their needs. For example, students who recognize they are easily stressed during exams will prepare themselves in advance to feel calmer (Sharma & Sharma, 2026). Thus, emotional intelligence plays a role in creating mental readiness that supports increased learning motivation.

The ability to manage emotions also contributes significantly to student engagement in class. Student engagement is measured not only by physical presence in the classroom but also by active participation in discussions, attention to the material, interaction with the teacher, and willingness to complete learning assignments. Students with high emotional intelligence tend to be more confident in expressing their opinions and are less afraid of making mistakes while learning. They are able to control feelings of shame or fear of criticism, making them more active in asking questions and engaging in

discussions. This creates an interactive learning process and improves the quality of communication between teachers and students (Iram, 2022).

In the classroom, emotional intelligence also influences social relationships between students. The ability to understand others' emotions, or empathy, makes it easier for students to collaborate in group activities and respect the opinions of their peers. Harmonious social relationships create a comfortable learning atmosphere, so students feel accepted and valued in the school environment. When students feel emotionally comfortable, they are more likely to engage in various learning activities because they are less likely to experience social pressure. Conversely, interpersonal conflict, bullying, or an unsupportive classroom environment can reduce learning motivation and cause students to withdraw from learning activities. Therefore, developing emotional intelligence is crucial for creating a healthy classroom climate and supporting student engagement.

Teachers play a significant role in fostering the development of students' emotional intelligence in schools. Teachers who are able to build positive communication and provide emotional support will help students feel safe and motivated to learn. Teachers who are patient, empathetic, and respectful of students' diverse personalities can increase their self-confidence and enhance their learning experience (Kasheem et al., 2025). In teaching practice, teachers can develop emotional intelligence through collaborative learning approaches, self-reflection, group discussions, and appreciation for student effort. When students feel valued not only for their academic results but also for their learning process and efforts, they will be more motivated to learn.

Emotional intelligence also helps students cope with the increasingly complex academic pressures of the modern era. Demands for high grades, academic competition, and changes in learning systems often cause stress. In these situations, students with strong emotional intelligence are better able to manage stress and maintain emotional stability. They are less likely to become discouraged when receiving low grades because they are able to view failure as part of the learning process. The ability to bounce back from failure, or resilience, is one way emotional intelligence contributes to student learning success (Imamyartha et al., 2023). With these abilities, students will remain motivated to improve themselves and continue to engage in the learning process even when facing obstacles.

The contribution of emotional intelligence to learning motivation is also evident in students' ability to set realistic learning goals (Pashchenko et al., 2024). Students with high emotional intelligence typically have a good

understanding of their potential and weaknesses, enabling them to set targets that align with their abilities. They focus more on the process of self-development rather than solely on the end result. This attitude allows students to enjoy the learning process more and feel less stressed. Healthy learning motivation will impact increased student engagement in various academic and non-academic activities at school.

Furthermore, high student engagement in learning has a positive impact on academic achievement and character development. Students who are active in class tend to have a better understanding of the material because they are directly involved in the process of thinking, asking questions, and solving problems. Emotional intelligence supports this process through the ability to manage emotions while collaborating, listening to others' opinions, and facing learning challenges. Thus, emotional intelligence not only helps students psychologically but also increases the overall effectiveness of learning.

Technological developments and changing patterns of social interaction in the digital era also make emotional intelligence increasingly important in education. Intensive digital media use often leads to a decline in interpersonal communication skills and an increase in emotional problems in students. In this situation, schools need to pay more attention to developing emotional intelligence so that students can use technology wisely without losing their social and emotional skills. Learning that focuses solely on cognitive aspects is no longer sufficient to meet the challenges of modern education. Students need a balance between intellectual and emotional abilities to develop optimally.

## **CONCLUSION**

Based on the results of the study, emotional intelligence training for teachers has a significant impact on creating a more positive and conducive classroom climate. Teachers who are able to manage their emotions, understand students' feelings, and build empathetic communication tend to be able to create harmonious interpersonal relationships in the learning environment. This condition encourages increased student safety, comfort, and engagement during the learning process. Furthermore, emotional intelligence also helps teachers deal with work pressure and conflict in the classroom more wisely, resulting in a more effective and less stressful learning process. Thus, emotional intelligence training not only plays a role in developing teachers' personal competencies but is also an important strategy in building a healthy learning culture and supporting students' overall development.

In addition to influencing the classroom climate, emotional intelligence training has also been shown to contribute to positive changes in student behavior. Students in a supportive learning environment tend to demonstrate increased discipline, cooperative skills, respect for teachers and peers, and better self-control. Empathetic interactions from teachers can reduce aggressive behavior, inter-student conflict, and various forms of disciplinary infractions in the classroom. In the long term, teachers' application of emotional intelligence can create an educational environment that is not only oriented toward academic achievement but also toward strengthening students' character and emotional well-being. Therefore, integrating emotional intelligence training into teacher professional development is a relevant step toward improving the quality of education in the modern era.

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