

Emotional Intelligence as an Emerging Paradigm in Teaching Pedagogy

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Abstract: *The 21st century classrooms require educators to think outside the box and take step ahead of the traditional teaching strategies. In this regard, the use of Emotional Intelligence has emerged as one of the most crucial factors for teacher effectiveness, classroom success and overall learning outcomes. This systematic review aims to provide valuable takeaways on the significance of emotional intelligence in teaching learning process. This study also explore the possibilities of constructively utilizing EI as a tool of creating a positive learning environment , promoting healthy mentor-pupil relationship thereby increasing educational effectiveness. This paper theoretically analyses how non-cognitive aspects of intelligence have a paramount share in influencing student's overall success by helping them deal effectively with the demand of routine academic pressures. This study means to fill the academic gaps and stress the need to create a new educational paradigm in which emotional growth is not less important than the cognitive one, which will help students and teachers be ready to confront the future expectations.*

Keywords: Think outside the box, takeaways, mentor-pupil, paradigm, cognitive.

I. INTRODUCTION

With the onset of 21st century, teaching paradigms have evolved significantly , especially placing greater importance to emotional factors and cognitive abilities in teaching and learning. In fact the 4 C's best known as Communication , Critical thinking, Creativity, Collaboration are widely regarded as the core objectives of education. Furthermore, technology is used to aid learners to know more about the happenings around the world. Moreover, classrooms nowadays are intellectually diverse and emotionally intricate, requiring the educators to utilize more than academic and pedagogical know-how. Here, the use of numerous Emotional Intelligence models, plays an instrumental role. Emotional intelligence is defined as the ability to perceive, understand, manage, and regulate one's own emotions as well as the emotions of others (Daniel Goleman, 1995). Emotionally intelligent teachers are better able to respond sensitively to learner needs, regulate stress, de-escalate conflict and sustain positive classroom climates (Matthews et al., 2023). Peter Salovey & John D. Mayer, 1990 further described emotional intelligence as (1) The ability to accurately identify emotions in oneself and others (through facial expressions, tone, etc.); (2) The ability to use emotions to enhance reasoning, problem-solving, and decision-making (3) The ability to regulate emotions in oneself and influence emotions in others effectively.

Recently EI has attracted attention from scholars in different research fields. For instance, in the domain of education, Zang and Wang., 2024 argue that positive emotions can trigger can more positive emotions, fostering teaching and learning , creating positive relationships, and learning environments while enhancing the career achievements, enthusiasm and commitment. However, on the other hand, the evolving educational environment and the diverse individual differences among students have significantly increased the complexity of the teacher's role, transforming it from mere transmission of knowledge to the facilitation and management of emotional dynamics within the classroom. In the era of educational digitalization, both teachers and students are required to possess the ability to understand and apply emotional intelligence in order to cultivate critical thinking, enhance analytical abilities, and improve decision-making and communication skills. In addition , the teacher themselves are confronted with increasingly stringent professional development requirements and a variety professional requirements and and unexpected challenges, are more prone to negative emotions and psychological problems. Substantial evidence suggest that EI play a protective



role in mental health. (Branscum et al., 2014; Shen et al., 2022; Wapano, 2021), Teachers with well-developed emotional intelligence demonstrate strong emotional competence thereby regulate their feelings effectively and employ adaptive strategies to handle stress, anxiety, and depression. This, in turn, effectively contributes to the maintenance of both their psychological well-being and overall physical health.

Emotional intelligence can be best understood in its below mentioned four key components that enables a person to perform at his/her highest possible capacity in any situation.

The major domains of Emotional Intelligence, as proposed by Daniel Goleman, are:

Component	Description
Self-Awareness	The ability to recognize and express one's own emotions, strengths, weaknesses, values, and their impact on others.
Self-Regulation	The capacity to regulate one's emotional responses, especially in stressful situations.
Motivation	An inner drive to achieve one's own goals with dedication and determination.
Empathy	The ability to understand the emotions of others, and to respond in a sensitive manner.
Social Skills	The ability to build impactful relationships through communication, collaboration, and leadership.

II. SCOPE AND SIGNIFICANCE OF EMOTIONAL INTELLIGENCE IN TEACHING

The area of this review includes empirical studies, theoretical framework and meta-analysis with regards to emotional intelligence and its influence on teachers' classroom outcomes.

Emotional intelligence plays a vital role in teaching by enabling educators to understand and regulate their own emotions while responding effectively to students' individual emotional needs. It fosters positive classroom environments, enhances inter-personal communication, and strengthens teacher-pupil relationships. Teachers with high emotional intelligence can handle stress, resolve conflicts, and motivate learners. Ultimately, it contributes to improved student engagement, academic performance, and overall socio-emotional development.

Emotional intelligence is crucial for result oriented teaching, enhancing effective relationship management, improving mutual trust among students, and supporting holistic development, even in challenging situations while highlighting the need for continued research and practical application in education. It also empowers teachers to create inclusive environment, manage diverse classrooms effectively while contributing effectively to reduced teacher burnout and longevity in teaching profession.

III. OBJECTIVES OF THE REVIEW

The main objectives of the review are :

1. Examine the existing body of literature on emotional intelligence and its impact on teachers related outcomes.
2. Identify the key components of emotional intelligence that are most pertinent to the teaching profession and their impact on various dimensions of teaching effectiveness.
3. Analyze the association between emotional intelligence and students' outcomes including academic performance, motivation , and emotional development.
4. Identify any gaps or shortcomings in existing research on emotional intelligence in teaching and propose directions for future research.

V. RESEARCH METHOD

With regards to the school environment , many studies have examined the teacher-student relationships and results thereof . Petrides et al. (2008) justify that emotional intelligence assist to maintain positive relationships between



academic performance and cognitive ability. To conduct comprehensive research various academic database have been utilised. The selected data base include but is not limited :

1. BASE (Bielefeld Academic Search Engine)
2. Google Scholar
3. PubMed
4. Semantic Scholar
5. JSTOR

Furthermore In the systematic literature review following type of studies has been included with the purpose to address the research objectives :

1. Research papers that focus on relationship between emotional intelligence and teaching pedagogy.
2. Papers from the peer reviewed and indexed journals.
3. Research conducted in educational domain.
4. Research that specifically address on emotional intelligence with respect to classroom management.

VI. SYSTEMATIC LITERATURE REVIEW

Study	Objectives	Findings
Bar-On (2006)	To develop and explain the emotional-social intelligence model and examine its role in predicting performance and adaptability	EI predicts academic success and leadership
Brackett & Katulak (2006)	To investigate the impact of emotional intelligence training on teaching practices and classroom environment	Improves engagement and classroom climate
Branscum, Haider, & Sharma (2014)	To examine the relationship between emotional intelligence and mental health among educator	EI functions as a psychological buffer, mitigating stress and burnout.
Corcoran & Tormey (2012)	To assess emotional intelligence levels in pre-service teachers and its influence on teaching effectiveness	Improves empathy and adaptability
Durlak et al. (2011)	To evaluate the effectiveness of social-emotional learning programs on students' academic and behavioral outcomes	Enhances academic and emotional outcomes
Goleman (1995)	To conceptualize emotional intelligence and highlight its significance in personal and professional success	EI is more critical than cognitive intelligence.
Hattie (2009)	To analyze factors influencing student achievement with emphasis on emotional climate and relationships	teacher–student relationships and emotional climate as high-impact variables.
Kauts, A., & Saroj, R. (2012)	To examine the relationship between emotional intelligence and academic achievement among Indian students	EI positively correlates with academic performance and emotional adjustment
Mangal, S. K., & Mangal, S. (2015)	To analyze the role of emotional intelligence in teaching effectiveness and teacher behavior in the Indian educational context	EI enhances teaching effectiveness, classroom control, and student interaction
Jennings & Greenberg (2009)	To propose a model linking teacher emotional competence with classroom processes and student outcomes	Teacher's EI is significantly linked with with classroom interaction.



Lopes, Salovey, & Straus (2003)	To examine the role of emotional intelligence in interpersonal relationships and social functioning	high EI exhibit better social functioning and peer interaction.
Matthews, Zeidner, & Roberts (2023)	To explore the role of emotional intelligence in teacher resilience and stress management	Strong correlation between EI and instructional resilience
Mayer, Salovey, & Caruso (2008)	To validate emotional intelligence as a measurable cognitive-emotional ability	Predicts academic and social success
Nelis et al. (2009)	To investigate whether emotional intelligence can be developed through training interventions	EI can be enhanced through need based training programs
Parker et al. (2004)	To analyze the relationship between emotional intelligence and students' academic success and adaptability	EI crucially predicts students' adaptability, stress management
Petrides, Frederickson, & Furnham (2008)	To examine the role of trait emotional intelligence in academic performance and emotional self-efficacy	EI highly influences academic outcomes and self-efficacy.
Rivers et al. (2013)	To evaluate the effectiveness of emotional intelligence-based classroom interventions	EI-based models such as the RULER approach significantly improve classroom culture
Salovey & Mayer (1990)	To define emotional intelligence and establish its theoretical framework	Foundational EI theory
Sutton & Wheatley (2003)	To analyze the influence of teachers' emotions on classroom practices and decision-making	Emphasizes that teachers' emotional experiences directly influence the classroom interactions
Collaborative for Academic, Social, and Emotional Learning (2013)	To establish a framework for integrating social-emotional learning competencies into education	Defines core SEL competencies that integrate emotional intelligence into classroom practices.
Wapano (2021)	To explore the role of emotional intelligence in teaching effectiveness and well-being	Highlights EI as a determinant of emotional stability, and professional satisfaction
Zhang & Wang (2024)	To investigate emotional regulation strategies and their impact on teaching effectiveness	Demonstrates that positive emotional regulation strategies significantly enhance teaching effectiveness.

VII. DISCUSSION

The discussion section analyzes and interprets the findings of the selected studies to understand the role of teacher emotional intelligence (EI) in shaping classroom processes. Evidence suggests that teachers with high EI foster greater student interaction, encouraging participation, attention, and a supportive learning environment. Such classrooms promote not only academic engagement but also emotional safety, which is essential for effective learning.



Further evidence strengthens the view that EI significantly impacts teaching effectiveness and student outcomes. Foundational theories by Salovey and Mayer (1990) and Goleman (1995) position EI as an essential competency that complements cognitive intelligence by enhancing emotional regulation and interpersonal functioning. Parker et al. emphasizes that students with higher EI demonstrate better academic performance and adaptability, indicating that emotionally congenial classrooms that help reduce pressure and enhance resilience. Similarly, Lopes et al. emphasize that EI improves interpersonal relationships, enabling teachers to build trust and rapport, which leads to increased participation and team work.

Rivers et al. provide empirical support for EI-based models like the RULER approach, showing improvements in classroom culture and reductions in behavioral issues. These findings align with Durlak et al. , who confirm the higher potency of social-emotional learning (SEL) programs in improving students' academic and emotional development.

Moreover, Nelis et al. demonstrate that EI can be developed through targeted training, suggesting that it is an acquirable skill rather than an innate trait. This supports the need for integrating EI training into teacher education, as recommended by Corcoran and Tormey . Indian studies also corroborate EI's constructive role in academic achievement and teaching effectiveness, underscoring its universal relevance in education.

Overall, the research indicates that EI enhances student achievement, relationships, classroom management, and well-being, making it essential for holistic educational success.

VIII. IMPLICATIONS

1. Emotional intelligence (EI) is a key teaching competency that directly impacts classroom culture, student engagement, and learning outcomes.
2. High EI among teachers promotes positive teacher–student relationships, leading to improved inter-personal behavior, participation, and academic performance.
3. EI-based practices contribute to students' emotional well-being, academic pressure reduction, and development of socio-communicative skills, supporting learner centred holistic education.
4. Structured EI and socio-emotional learning (SEL) programs are effective tools for enhancing both academic achievement and classroom coordination.
5. Since EI is an acquired competency, it hold long-term implications for sustaining teacher professional development and institutional excellence.

IX. RECOMMENDATIONS

1. Integrate emotional intelligence (EI) training by embedding teacher education programs using simulations, role-plays, and practical labs to enhance real classroom skills.
2. Incorporate social-emotional learning (SEL) into the curriculum through gamified platforms and digital tools to foster deeper engagement and development..
3. Ensure on going professional development for teachers, supported by AI-based emotional feedback systems to better understand and respond to students' individual needs and personality traits.
4. Encourage educational institutions to adopt EI driven strategies, including mindfulness practices and structured peer mentorship programs, to improve positive peer relationships and well-being.
5. Develop institutional policies and SoP's that promote emotional competencies and support emotion-integrated teaching practices within routine classroom practices.

X. CONCLUSION

Emotional intelligence has increasingly been recognized as a fundamental determinant of pedagogical effectiveness and enhanced student outcomes in modern educational contexts. The present review underscores that educators possessing higher levels of EI are more productive at cultivating constructive classroom climates, nurturing meaningful interpersonal relationships, and facilitating both cognitive and socio-emotional development. Furthermore, empirical



evidence justify that EI is not an inherent trait but an acquired proficiency, achievable through systematic training and intervention. The integration of EI and social-emotional learning within educational frameworks significantly supports positive classroom management, learner engagement, and teacher well-being, thereby contributing to a more holistic, inclusive, and future ready educational systems.

XI. SCOPE FOR FURTHER STUDY

Future research may investigate data driven validation of emotional intelligence interventions across diverse educational domains and levels. Continuous observation are needed to assess the sustained impact of EI training on teacher effectiveness and student outcomes. Comparative analysis between traditional and EI - integrated teaching pedagogies can provide deeper insights. Additionally, more research is required to understand how technology-based EI tools and culturally and socially sensitive emotional skills can be used effectively in modern classrooms.

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