



EVALUATING THE IMPACT OF EMOTIONAL INTELLIGENCE TRAINING ON TEACHER EFFECTIVENESS: A PRE-POST COMPARATIVE STUDY

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Abstract

The current study evaluated the impact of a structured Emotional Intelligence (EI) training program on teachers' emotional competencies and teachers' effectiveness. Using a pretest-posttest design, 100 teachers who were purposefully selected, completed the Schutte Self-Report Emotional Intelligence Test (SSEIT) and the Teacher Sense of Efficacy Scale (TSES) before and after participating in the McPheat Emotional Intelligence Training Manual (2010). Results from paired sample t-test showed significant improvement in overall EI (pretest: $M=126.85$, $SD=14.42$; posttest: $M=139.63$, $SD=12.85$; $t_{(99)}=13.77$, $p<.001$, Cohen's $d=1.28$) and teacher efficacy (pretest: $M=7.12$, $SD=.74$; posttest: $M=8.75$, $SD=.65$; $t_{(99)}=9.85$, $p<.001$, Cohen's $d=.98$), with large effect sizes. The analyses from EI dimensions revealed significant improvements in all emotional competencies, particularly in Emotional Awareness, Emotional Control, and Emotional Regulation (Cohen's $d>1.09$). The results also showed large improvements across instructional strategies, classroom management, and student engagement which were subscales of the TSES. These results were supported also by qualitative interviews administered with a subsample of 20 teachers. Post-training data revealed enhancement on emotional self-regulation, empathy, conflict management, resilience, and classroom climate. The teachers mentioned a redefined self-concept regarding their work that included emotional intelligence as critical aspect to effective teaching. Taken together, these results confirm that structured EI training significantly enhances both the emotional and instructional competencies of teachers, suggesting important implications for teacher professional development programs.

Keywords: Emotional intelligence, teacher effectiveness, emotional competencies, emotional education, teacher training.

INTRODUCTION

The process of teaching is known as a complex and multidimension activity, encompassing a large set of skills. As it was defined by Mangal and Mangal (2019), teaching is a complex social process that involves art and science, professional efforts, diverse actions, initiatives and suitable practices for scientific observation and analysis as well. Teaching as an important process, plays a fundamental role in leading people to develop further their critical thinking, creativity which leads to personal and professional growth.

According to Muna and Kalam (2021), the teaching process consists of several key stages: identifying and establishing clear learning objectives, developing effective instructional resources, and employing strategies that facilitate meaningful learning experiences. Teachers are required to integrate cognitive, pedagogical, and emotional competencies to meet the diverse needs of their students.

In comparison with other professions, teaching is the most vulnerable job for facing emotional exhaustion, psychological strain and burnout (Luiniene et al., 2021). Considering this, there is an urgent need to support teachers in acquiring the proper resources to maintain and cultivate their overall and emotional well-being. As a result, they will be more professionally prepared to manage well their everyday challenges inherent to this profession.



Building upon this understanding, Emotional Intelligence (EI) has become as a critical determinant of teacher effectiveness. Goleman (1995) defines EI as the ability to recognize, understand, manage, and effectively utilize emotions in oneself and others. He highlights that emotional intelligence functions as a "master aptitude," which has a significant impact on how all other cognitive abilities are developed and used.

According to the Goleman (1995) self-awareness, self-regulation, motivation, empathy and social skills, were identified as five core dimensions of emotional intelligence. As the author emphasized, these domains are so essential for managing daily social interaction, for controlling emotional states and above all for promoting social cohesion, as well.

Supporting this statement, different studies have demonstrated the crucial role of Emotional Intelligence in fostering the relationship between teacher and student and improving instructional quality in schools. Todmal, Rao, and Gagare (2023), founded that teacher who scores high in emotional intelligence are more able to create supportive, inclusive and emotionally responsive learning environments. As a result, such environments contribute systematically in effective classroom management and student engagement.

It is worthy to keep in mind that emotional intelligence is not a static trait, but it is a set of skills that can be cultivated and improved over the time. Based on this, John (1996) and Goleman (1996) emphasized the importance of training in enhancing emotional intelligence competencies, particularly within educational environments. They highlighted the importance of EI training by considering that teachers serve as role models for student's emotional regulation and empathy. By cultivating emotional self-awareness and emotional regulation among educator, schools can significantly improve students' emotional and social development (Goleman, 1996). Such an active approach will be doubly profitable.

Ponmozhi and Ezhilbharathy (2017) further claim that emotional intelligence is critical for teachers' personal and professional success. It enables educators to manage their own emotions effectively while also understanding the emotional requirements of their students, which promotes more responsive and encouraging teaching practices.

Considering this, emotional intelligence is directly related to teacher effectiveness (TE). Strong, Ward, and Grant (2011), define teacher effectiveness as the capacity to use diverse instructional methods, develop meaningful relationships with students, and foster positive learning outcomes. Emotional intelligence in school context serves as a powerful tool for effective communications skills, strong curriculum knowledge and clear explanation of instructional objectives, all of which contribute to teaching effectiveness.

Enhancing teachers' EI not only improves teaching effectiveness but also mitigates emotional distress. Molero, Ortega, Jiménez, and Valero (2019) found that higher emotional intelligence is associated with lower levels of stress, anxiety, and frustration among teachers, which eventually improves mental health and professional performance.

Knowing those huge benefits, Matthews (2020) constantly advocates for the systematic integration of emotional intelligence training into teacher education programs. According to his point of view, training teacher on IE as a part of professional development is a crucial component for sustaining both emotional well-being and teacher effectiveness.

Emotional intelligence has become so crucial component for navigating diverse classrooms considering educational landscape. The teacher ability to manage one's emotions and comprehend students' emotional experiences is central to effective teaching (Valente, Lourenço, & Dominguez-Lara, 2022). These teachers, as it was explained by Ganesan et al. (2023) foster secure and supportive learning environments that improve students' collaboration, participation, and emotional well-being.

A significant positive relationship between emotional intelligence and job satisfaction among teachers were found in a study conducted by Mousavi et al. (2012), which emphasized the importance of empathy, motivation and social skills in enhancing occupational well-being.



Moreover, Pugh (2008) emphasized the importance of developing and formally assessing emotional intelligence to ensure alignment between educators' emotional competencies and their teaching practices. This is supported by Turi, Ghani, Sorooshian, and Abbas (2017), who emphasize that the development of socio-emotional skills improves teacher effectiveness.

Considering the importance of emotions in education settings, Bachler, Segovia-Lagod, and Porras (2023) emphasize the necessity of training future educators to understand the intrinsic relationship between cognition and emotion. Understanding this relationship is crucial for fostering emotional intelligence in both teachers and students, which will ultimately enhance educational outcomes.

Gonzales (2022) further asserts that emotional intelligence significantly influences personal, social, and professional relationships. He points out that emotionally intelligent individuals develop stronger interpersonal connections through empathy, emotional compatibility, and open communication, and these emotional competencies evolve and strengthen through lifelong learning and experience.

In enhancing emotional intelligence, Sparrow and Knight (2006) highlighted the role of reflective learning, which cultivates self-awareness that serves as a crucial aspect of emotional competences. These reflective practices need to be integrated into training teacher programs.

In this light several scholars advocate for mandatory EI training as part of teacher preparation. Considering this, Matthews (2020) emphasized the importance of structured EI training programs, while Valente and Lourenço (2020) have put in focus the large role of evidence-based programs for teacher's emotional professional and their personal growth.

In support of these assertions, Maillefer and Saklofske (2018) found that emotional intelligence programs significantly improve teachers' emotional skills, enhance their capacity to manage occupational stress, and contribute to greater teacher retention, job satisfaction, and improved student outcomes (as cited in Keefer, Parker, & Saklofske, 2018).

In the other side, in one experimental research conducted by Nelis et al. (2011) has revealed that well-structured EI training interventions improve emotional regulation, emotional understanding, and interpersonal skills. As a result, these teachers create more emotionally, flexible and supportive learning environments. Similarly, in the study done by Hen and Sharabi-Nov (2014) it was found that teachers who participated in EI training reported improvements in self-awareness, emotional regulation and interpersonal competencies. All of this improvement contributed directly to increased professional effectiveness.

Pertegal-Felices et al. (2019) in a quasi-experimental study, assessed the effects of an eight-session Emotional Intelligence (EI) training program on 192 Master of Primary Education students. The main idea of the intervention was focused on enhancing participants' abilities to perceive, understand, and manage emotions. Compared to the control group, experimental group showed significant improvements in emotional intelligence after the training. These findings suggested that structured emotional intelligence training can enhance emotional competencies and professional development as well.

Training programs that target EI development show measurable outcomes in different studies. To examine the effect of a two-year Emotional Intelligence (EI) training program on secondary school teachers, Dolev and Leshem (2016) has revealed significant improvements in teachers' self-awareness, empathy and interpersonal skills. Using the Bar-On EQ-i assessment and interviews with 20 teachers, it was found that emotional intelligence training enhanced and improved teachers' emotional management, classroom relationships and teaching practices.

These results are in the same line with recent researches. Smith and Kamm (2024) demonstrated that EI training enhances teachers' ability to understand and respond to students' emotional needs and requests. Based on the study data, IE training improved further classroom relationships, academic performance and teacher accountability.



Research by Rico et al. (2022) indicates that EI, resilience, and well-being training strengthens teachers' emotional regulation, optimism, and adaptability, enabling them to meet the requirements of each individual student, foster collaboration, and adapt to changes in the educational landscape. According to the point of view of Ganesan et al. (2023) emotional intelligence training has positive effect on creating inclusive and emotionally supportive classrooms. This approach fosters further the student engagement, collaboration, and emotional security.

In light of the existing theoretical and empirical foundations, the current study aims to evaluate the impact of structured emotional intelligence training on teacher effectiveness before and after training teachers on EI. Specifically, the study will implement the *McPheat's Manual for Training Emotional Intelligence* (2010). This program was designed to develop further key emotional competencies such as self-awareness, self-management, social awareness, and relationship management—through a series of 6 to 8 focused training sessions.

The first objective of the study is to conduct a comparative analysis of teachers' emotional competencies and teaching effectiveness before and after their participation in the training intervention. This study aims to provide empirical evidence on the efficacy of Emotional Intelligence (EI) training by evaluating pre- and post-training outcomes.

The study aims to find whether enhanced emotional competencies will serve into improved instructional practices, greater classroom engagement, and better classroom management which are part of teacher effectiveness.

The study will contribute to the growing body of literature by advocating for the integration of emotional intelligence training within teacher education curricula and other professional development initiatives. By doing this, it aims to develop a teaching workforce that is more thoughtful, emotionally resilient, and effective in order to address the emotional and educational demands of today's learners.

METHOD

Research Design

This quasi-experimental study used pre-test/post test design to evaluate the impact of Emotional Intelligence (EI) training program on Teacher Effectiveness. Same group of participants were part of the study to analyze the training effect before and after intervention. The study was conducted during October 2024 - April 2025 and data were collected by using quantitative and qualitative methods.

Participants

This study involved 100 teachers selected from two elementary schools and two secondary schools in Pristina district. The participants were divided by gender, comprising 50 male and 50 female teachers. Purposive sampling was used to choose participants in order to guarantee representation of both genders, educational levels and teaching experience.

All participating teachers were experienced educators, each having a minimum of five years of service at their respective schools. Additionally, 20 teachers from the sample were selected to participate in semi-structured interviews. The purpose of these interviews was to acquire qualitative information about the teachers' viewpoints and experiences with the Emotional Intelligence training program and its impact. Participants were assured of confidentiality and their participation in the study was voluntary.

Instruments

Emotional Intelligence

The Schutte Self-Report Emotional Intelligence Test (SSEIT) developed by Schutte et al. (1998) was used to assess teachers' emotional intelligence. This questionnaire has 33 items rated on a 5-point Likers scale. The SSEIT measures three components of EI, including here the emotion perception, utilization of emotions and emotion regulation. The internal consistency of this instrument was ($\alpha = .87$) which make it a reliable tool for



evaluating emotional intelligence in educational contexts. When Jonker and Vosloo (2008) conducted a psychometric analysis of the Schutte Emotional Intelligence Scale (SEIS) they have identified a six-factor structure of it. Optimism, emotional control, social skills, non-verbal emotions, emotional awareness, negative outlook were integral part of this structure. These factors were also measured both before and after the implementation of emotional intelligence training for teachers.

Teacher Effectiveness

Teacher Sense of Efficacy Scale (TSES) developed by Tschannen-Moran and Hoy (2001) was used to measure teachers' effectiveness, before and after training teachers on emotional intelligence. This questionnaire has 3 key subscales such as: student engagement, instructional strategies, and classroom management. This questionnaire has 24 items rated on a 9-point Likers scale. Higher scores reflecting greater levels on teacher effectiveness. The internal consistency of the three sub-scales was shown to be high. The Cronbach's alfa for Student Engagement was .84 and for Instructional Strategies was .89. In the other side the value of Cronbach's alfa coefficient for Classroom Management was .86. The TSES is known for its strong psychometric properties and has been widely used in educational researches.

Semi-Structured Interview

A semi-structured interview was conducted to explore teachers' perceptions of the role of emotional intelligence in educational settings. Ten main questions and follow-up inquiries were included in the interviews which are used before and after Emotional Intelligence training sessions. Teachers' learning processes, their ability to identify and regulate emotions, relationship between teachers and students, ongoing professional development were covered during the semi-structured interviews. Emotional connection, support and feedback were the main aim of these semi-structured interviews.

Intervention

McPheat Manual for Training Emotional Intelligence (2010) was used as a manual to train teachers' emotional intelligence. This manual for training (EI) has 6-8 sessions that are well structured. Each of them lasted approximately 90 minutes. Self-awareness, self-management, social awareness, and social skills were the main topics of training sessions which are planned to develop core emotional intelligence competencies. Role-playing exercises, practical exercises, introspective conversations, and theoretical instruction were all incorporated into the program of training. The McPheat's Manual for IE, has structured modules and practical activities that makes it a valuable resource for enhancing emotional competencies, leading to better workplace dynamics, effective teaching practices, and improved individual well-being. By addressing multiple dimensions of EI, the manual supports comprehensive emotional development, leading to improved personal and professional outcomes (McPheat, 2010). All content from the McPheat's Manual for Training Emotional Intelligence was thoroughly covered during the training.

RESULTS

A paired-sample t-test was used to compare participants' Schutte Self-Report Emotional Intelligence Test (SSEIT) scores before and after the training intervention in order to investigate the impact of the Emotional Intelligence training on teachers' emotional competencies.

After the training program, the results showed a significant improvement overall emotional intelligence. The mean pre-test score for emotional intelligence was shown to be $M = 124.85$, $SD = 13.42$, and the mean post-test score was $M = 137.62$, $SD = 11.85$.

The paired-sample t-test revealed that this difference was statistically significant referred to the results: $t_{(99)}=12.76$, $p < .001$, Cohen's $d = 1.28$, indicating a large effect size according to Cohen's (1988) criteria.



Table 1. Presents the descriptive statistics and t-test results.

Variable	M (Pre-test)	SD (Pre-test)	M (Post-test)	SD (Post-test)	T	P	Cohen's d
Emotional Intelligence (SSEIT)	126.85	14.42	139.63	12.85	13.77	<.001	1.28

These results reveal that the McPheat Emotional Intelligence Training Manual (2010) was a very successful program for improving the emotional intelligence of teachers, including in this current study.

In addition to overall EI scores, pre- and post-training comparisons were made across the following IE 6-factor dimension such as: Emotional Utilization, Emotional Appraisal, Emotional Regulation, and six-factor structure of it such as: Optimism, Emotional Control, Social Skills, Non-verbal Communication, Emotional Awareness, Negative Outlook.

Below in the table is a summary of the findings from the paired-sample t-tests for each 6 factors/dimensions:

Table 2. Descriptive statistics and t-test result for Emotional Intelligence Sub-scales and six-factor structure

IE subscales and 6 factor structure	M (Pre-test)	SD (Pre-test)	M (Post-test)	SD (Post-test)	T	P	Cohen's d
Emotional Utilization	16.32	2.46	18.84	2.14	10.49	<.001	1.05
Emotional Appraisal	15.89	2.33	17.92	2.19	9.87	<.001	0.98
Optimism	14.45	2.68	16.31	2.36	8.95	<.001	0.89
Emotional Control	15.12	2.59	17.40	2.17	11.23	<.001	1.13
Social Skills	16.08	2.42	18.12	2.02	9.74	<.001	0.97
Non-verbal Communication	14.92	2.51	16.80	2.19	9.16	<.001	0.91
Emotional Awareness	16.64	2.39	18.83	1.98	11.55	<.001	1.16
Negative Outlook (reversed)	13.22	2.76	11.05	2.39	-9.37	<.001	0.94
Emotional Regulation	15.21	2.64	17.35	2.29	10.93	<.001	1.09

Across all subscales, as it showed in the table above, statistically significant improvements were observed, all with large effect sizes (Cohen's $d > .80$).

The greatest improvements were showed in Emotional Awareness ($d = 1.16$), Emotional Control ($d = 1.13$), and Emotional Regulation ($d = 1.09$). These outputs indicate that teachers particularly benefited in managing their own emotions and understanding others as well. Negative Outlook significantly was decreased, indicating that after the training intervention, teachers also showed a more optimistic emotional perspective.

These results proved that Emotional Intelligence training program was beneficial for improving both intrapersonal and interpersonal emotional competencies among teachers.

To assess changes in teachers' perceived effectiveness after the Emotional Intelligence training program, a paired-sample t-test was conducted as well for comparing pre-test and post-test scores on the Teacher Sense of Efficacy Scale (TSES).

The results revealed a significant increase in teachers' overall sense of effectiveness after the training on teacher's emotional intelligence. The mean pre-test score for overall Teacher Effectiveness was $M = 7.12$, $SD = .74$, while the mean post-test score increased to $M = 8.75$, $SD = .65$.

The paired-sample t-test indicated that the difference was statistically significant referred to the results: $t_{(99)}=9.85$, $p < .001$, Cohen's $d = .98$, representing a large effect size.


Table 3. Descriptive statistics and t-test result for Teacher Effectiveness

Measure	M (Pre-test)	SD (Pre-test)	M (Post-test)	SD (Post-test)	t ₍₉₉₎	p-value	Cohen's d
Teacher Effectiveness	7.12	0.74	8.75	0.65	9.85	< .001	.98

These results suggest that participation in the Emotional Intelligence training program positively impacted teachers' self-perceptions of their professional effectiveness.

Changes Across Teacher Effectiveness Subscales

Further analysis was conducted to examine changes across the three key subscales of the TSES. Below in the Table 4 is described the changes.

Table 4. Descriptive statistics and t-test result for Teacher Effectiveness Sub-scales

Subscale	M (Pre-test)	SD (Pre-test)	M (Post-test)	SD (Post-test)	T	P	Cohen's d
Student Engagement	7.08	.79	7.82	.66	8.92	<.001	.89
Instructional Strategies	7.18	.76	7.89	.63	9.34	<.001	.94
Classroom Management	7.11	.77	7.85	.62	9.07	<.001	.92

All three subscales showed statistically significant improvements with large effect sizes (Cohen's $d \approx 0.90$). The greatest improvement was showed in Instructional Strategies ($d = 0.94$). These results suggesting that after completing the Emotional Intelligence training, teachers felt particularly more confident in planning, organizing, and delivering effective lessons. Significant advances were also showed in Classroom Management and Student Engagement, highlighting also improvements in managing student behavior and fostering an engaging learning environment.

These results show that improving teachers' emotional intelligence competencies leads to improved professional self-efficacy in the classroom as well as improved emotional skills.

Qualitative data

Pre-Training Phase

Twenty teachers were interviewed to explore their perspectives on emotional intelligence in the classroom before the Emotional Intelligence training. The importance of emotions in education context was widely known by teachers. During the pre-interviews one teacher expressed, *"Emotions, play a very important role in schools. Teachers and the students are affected by their emotions daily. I think the emotional aspect has been neglected over the years, but we need to strengthen it if we want a calm, safe, and one understanding environment."* Another teacher emphasized that, *"When students feel emotionally supported, they are more motivated to learn and engage."*

In qualitative semi-interviews, teachers reported some significant challenges in managing their emotions effectively. They have emphasized that emotional exhaustion is one state that follows them often. Based on this, emotional exhaustion was a recurring theme. *One teacher said that "We as a teacher experience high degree of psychological workload from the daily work we do. Sometimes our responsibilities both at home and school become unmanageable"*. As they explained, sometimes is so hard for them to maintain emotional balance due to the unpredictable classroom situation. One teacher stating that *"In our classrooms there are many unexpected events that I can't deal with them as I would like. Sometimes it's impossible to manage my emotions"*.

Empathy for students as teachers explained was seen a crucial component in school context but they struggle with limited time. During the interview one teacher reflected that *"We have limited time to dedicate to emotions in the classroom, even though I try to understand well my students' emotions"*.



Furthermore, the teachers highlighted a serious lack of formal training in emotional intelligence. As one commented, *“We have received training on teaching techniques, but never on emotional intelligence, which is vital for our well-being and that of our students.”*

Personal exercising and speaking with their colleagues about school issues were used by teacher as coping strategies to manage their emotions. These techniques were often insufficient and they reported that teachers need extra preparation to manage well with school emotions. *A teacher shared that “Talking with my colleagues helps, but it doesn’t eliminate the emotional load that we carry every single day”.* Considering this, a common suggestion for all teachers was the need to integrate emotional education into teaching. *“The better we manage our emotions in school the easier it will be for students to manage theirs” said one of the participants.*

Teachers have reported that conflict management practices often relied on ad hoc strategies, due to the fact that they don’t have special training how to manage with students’ emotions. One teacher explained that *“Usually, I try to give my students space to express their emotions during conflicts, but often I lack the tools to guide them properly”.* Based on the teacher’s answers, the pre-training phase revealed that although teachers know the value of emotional intelligence, they felt emotionally overwhelmed and underprepared to manage well the emotions. In such circumstances they highlighted the critical need for systematic EI training.

Post-Training Phase

The same group of twenty teachers were interviewed again, after completing the Emotional Intelligence training program. Post-training output found significant positive improvements in their professional and personal emotional intelligence competencies.

Teachers reported that after the training they feel more prepared and they learnt more strategies for recognizing and managing their own emotions. One teacher said that *“After the emotional intelligence training, I feel much more in control of my emotions. Even in stressful situations, I don’t react immediately but I’m able to step back and respond more reasonably. Another teacher emphasized that “Now I’m able to respond in a way that de-escalate tension in the class, due to the fact that I’ve learned during the training how to recognize emotional triggers.”*

Teacher reported that after training on emotional intelligence competencies, they have improved obviously their empathy and emotional awareness. Teacher concluded that after the training they could better perceive and address students’ emotional needs and requests. One teacher highlighted that, *“Now, I feel like I really understand well my students. I’m able to understand them even when they are not saying something. I’m more prepared to read between the silence”.* Another teacher reflected that *“After the training the classroom atmosphere is much calmer and more positive. Behavioral problems were reduced significantly after building emotional connections with students”.*

Training teachers on emotional intelligence competencies has affected also the conflict resolution strategies. Teacher approaches toward conflict resolution strategies shifted from reactive to proactive. Considering this one teacher said that *“In conflict situations, now I react differently. I can sense immediately when something is about to happen and I try to intervene early by helping students to articulate their emotions.”* Teachers emphasized that after the training active emotional support and open communication became key tools in their classroom. One teacher explained that *“I help my students to find solutions themselves by encouraging them to express how they feel. This active approach empowered them and made my daily work less stressful”.*

Psychological resilience was significantly improved as teachers reported during the post interview. Teachers expressed that after the training they feel more equipped to separate their personal lives from work stress. As one teacher stated, *“Now, I have strategies to not carry the emotional weight of school back home with me”.* Another teacher added that *“Mindfulness techniques and other techniques that we have learned to manage*



emotions have been so helpful in managing my emotional load''.

Teachers also reported changes in their perception on professional identity. They evaluate emotional intelligence as a core competency of effective teaching. In this direction, one teacher summed it up by saying that *''After the emotional intelligence training, we as a teacher don't think about what we teach, but we are preoccupied how we make our students to feel daily. This emotional connection seems to be fundamental for real learning''.*

During the semi-interviews all teachers expressed deep desires to continue further to develop emotional intelligence competencies. Referred to this a teacher said that, *''This emotional intelligence training was only the beginning, because we need to be systematically part of such emotional management preparation. I see personally how much emotional intelligence affect our job as a teacher, and I express my desire to keep improving further''.*

Overall, the post-training interviews demonstrated that the EI training profoundly impacted teachers' emotional management, classroom climate, teacher-student relationships, stress regulation, and overall teaching effectiveness. Teachers moved from a place of emotional struggle and limited tools and strategies to one of greater self-awareness, emotional control, empathy, and professional satisfaction.

DISCUSSION, CONCLUSION, and SUGGESTIONS

The findings of this current study supporting a significant amount of previous research and offer empirical data for the critical role of Emotional Intelligence training in improving teachers' effectiveness. These results align with previous research that indicate EI's impact on professional competency and resilience (Goleman, 1995; Todmal, Rao, & Gagare, 2023). This study demonstrates that structured emotional intelligence training, significantly improves teacher's emotional competencies and their approach to student interactions.

Quantitative analyses revealed substantial increases in teacher's emotional intelligence competencies. All sub-scales of emotional intelligence were improved after the training, with particularly improvements in emotional awareness, emotional control, and emotional regulation. These findings reinforce earlier research on targeted intervention for emotional intelligence development (Kotsou et al. 2011; Hen & Sharabi-Nov, 2014). Additionally, the observed decrease in negative emotional outlook aligns with findings that EI training strengthens emotional resilience and foster more optimistic perspective (Molero et al 2019).

In addition to strengthening emotional competencies, the results showed a significant improvement in teachers' self-perceived professional efficacy across all domains evaluated, including instructional strategies, classroom management, and student engagement. The biggest improvement was found in instructional strategies, indicating that heightened emotional intelligence empowered teachers to plan, organize, and carry out their instructions more effectively. These findings align with established definitions of teacher effectiveness and underscore the value of integrating EI training into professional development initiatives (Strong, Ward, & Grant, 2011; Matthews, 2020).

These quantitative results were further explained by the qualitative outputs. Teachers in pre-training interviews emphasized that they recognized the importance of emotional intelligence, but they aren't prepared well to manage their emotions and emotions of their students. Due to a lack of formal emotional intelligence training, emotion exhaustion was present, which is seem by Luiniene et al. (2021) as a risk factor in professional inadequacy. Affected by the lack of formal emotional training, teachers reported using informal coping mechanisms in order to handle the emotional demands. As they have reported, these informal coping mechanisms were frequently insufficient to manage well with emotional demands.

Post-training interviews revealed significant changes. Teachers reported greater emotional self-awareness, improved emotional regulation strategies, increased empathy towards students, and more proactive conflict management. They described a transformation from emotional reactivity to thoughtful emotional responsiveness, which improved teacher-student connections and created calmer classroom situations. These



qualitative findings support existing research on the role of emotionally intelligent teachers in creating inclusive and emotionally secure learning spaces (Ganesan et al. 2023; Bachler et al. 2023).

The current study showed that emotional intelligence can be cultivated through structured training. This is in line with previous findings by John (1996) and Goleman (1996), who indicating that emotional intelligence is not a static trait but a dynamic set that can be developed. Teachers' answers suggested that gaining knowledge about emotional intelligence competencies not only enhanced their professional practice but also contributed to better psychological resilience and work-life balance, a statement that was emphasized by Rico et al. (2022) findings.

Given the strong effect sizes observed in both emotional intelligence and teacher effectiveness it was observed systematic intervention in schools through emotional intelligence training should be prioritized in teachers' development efforts, as advocated in previous research (Matthews 2020, Valente & Lourenço 2020).

A number of teachers who actively participated on this study expressed interest in further intensive emotional skills training emphasizing that emotional intelligence development is a continuous process requiring sustained reflective learning. This sentiment aligns with perspectives that view EI growth as an ongoing professional endeavor (Sparrow & Knight 2006).

This study offers empirical validation for the integration of emotional intelligence training into teacher professional development. Findings confirm that EI training significantly enhance teacher emotional competences and teaching effectiveness including instructional strategies, classroom management, and student engagement. In light of these findings, integrating emotional intelligence programs into teaching curricula and professional development is a crucial and critical step toward cultivating a more reflective, resilient, and productive teaching workforce.

Suggestions

The results of this study demonstrated that Emotional Intelligence (EI) training significantly enhances teachers' emotional intelligence competencies and teaching effectiveness. The results were supported by existing literature.

Based on the study results, several key recommendations are proposed to follow:

1. Firstly, Emotional Intelligence training should be formally integrated systematically in each level of education. As it is evidenced by the literature and by the results of this current study, emotional awareness, emotional control and regulation are important skills that can be enhanced after systematic training. To reach the desirable level of emotional intelligence competencies and to guarantee long-term progress, such training and follow-up workshops are particularly crucial.
2. Secondly, by promoting reflective practices teachers' emotional intelligence can also be enhanced. The quantitative and qualitative data revealed emotional exhausting in teachers, which should be addressed immediately by including such as emotional intelligence training, stress management programs and regular counseling services. This approach will enhance and cultivate further teachers' emotional well-being.
3. Thirdly, to create supportive educational environments, training for school leaders and teacher in emotional intelligence competencies is so vital. In this direction, emotional intelligence (EI) programs of training should be customized for various level of education and professional evaluations forms should incorporate emotional competency indicators.

Finally, future research should incorporate all educational settings and conduct longitudinal studies to examine further the long-terms effects of emotional intelligence training. This will help to increase the generalizability of the findings.



Ethics and Conflict of Interest

All ethical guidelines were followed in this study, ensuring informed consent, confidentiality and the voluntary participation of all teachers involved. The author declares that there were no conflicts of interest influencing the design, implementation, or reporting of this study.

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