

Review of Literature on Teacher Emotional Intelligence and Its Impact on Student- Teacher Rapport

Dr. Mouna Abou Assali¹, Dr. Albert Riskus²

Abstract

Background: Researchers largely concur that emotional intelligence is a stronger predictor of individual success as the role of emotional intelligence (EI) has been extensively investigated. Schools play a significant role in the development of emotional intelligence in people. Emotional intelligence in pupils is shaped and developed in part through positive teacher-student interactions.

Objective: is to explore the role of the EI of the teacher and its impact on the rapport between teacher and student, and student achievement and engagement.

Methods: This study reviews the body of research on emotionally intelligent teachers and their interactions with pupils. The search terms were limited to emotional intelligence, how it affects student-teacher relationships, and how it influences kids' academic performance and involvement in school activities. We deliberately omitted publications from our literature evaluation that failed to highlight a potential obstacle or the concept of the influence of teacher emotional intelligence on the relationship between the student-teacher rapport. After the screening procedure, 11 journal articles in total satisfied the requirements for the study.

Results: According to the results of this study, teachers with high emotional intelligence had a more profoundly favourable effect on student-teacher relationships and the connection between teacher work engagement and student academic achievement than instructors with low emotional intelligence.

Conclusion: The student's learning of emotional intelligence abilities, the student's academic success, and the functional interaction between the emotionally intelligent instructor and the student are all mediated by one another.

Keywords: *teacher emotional intelligence, student academic achievement, student-teacher rapport.*

Introduction

The goal of education is to help people reach their full potential for the best possible personal and societal growth. In fact, a meaningful and long-lasting national economy is not only profitable but also a precondition for education generally. The process that aids in a person's organic and well-balanced growth is known as education. It helps people

¹ Assistant professor, Rabdan Academy, UAE, massali@ra.ac.ae

² Assistant professor, Rabdan Academy, UAE, ariskus@ra.ac.ae

apply the knowledge they learn in the classroom to practical settings so they can solve problems in the future and develop coping mechanisms to prepare them for difficulties. The holistic development of children on all fronts is the main goal of education. It is impossible to overstate the importance of instructors in the educational process that contributes to a person becoming a better person (Taiwo H., 2015).

One of the most significant contexts is education, where students spend a significant amount of time developing new abilities and forming social connections. One of the most important factors in appraising students in this situation is their academic performance (Alford Z., 2017).

According to Hu (2012), learning engagement is a psychological trait that involves students' propensity to engage in learning activities in order to gain new knowledge or skills. It is influenced by the context and is predictive of academic achievement. It emphasizes the significance of engagement in learning on all levels—behavioural (e.g., participation), emotional (e.g., interest or satisfaction), and cognitive—which are linked to previously acquired knowledge. A subjective sense of contentment with one's social ties with peers is referred to as satisfaction with peer relations (Lam S., 2012).

The foundation of educational institutions is its professors; without them, these institutions would be likened to a body without a soul (Tahir M., 2013). This is due to the fact that they play a significant role in the execution of the academic program. They are in charge of overseeing the educational programs inside the educational system. A good teacher should be able to connect academic material to real-world situations. Teachers play a crucial role in developing students with characters who are fit for learning. If a nation intends to achieve top performance in all sectors, there is no substitute for quality instructors. Teachers must therefore possess the necessary knowledge, abilities, and awareness to do their duties (Ravikumar et al., 2022; Shwedeh et al., 2020). Emotional intelligence is one of the crucial factors in the growth of a successful, personally responsible, and healthy person (Lenka S. K., 2012).

Complex psycho-physiological processes known as emotions are brought on by subjectively significant events in a person's life. For more than a century, psychologists have researched them (Berridge K. C., 2018; Eisma M. C., 2021). According to some academics, teaching is an emotional process in which teachers must regulate, examine, and control their emotions in order to be good teachers, motivate students, and foster a supportive learning environment. Since the middle of the 1990s, there has been a marked increase in the research on teacher emotions, which has caused educators to focus more on the application of emotional intelligence to their job (Schonert-Reichl K. A., 2017; Maamari B. E., 2019).

In order to know and value oneself, create and maintain a variety of strong, fruitful, and healthy relationships, get along with others and collaborate effectively to produce positive results, and successfully manage the pressures and demands of daily life and work are all components of emotional intelligence (Maraichelvi A., 2013). Emotional intelligence, according to Salovey and Mayer (1990), is a subset of social intelligence that includes the capacity to keep track of one's own and other people's feelings and emotions, to distinguish between them, and to utilize this knowledge to shape decisions and actions. According to TaiwoH. (2015), Goleman (2010) defined emotional intelligence as the capacity to recognize and manage one's own feelings, take appropriate action, comprehend the feelings of others, and manage relationships. According to Mayer (2016), EI is the 'ability to reason truthfully with emotions and with information related to emotions and to use emotions to enhance thought.' (Mayer, 2016).

According to Maamari B. E. (2019), emotional intelligence is typically concerned with how individuals understand, control, and communicate both their own and others' feelings. The two basic components of emotional intelligence as it is now understood in the academic world are ability emotional intelligence and trait emotional intelligence. In

contrast to the second paradigm, which views emotional intelligence (EI) as a personality trait associated with normative behaviour, the first conceptualizes EI as a type of cognitive capacity that entails processing and differentiating emotional signals and information. The distinctive measuring approaches and underlying empirical foundations of EI have been derived from these two dissimilar models (Davis S. K., 2016).

As a result, emotional intelligence in the academic and professional realms enhances an individual's cognitive-based performance above and beyond that which can be attributed to general intelligence. Higher emotional quotient teachers and pupils had more favourable social functioning in interpersonal interactions and were seen by their peers as prosocial, less hostile, and conflictual (Brackett M. A., 2011). These qualities enhanced social skills and healthy connections, which could promote cognitive and intellectual growth and lead to greater academic success.

An individual with higher emotional intelligence is someone who was raised in an emotionally sensitive family, is open to criticism, and is able to share and discuss their feelings, as well as their aesthetics, morals, and ethics. They are also people who have a high level of problem-solving and spiritual knowledge (Taiwo H., 2015).

According to a large body of research on EI, having a high EI is linked to having a good life, including forming supportive connections, recognizing others' emotional states, accepting other people's perspectives, improving communication, and controlling behaviour (Miao C., 2017). Additionally, low levels of EI are linked to a propensity for self-destructive and deviant behaviours (Davis S. K., 2016), including the use of illegal drugs and excessive alcohol, having troubled friendships, skipping class without permission, being expelled from school, and experiencing depressive symptoms (Davis S. K. a. H., 2014).

Emotional IQ is something that may be learned and developed appropriately. In order to help student teachers, relate well to pupils, prevent conflict, and build stronger relationships with their colleagues, it is crucial to improve their emotional intelligence throughout their pre-service years (Khudhair, H. Y., Jusoh, A., Mardani, A., & Nor, K. M., 2019). The ability to generate specific emotional states will enable student instructors to support specific types of thinking, and processes of emotional transformation in their classroom, and regulate their own emotions. Giving both emotional and cognitive intelligence equal weight can improve students' academic performance as well as their quality of life (Maraichelvi A., 2013; Chew B. H., 2013).

According to hudhair, H. Y., Jusoh, A., Mardani, A., & Nor, K. M. (2019), The issue is that little is known about how instructors' emotional intelligence (EI) and the calibre of their interpersonal interactions affect students' academic performance and engagement. There is a wealth of ideas in educational theory that support the notion that student engagement and academic success are strongly influenced by emotional and interpersonal relationships between teachers and students. However, there is no empirical support for the theoretical arguments that link relationships, emotions, and academic accomplishment in students. We determined the significance of emotional intelligence and its effect on the relationship between students and teachers based on our literature review. Therefore, our goal is to investigate how the teacher's emotional intelligence (EI) affects student engagement, achievement, and rapport (O'Shea M., 2019).

Method

Articles and research selection process

This study reviews the body of research on emotionally intelligent teachers and their interactions with pupils. The search terms were limited to emotional intelligence, how it

affects student-teacher relationships, and how it influences kids' academic performance and involvement in school activities.

We deliberately omitted publications from our literature evaluation that failed to highlight a potential obstacle or the concept of the influence of teacher emotional intelligence on the relationship between the student-teacher rapport. After the screening procedure, 11 journal articles in total satisfied the requirements for the study.

Phase one

In the first stage of the review, we looked for pertinent papers on EI and academic performance in the following eight databases: ERIC, Google Scholar, ProQuest Dissertations and Theses, PsycINFO, PubMed, ScienceDirect, and Scopus. We used the search term '(academic, education OR school)' to look for academic performance. The search term '(emotional intelligence)', EI, (emotion perception), '(emotion understanding)', '(emotion facilitation)', (emotion recognition), '(emotion management), OR (Multifactor Emotional Intelligence Scale)' was used to find information about emotional intelligence. We conducted searches on emotionally intelligent instructors, student-teacher interactions, the impact of emotional intelligence on teachers' development, the impact of emotional intelligence on student academic performance, and teacher-student relationships to gain a deeper understanding of this topic. These were combined to get a first search result of 380 citations. When academic journals were included in the search criteria, the number of results for scholarly papers was reduced to (N = 90). 90 papers were produced in the study's initial phase. The lower bound for the publication year was 2004 and the upper bound was 2023.

phase two

The remaining citations' titles, abstracts, and full texts were examined after duplicates were eliminated. An article that addressed the effect of emotional intelligence on student-teacher rapport had to be relevant to the study's purpose. The number of suggested articles was decreased to 11 by the addition of search phrases such as an emotionally intelligent teacher, the impact of emotional intelligence on the teacher-student relationship, and academic performance. Next, a list was created based on the title, overview/abstract, methodology, and conclusions of the publication. Upon having read through each of the 11 publications. After the second and final stage of the literature search, 11 empirical studies satisfied the goal of this inquiry.

Results and discussion

We measure the impact of the emotional intelligence of the teacher on the relationship between the student and the teacher, so we will take a medium for our work, which is the academic progress of students and their participation in school activities as evidence that shows the extent of the positive impact of the relationship between the emotionally intelligent teacher on the progress of his students.

Numerous studies have shown a connection between emotional intelligence and occupational success (Mayer J. D., 2008). But social encounters that stir up emotions are more common in some professional situations than others. Therefore, it is not unexpected that EI did not reliably predict work performance in recent studies. Emotional labour was found to be a significant modulator of the EI-job-performance link by Joseph and Newman (2010) after conducting a meta-analysis. For high-emotional labour positions (such as call centre personnel), they discovered a greater link between emotion management and job performance than for low-emotional labour jobs (such as factory workers) (Joseph D. L., 2010).

Scientific literature has demonstrated the link between EI and good outcomes in the area of education. For instance, Palomera et al. (2008) discovered that teachers with high

levels of emotional intelligence had a considerable impact on their ability to teach (Palomera R., 2008).

Table 1 Themes & objectives of the reviewed literature.

author(s)/Year	Objectives	Participants/Demographics
(MacCann C., 2020)	This meta-analysis looked at the relationship between academic achievement and student emotional intelligence.	The sample size ranged from 18 to 2,195, with a median of 180 and a mean of 256 (25 percent of observations were based on participants with 99 or fewer and 25 percent on people with 291 or more). 90% of the coders agreed.
(Naqvi I. H., 2016)	The study's main objective was to determine the association between teachers' performance at the secondary school level and emotional intelligence.	The study's target audience was 3168 secondary school teachers. 950 secondary school instructors, both male, and female, who taught in both urban and rural high schools made up the study's sample. According to the population of male and female secondary school teachers in each district, a proportionate sample was drawn.
(Taiwo H., 2015)	This study examined the student teachers' emotional intelligence in connection to their potential productivity at a Nigerian university.	The sample consisted of 321 student instructors who were randomly chosen from the Faculty of Education at the University of Ilorin in Nigeria.
(Lan X., 2019)	This study compared early adolescent urban stay-behind students to their non-stay-behind counterparts in Mainland China in terms of student well-being, which was operationalized as learning engagement, peer relationship satisfaction, and school satisfaction.	Chinese early adolescents aged 10 to 13 who completed a questionnaire survey included 143 stay-behinds (43.4% females) and 297 non-stay-behind (52.9% girls) participants.
(Goetz T., 2021)	The goal is to investigate the relationship between emotional experience and quality, two significant concepts in learning settings.	Seven distinct upper-track (Gymnasium) schools in the German-speaking region of Switzerland were used to create a sample. The study involved every student in the participating classrooms. In a total of 37 classes for students in the 10th grade (T1) and 11th grade (T2), data were gathered during the second term of the academic year (between February and April), with a 12-month gap between T1 and T2.
(Brunej G., 2013)	This research aims to investigate how teacher-student interaction affects the growth of emotional intelligence and trust in the elementary classroom.	In the Greater Toronto Area (GTA), there are two seasoned educators.
(Chamizo-Nieto M. T., 2021)	In order to better understand the relationship between emotional intelligence and academic achievement, this study looked at putative mediators like thriving and the teacher-student relationship.	A random sample of 283 youths, aged 12 to 18, with 49.8% of them female (M = 14.42, SD = 1.12).
(Wan S., 2023)	The goal of the study is to determine the link between positive teacher-student	352 adolescents (11– 15 years old) from two schools.

	interactions and students' emotional intelligence as well as the mediating effects of openness and emotional intelligence in students.	
(Maamari B. E. S. Y., 2021)	This essay's main goals are to respond to two fundamental research questions: 'Does emotional intelligence affect universities' effectiveness in teaching?' and 'How?' Furthermore, 'What role do personality traits play in moderating that relationship?'	410 students and 32 faculty members.
(Wang L., 2021)	The purpose of this study was to investigate the association between teacher emotional intelligence (EI) and the academic accomplishment of students, as well as any potential underlying mechanisms.	A sample of 365 Chinese teachers from 25 public middle schools participated in this study.
(Nizielski S., 2012)	The objective of this study was to comprehend the connection between instructor emotional intelligence (EI) and student misconduct.	Participating freely in the study were 300 fully certified Syrian teachers (205 women and 95 men) from 13 schools in one location (Lattakia). Their students ranged in age from 10 to 18 years old and were enrolled in integrated schools, which combine elementary, secondary, and high schools. The average age of the teachers was 40.37 years (SD: 7.77). Each instructor had a specific area of expertise (such as Arabic, history, mathematics, or chemistry), and they each had a mean tenure of 15.37 years (SD = 7.94) in that discipline.

Table 2 Findings & recommendations of the reviewed literature.

author(s)/Year	Methodology	Findings	Recommendations (if found)
Maccann (2019)	C. The following eight databases were searched for relevant studies on EI and academic achievement. The meta-analyses included citations recorded as within-citation effects all feasible EI/achievement combinations. After applying the exclusion criteria, there were 188 samples with n = 162 distinct citations, and 1,276 correlations were available for analysis. Citations came from 27 different nations, the majority of which (76.5%, k = 974) were English-speaking	Using robust variance estimation, they discovered an overall effect of $\beta = .20$ (N = 42,529, k = 1,246 from 158 citations). Compared to self-rated ($\rho = .12$, k=33) or mixed EI ($\rho = .19$, k=90), the correlation is noticeably greater for ability EI ($\rho = .24$, k=50). After adjusting for IQ and the Big Five Personalities, ability, self-rated, and mixed EI explained an extra 1.7%, 0.7%, and 2.3% of the variance, respectively. The ability EI understanding and management branches each contributed an extra 3.9% and 3.6% of the	Testing the three hypothesized mechanisms of the EI/performance association—(a) social relationship building, (b) management of academic emotions, and (c) content overlap between EI and academic subject matter—will be the focus of future study. To distinguish the direction of causality, it is crucial to examine link mediators and run lagged panel models.

nations like the USA (43.9%, k = 560), the UK (8.2%, k = 105), or Australia (7.8%, k = 99). Iran (k = 74), Portugal (k = 54), and Spain (k = 35) had the most observations from non-English speaking nations.

explanations. EI is the third most significant predictor for all three streams, behind intellect and conscientiousness, according to a relative importance analysis. The three EI streams each have different moderators of the impact. In comparison to science, ability EI was a better predictor of performance in the humanities. Self-rated EI was a better indicator of academic performance than scores on standardized tests.

Naqvi I. H. (2016) The co-relational design of the study. The survey method was used to calculate the necessary data. To assess the emotional intelligence of secondary school teachers, the Trait Emotional Intelligence Questionnaire Short Form (TEIQue-SF) was developed by K. V. Patricia. The results of pupils in the yearly class 10 examination administered by the Board of Intermediate and Secondary Education Lahore (BISE) served as a gauge of instructors' effectiveness. The mean, standard deviation, and Pearson r were used to analyse the data that had been gathered. It was discovered that instructors' emotional intelligence and performance were closely related.

in comparison to the other elements, the findings indicated that the factor of emotionality was present in the instructors' emotional intelligence at a high level. It was determined that there was a statistically significant positive correlation between secondary school teachers' performance and emotional intelligence. This indicates that secondary school teachers perform better at the secondary school level when their emotional intelligence levels rise. The findings indicated a statistically significant positive association between male instructors' performance and emotional intelligence. It was determined that emotional intelligence and the effectiveness of female teachers had a statistically significant positive association. The results of the current study have revealed a statistically significant positive correlation between secondary school teachers' performance and emotional intelligence. The study came to the conclusion that high emotional intelligence levels significantly

At the district, division, and provincial levels, a number of programs, seminars, workshops, and conferences are planned to raise awareness of and emphasize the value of emotional intelligence. Similar research studies should be carried out to learn more about the emotional intelligence of instructors in the commercial sector in order to make comparisons. As a result, institutions in the public and private sectors will compete with one another. At the tehsil and district levels, several training programs should be set up to better comprehend emotional intelligence, especially for teachers working in rural regions and for female teachers.

		improve high school teachers' performance.	
Taiwo (2015)	H. The Goldman (1996) Emotional Intelligence Scales (EIS) were used to gather information on the emotional intelligence of students and teachers. A t-test and one-way ANOVA were used to analyse the data.	The results showed that student teachers had a high level of emotional intelligence. The emotional intelligence of male and female student-teachers differed significantly. Regardless of gender, a student-teacher who exhibits emotional intelligence is more likely to attain success and develop into a productive adult. This suggests that enhancing the student teachers' emotional competencies will aid them in fostering the same among their pupils.	Higher educational results in the form of enhanced academic achievement, a healthier development of the personality, and increased success in the workplace may result from the development of superior emotional competencies in university students. The emotional capabilities of the male student-teachers need to be strengthened, which will then enable them to foster the same qualities in their students.
Lan X. (2019)	In a cross-sectional study, it was investigated whether grit affected the anticipated relationship between the perceived quality of the teacher-student interaction and student well-being. R software was used to conduct the data analyses (R Core Team, 2017). 72 cases were dropped because they lacked information about whether their parents had jobs in another city on a long-term basis. Due to significant rates of missing data (>20%) in at least one of the questionnaires in our battery, another 20 cases were disqualified. We used Little's missing completely at random (MCAR) test to look into the effects of missing data. The outcomes validated the MCAR hypothesis: $\chi^2(102) = 96.28, p = .64$.	The findings showed that while academic engagement and school satisfaction were similar between the two groups, stay-behind children scored lower on peer relationships than their non-stay-behind peers did. Furthermore, regardless of their status as stay-behind students, students with high levels of grit reported higher levels of learning engagement and school satisfaction than students with low levels of grit in the presence of a tense teacher-student interaction.	---
Goetz (2021)	T. This hypothesis was tested using data from a two-wave longitudinal research with annual assessments in grades 10	Panel models with cross-lags revealed reciprocal associations: Over time, stronger positive feelings and weakened negative	---

	(Time 1) and 11 (Time 2) (N = 535; mean age at Time 1:16.7 years, SD = 0.6). In the academic subjects of mathematics, German, English, and French, students' perceptions of the quality of their relationships and their emotions were measured.	emotions were linked to higher relationship quality. Higher positive emotions and lower negative emotions were consequently linked to better relationship quality. One year later, there was a larger correlation between the initial feelings and the strength of the student-teacher connection than the opposite correlation. Additionally, although the relationships between relationship quality and emotions varied in strength between emotions, they were broadly equal across school domains. Discussion is had regarding the implications for next study and educational practice.	
Bruney (2013)	G. Two seasoned teachers in the Greater Toronto Area (GTA), each with more than 20 years of experience in elementary school, were interviewed for 45 minutes to test this theory. The first participant has five years of experience as a special education teacher. A recent retiree with 40 years of teaching experience is the second participant. To learn how teachers see and approach the idea of developing trust and to delve into the methods employed to promote emotional intelligence, 11 interview questions were posed.	Although there has been a lot of research on the value of developing strong teacher-student connections, relatively few of these studies offer concrete advice on how to foster trust in the classroom and support students inappropriately exploring and expressing themselves. According to an analysis of the interview replies the most crucial elements in fostering student confidence and belief in teachers were dependability and honesty on the part of the teacher. The results also pointed to the following: Student willingness to take risks, make mistakes, and admit 'I don't get it!' when they don't understand a given subject increases their learning. Student trust and emotional intelligence are fostered by acknowledging their feelings.	---
Chamizo-Nieto M. (2021)	T. Using self-report questionnaires to gauge emotional intelligence (Wong and Law Emotional Intelligence	Results showed that flourishing completely mediated the association between academic achievement and	Several studies have examined the relationship and underlying mechanisms between

	Scale), flourishing (Flourishing Scale), and teacher-student relationships (Inventory of Teacher-Student Relationships), a convenience sample of 283 adolescents (49.8% female), aged 12 to 18 years (M = 14.42, SD = 1.12), participated in a cross-sectional study. They also provided grades from the previous term on four subjects that are required in the Spanish education	emotional intelligence and that the teacher-student relationship was a key moderator in this model. The relationship between emotional intelligence and flourishing was therefore stronger in adolescents with poorer teacher-student interactions than it was in adolescents with better teacher-student relationships. The subsequent relationship between flourishing and academic achievement was favourable. These findings show that in order to positively affect adolescents with low emotional intelligence's well-being and academic performance, it is essential to create a better teacher-student relationship.	emotional intelligence and academic achievement, but further study, incorporating both individual and contextual factors, is required to fully comprehend this linkage.
Wan S. (2023)	In this study, the teacher-student relationship scale, the big five inventory openness subscale, and the emotional intelligence scale were used to collect data from 352 teenagers (aged 11 to 15) from two schools.	Openness, empathy, and emotional intelligence among students were all positively connected with teacher-student relationships. Student openness and empathy acted as a complete mediation factor between teacher-student interactions and emotional intelligence; teacher-student relationships positively predicted students' emotional intelligence.	---
Maamari B. E. (2021)	The sample is drawn from the top four private colleges in Lebanon that provide business degrees and where English is the medium of teaching. Data were collected from 32 faculty members and their 410 respective students after a random sample approach. In this investigation, three questionnaires were used. The first one is a condensed version of the MSCEIT EI test, a 25-item scale that assesses 'perceiving emotions',	The results suggest that EI and teaching efficacy are related in higher education, and the paper emphasizes the need for highly emotionally intelligent professors in institutions to improve instruction. The study demonstrates that this beneficial association is moderated by the teacher's personality qualities. The association between the teacher's EI and the efficiency of his or her classroom instruction is strengthened by the teacher's personality	Hire educators that are emotionally intelligent. Conduct workshops on emotional intelligence for current teachers to enhance their EI abilities.

		<p>‘using emotions to facilitate thought’, ‘understanding emotions, and ‘managing emotions’. The Big Five Inventory’s 44-item scale, which assesses conscientiousness, neuroticism (emotional stability), agreeableness, extraversion, and openness, is the second. The third one is the classroom teaching effectiveness scale, which has 21 items and is broken down into the following categories: planning and organization, teaching abilities, accessibility to students, testing, and assessment, and administration. A pilot study involving 5 faculty members and 9 students was carried out. The scale item was easy to understand and the language and phrase structure were both straightforward.</p>	qualities.	
Wang (2021)	Li	<p>Measures of teacher EI, teacher job engagement, and teacher self-efficacy were completed by a sample of 365 Chinese teachers from 25 public middle schools as part of this study. The grades from the previous term (February to June 2020), as reported by the pupils, were used to evaluate the student’s academic performance.</p>	<p>According to the findings, teacher work engagement partially mediated the relationship between instructor EI and the academic achievement of students. Additionally, moderated mediation revealed that instructors with high self-efficacy had a more substantial positive impact than teachers with low self-efficacy on the connection between teacher work engagement and student academic attainment.</p>	---
Nizielski (2012)	S.	<p>400 instructors were invited to take part in a study on emotions in the classroom. Participants who agreed to participate got brief oral instructions and assurances that their answers would be kept private. A series of</p>	<p>The findings demonstrated a negative link between teachers’ perceived EI and student misconduct, with teachers’ attention to students’ needs serving as a mediating factor. The research findings emphasize how teachers’ emotional intelligence (EI)</p>	---

questionnaires were filled out by the teachers, who then returned them in sealed envelopes. To guarantee that the contents of each scale were the same, it had been translated into Arabic and then back into the original language. The perceived EI was assessed using the Emotional Intelligence Scale developed by Wong and Law. Each subscale has four items with a response range of 1 (strongly disagree) to 7 (strongly agree), each using a seven-point scale. The regulation of emotion subscale, for instance, contains statements like 'I can always calm down quickly when I am angry'. The four dimensions' Cronbach's alpha coefficients ranged from 76 to 84.

When teachers are dealing with the challenges of their careers, teacher EI is a crucial personal resource (Valente S., 2020). When examining the prior research on teacher EI, it becomes clear that the majority of studies mainly concentrate on how teacher EI affects specific teacher outcomes. For instance, several investigations have looked into the connection between self-efficacy and educator emotional intelligence (Moafian F., 2009). In their study (2012), Singh and Jha made clear that teachers' emotional intelligence (EI) was crucial to their efficacy and ability to perform better (Singh I., 2012). Similar findings were made by Wu et al. (2019), who discovered that teachers with greater EI exhibited a tendency to have higher levels of self-efficacy (Khudhair, H. Y., Jusoh, D. A. B., F Abbas, A., Mardani, A., & Nor, K. M.. 2020). The participants in their study showed increased passion to teach and fewer aspirations to leave the field. In addition, 'burnout' and teacher EI have been studied (Wu Y., 2019). Overall, empirical research has demonstrated that educators who perform well on the highest-level EI dimension experience less burnout or weariness (Pishghadam R., 2012). Additionally, some research has looked at the connection between job commitment and teacher EI. These findings indicate that EI has a beneficial effect on instructors' vigour, concentration, and persistence (Mérida-López S., 2017).

Based on the solid evidence of the impact of emotional intelligence skills on teacher performance; Let's discuss the extent to which an emotionally intelligent teacher affects the teacher-student relationship and the extent of the student's academic performance achievement (Shwede, 2024).

EI and student academic performance

Prior studies have examined the relationship between various personal and environmental factors and academic achievement (Zhou D., 2020). According to research (Datu J. A. D., 2018; Lan X., 2019; Rey L., 2019; MacCann C., 2020) , positive resources that support

well-being, psychological adjustment, and academic success include emotional intelligence, flourishing, and teacher-student interactions.

People who are emotionally intelligent report better psychological adjustment, including higher self-esteem, greater enjoyment, greater optimism, and less depression (Tejada-Gallardo C., 2020) as well as increased levels of flourishing, well-being, and life satisfaction (Salavera C., 2020).

Increasing levels of thriving and improving psychological adjustment and interpersonal interactions in students can both be accomplished through the development of emotional competencies in the educational setting (Martínez-Martínez A. M., 2020). Additionally, research demonstrates a modest correlation between pupils' academic achievement and emotional intelligence (MacCann C., 2020).

Numerous studies have discovered a link between academic success and emotional intelligence. High emotional intelligence improves the quality of work performance, according to Khokhar and Kush (2009). For two reasons, Rode and Mooney (2007) hypothesized that emotional intelligence was related to academic achievement. First, there is a tremendous lot of ambiguity in academic success. Second, a lot of academic work is self-directed and demands a lot of self-control. As a result, those with high emotional intelligence would excel in the classroom (Rode J., 2007).

Nwadinigwe and Azuka-Obieke (2012) looked at the connection between pupils in senior secondary schools' emotional intelligence and academic achievement. They showed that emotional intelligence abilities and academic accomplishment had a positive association, showing that improving a student's emotional intelligence skills will improve his or her academic achievement (Nwadinigwe I. P., 2012).

Maraichelvi and Rajan (2013) looked at the connection between final-year undergraduate students' academic achievement and emotional intelligence. They discovered that emotional intelligence capabilities, like the capacity to control one's emotions, problem-solving abilities, and interpersonal and intrapersonal abilities, are crucial for academic performance (Maraichelvi A., 2013).

In a similar vein, research by Extremera and Fernández-Berrocal (2013) revealed that pupils with high levels of emotional intelligence are more likely to have superior academic results, psychological adjustment, social interactions, and social behaviour (Wang L., 2021).

The ability to better control emotions in educational contexts, such as stress, frustration, or exam anxiety, as well as the improvement of interpersonal interactions with peers and teachers, is a likely explanation for this large association (Khudhair, H. Y., Alsaud, A. B., Alsharm, A., Alkaabi, A., & AlAdeedi, A., 2020). As a result, there are several underlying mechanisms that contribute to the relationship between emotional intelligence and academic success, including good emotions, emotional control, and self-directed learning. Additionally, according to MacCann et al. (2020), certain important noncognitive traits, like emotional intelligence, may have an impact on academic performance as a result of the current changes in education (such as an increase in teamwork or group activities), which call for students to learn how to handle potential peer conflicts, make decisions, or solve problems in a group (MacCann C., 2020).

Therefore, there is a mediator role in the relationship between student's academic achievement and emotional intelligence. Students that are emotionally intelligent have higher levels of well-being and psychological functioning, according to earlier research (Rey L., 2019). Additionally, these greater thriving levels appear to be related to reported academic performance that is higher (Datu J. A. D., 2018; Datu J. A. D. L. C., 2020).

Therefore, based on the empirical evidence presented we hypothesize that:

H1: Students' emotional intelligence is positively related to student academic achievement.

EI teacher and student-teacher relationship

A relatively recent concept known as emotional intelligence offers a good framework for understanding teachers' capacity to build positive interpersonal interactions with children and have an impact on school engagement and achievement. According to recent research, instructors' emotional intelligence (EI) has a crucial role in defining the calibre of their interactions with students (Naqvi I. H., 2016).

A significant component of the expectations made by instructors is emotional labour. Interactions with students during instruction are ongoing and occasionally contentious. Although openly expressing rage is frequently viewed as unprofessional, major obstacles like low student engagement or misconduct can make teachers angry (Gregoriadis A., 2008; Cowie N., 2011). Because emotional outbursts can harm the teacher-student connection, emotion regulation is also necessary. Positive affective states, on the other hand, are regarded to help with greater results. However, unlike the majority of (service) professionals, teachers are not always expected to display pleasant feelings (Shwedeh et al., 2021). In reality, expressing negative feelings can be important for completing a work successfully: On occasion, teachers must make it apparent that they are unhappy with their pupils' behaviour and may even take disciplinary action. In conclusion, in addition to merely imparting knowledge, teachers frequently have to effectively assess and appropriately manage both their own emotions and those of their students. Teachers serve as mentors and educators who influence classroom behaviour and student learning (McPherson M. B., 2003; Isen A. M., 2005).

Academic success is the term used to describe a person's performance in school. In addition to imparting knowledge, educators also motivate and support students in educational settings (Cheng C. H., 2019; Welmilla I., 2020). wherein kids' development and mental health depend significantly on the nature of the teacher-student connection (Wang X., 2020). Whereas earlier research revealed that a good and close teacher-student relationship may boost learning enjoyment and social adjustment, resulting in higher satisfaction of psychological needs and increased peer relationships at school, as well as possibly lowering academic stress and student burnout (Dong Y., 2020). Additionally, several studies have demonstrated the advantages of a good teacher-student relationship in fostering the growth of student's emotional intelligence and mitigating the detrimental effects of stressful situations (such as victimization) on psychological security (Wang X., 2020). Therefore, one may hazard a guess that the teacher-student dynamic may combine with emotional intelligence to affect students' subjective and psychological well-being (Jia J., 2018).

The person-context interaction hypothesis of individual ability development postulates that an individual's internal factors interact with their external environment and that the school setting in which children are enrolled may help kids grow their emotional intelligence by having an impact on these internal elements. The environment in which pupils live is significantly influenced by teacher-student interactions (Liberante L., 2012; Castillo R., 2013). When engaging and speaking with instructors during school life, students in the schooling period can frequently learn to appropriately express and effectively manage their emotions through teacher feedback, which may support the development of their emotional intelligence (Wan S., 2023).

When delivering effective instruction, modern instructors are expected to maintain emotional control and, as essential, create positive relationships and connections with pupils. According to Alam A. (2018), teachers with high EI scores are more likely to care about their students. They are more able to perceive pupils' needs and constructively address them. Welmilla (2020) asserts that educators with high emotional intelligence are

adept at involving students in educational activities, which benefits the learning outcomes of such pupils (Welmilla I., 2020).

Additionally, empirical research has demonstrated that the closeness and warmth of the teacher-student bond foster the growth of students' emotional intelligence.¹⁶ Positive teacher-student relationships increase the likelihood that students will get the assistance and advice they require for emotional growth (Wan S., 2023). The promotion of better teacher-student connections has also been demonstrated to be a result of emotional intelligence in both students and teachers (Xiang D, 2022).

The findings indicated that kids' emotional intelligence is positively correlated with the teacher-student connection. This result was consistent with a number of research that found a link between student emotional intelligence and teacher-student relationships. In other words, strong teacher-student bonds are beneficial for kids' emotional intelligence to develop (Ju X, 2011; Wan S., 2023).

Despite having a favourable effect on student flourishing, emotional intelligence, and the teacher-student relationship appear to offset each other's benefits on this measure of personal well-being. Therefore, supporting thriving in students—especially if they have a negative relationship with their teachers—requires the development of emotional intelligence abilities (Yas, H., Alsaud, A., Almaghrabi, H., Almaghrabi, A., & Othman, B., 2021). As we've already discussed, research in the past has shown that a good teacher-student interaction is quite important for kids' adjustment and well-being. pupils have a higher rate of emotional intelligence, thus the academic success of pupils and their participation in school activities become stronger when teachers have higher levels of emotional intelligence (Dong Y., 2020).

Therefore, based on the empirical evidence presented we hypothesize that:

H2: Teachers' emotional intelligence is positively related to student-teacher rapport.

H3: Teachers' and students' emotional intelligence is positively related to student academic achievement.

The study's findings supported our hypothesis by demonstrating that teachers' emotional intelligence (EI) is a valuable personal resource that may have a big impact on student's academic success. This study confirms the findings of earlier studies (Chamizo-Nieto M. T., 2021; L., 2021), which discovered that teacher emotional intelligence (EI) had an impact on student achievement.

This study's key conclusion was that the favourable relationship between teacher EI and student academic achievement is mediated by student-teacher rapport. The correlation between teacher EI and work engagement, as well as between teacher work engagement and student academic achievement, has been substantiated by a substantial body of research (D'Amico A., 2020). In line with our hypothesis, teacher engagement at work could indirectly influence teacher EI, which could then predict student academic progress. In other words, emotional intelligence can support instructors in reducing burnout and increasing classroom engagement, which will enhance the academic performance of students (Addimando L., 2019).

Our results showed that the interaction between emotional intelligence teachers and students was crucial in determining how engagement affected students' academic performance. As we previously covered, research has shown that teachers with strong emotional intelligence show higher levels of engagement and have a more beneficial effect on students' academic performance.

Additionally, this study discovered that instructors with high emotional intelligence had a more notable beneficial influence than teachers with poor emotional intelligence on the association between teacher job engagement and student academic attainment.

Conclusion

The degree to which students' emotional intelligence increases, which in turn has a direct impact on student achievement antabled the long-term career success of instructors and students, has been predicted favourably by perceptions of the quality of the relationships between emotionally intelligent teachers and students. Students who feel they have supportive ties with their professors are more likely to attend class regularly, graduate from high school, and be engaged in their studies. Additionally, instructors who encounter more sentiments of closeness than conflict are more likely to stick with their careers and exhibit fewer signs of burnout.

Recommendations

According to our findings, academics and practitioners ought to encourage the growth of teachers' emotional intelligence, especially in students who have poor relationships with their professors. A positive teacher-student relationship should also be fostered as a personal resource to improve students' academic performance because emotional intelligence positively predicts more academic progress of students and participation in school activities.

Limitation

Since the sample size for this literature review is minimal, additional research is required to develop and bolster the study's findings.

In our assessment of the research, we only look at how instructors perceive the exploration of student and teacher relationships, accomplishment, and engagement. We did not examine student engagement and achievement from the viewpoints of the students while evaluating the teacher-student interpersonal relationships.

References

- Addimando, L. (2019). The effect of positive working conditions on work engagement and teaching classroom practices: A large cross-sectional study in Switzerland. *Frontiers in Psychology*, 10, 2129. doi:10.3389/fpsyg.2019.02129
- Alam, A., & Ahmad, M. (2018). The role of teachers' emotional intelligence in enhancing student achievement. *Journal of Asia Business Studies*, 12(1), 31–43. doi:10.1108/JABS-08-2015-0134
- Alford, Z. (2017). Positive education: Developing skills for school life and beyond. In S. G. White MA (Ed.), *Future directions in Well-being. Education, organizations and policy* (pp. 7–11). , BerlinBerlin: Springer.
- Berridge, K. C. (2018). Evolving concepts of emotion and motivation. *Frontiers in Psychology*, 9, 1647. doi:10.3389/fpsyg.2018.01647
- Brackett, M. A., Rivers, S. E., & Salovey, P. (2011). Emotional Intelligence: Implications for Personal, Social, Academic, and Workplace Success. *Social and Personality Psychology Compass*, 5(1), 88–103. doi:10.1111/j.1751-9004.2010.00334.x
- Bruney, G. (2013). The teacher–student relationship: The importance of developing trust and fostering emotional intelligence in the classroom. A research paper submitted in conformity with the requirements for the degree of Master of Teaching Department of Curriculum.

Retrieved from <https://hdl.handle.net/1807/35096>. Toronto: Teaching and Learning Ontario Institute for Studies in Education of the University of Toronto. doi:doi

- Castillo, R., Salguero, J. M., Fernández-Berrocal, P., & Balluerka, N. (2013). Effects of an emotional intelligence intervention on aggression and empathy among adolescents. *Journal of Adolescence*, 36(5), 883–892. doi:10.1016/j.adolescence.2013.07.001
- Chamizo-Nieto, M. T., Arrivillaga, C., Rey, L., & Extremera, N. (2021). The role of emotional intelligence, the teacher–student relationship, and flourishing on academic performance in adolescents: A moderated mediation study. *Frontiers in Psychology*, 12, 695067. doi:10.3389/fpsyg.2021.695067
- Cheng, C. H., Wang, Y., & Liu, W. (2019). Exploring the related factors in students’ academic achievement for the sustainable education of rural areas. *Sustainability*, 11(21), 5974. doi:10.3390/su11215974
- Chew, B. H., Zain, A. M., & Hassan, F. (2013). Emotional intelligence and academic performance in first and final year medical students: A cross-sectional study. *BMC Medical Education*, 13, 44. doi:10.1186/1472-6920-13-44
- Cowie, N. (2011). Emotions that experienced English as a foreign language (EFL) teachers feel about their students, their colleagues and their work. *Teaching and Teacher Education*, 27(1), 235–242. doi:10.1016/j.tate.2010.08.006
- D’Amico, A., Geraci, A., & Tarantino, C. (2020). The relationship between perceived emotional intelligence, work engagement, job satisfaction, and burnout in Italian school teachers: An exploratory study. *Psihologijske Teme*, 29(1), 63–84. doi:10.31820/pt.29.1.4
- Datu, J. A. D. (2018). Flourishing is associated with higher academic achievement and engagement in Filipino undergraduate and high school students. *Journal of Happiness Studies*, 19(1), 27–39. doi:10.1007/s10902-016-9805-2
- Datu, J. A. D., Labarda, C. E., & Salanga, M. G. C. (2020). Flourishing is associated with achievement goal orientations and academic delay of gratification in a collectivist context. *Journal of Happiness Studies*, 21(4), 1171–1182. doi:10.1007/s10902-019-00122-w
- Davis, S. K., & Humphrey, N. (2014). Ability versus trait emotional intelligence: Dual influences on adolescent psychological adaptation. *Journal of Individual Differences*, 35(1), 54–62. doi:10.1027/1614-0001/a000127
- Davis, S. K., & Nichols, R. (2016). Does Emotional Intelligence have a “Dark” Side? A Review of the Literature. *Frontiers in Psychology*, 7, 1316. doi:10.3389/fpsyg.2016.01316
- Dong, Y., Wang, H., Luan, F., Li, Z., & Cheng, L. (2020). How children feel matters: Teacher–student relationship as an indirect role between interpersonal trust and social adjustment. *Frontiers in Psychology*, 11, 581235. doi:10.3389/fpsyg.2020.581235
- Eisma, M. C., & Stroebe, M. S.. S. (2021). (2021). Emotion regulatory strategies in complicated grief: A systematic review. *Behavior Therapy*, 52(01), 234–249. doi:10.1016/j.beth.2020.04.004
- Goetz, T. BM, Bieleke, M., Gogol, K., van Tartwijk, J., Mainhard, T., Lipnevich, A. A., & Pekrun, R. (2021). Getting along and feeling good: Reciprocal associations between student–teacher relationship quality and students’ emotions. *Learning and Instruction*, 71, 101349. doi:10.1016/j.learninstruc.2020.101349
- Gregoriadis, A., & Tsigilis, N. (2008). Applicability of the Student–Teacher Relationship Scale (STRS) in the Greek Educational Setting. *Journal of Psychoeducational Assessment*, 26(2), 108–120. doi:10.1177/0734282907306894
- Hu, P. J., & Hui, W. (2012). Examining the role of learning engagement in technology-mediated learning and its effects on learning effectiveness and satisfaction. *Decision Support Systems*, 53(4), 782–792. doi:10.1016/j.dss.2012.05.014
- Isen, A. M., & Reeve, J. (2005). The Influence of Positive Affect on Intrinsic and Extrinsic Motivation: Facilitating Enjoyment of Play, Responsible Work Behavior, and Self-Control. *Motivation and Emotion*, 29(4), 295–323. doi:10.1007/s11031-006-9019-8

- Jia, J., Li, D., Li, X., Zhou, Y., Wang, Y., Sun, W., & Zhao, L. (2018). Peer victimization and adolescent internet addiction: The mediating role of psychological security and the moderating role of teacher–student relationships. *Computers in Human Behavior*, 85, 116–124. doi:10.1016/j.chb.2018.03.042
- Joseph, D. L. ND, & Newman, D. A. (2010). Emotional intelligence: An integrative meta-analysis and cascading model. *Journal of Applied Psychology*, 95(1), 54–78. doi:10.1037/a0017286
- Ju, X., & L. X. (2011). Research on adolescent parents and peer attachment in relation to self-esteem and social adaptation. *Psychological Development and Education*, 27(02), 174–180. doi:doi. Retrieved from <http://www.devpsy.com.cn/EN/Y2011/V27/I2/174>
- Khokhar, D. C. P., & Kush, T. Emotional Intelligence and Work Performance among Executives. *Europe’s Journal of Psychology*, 5(1). doi:10.5964/ejop.v5i1.281
- Lam, S. F., Jimerson, S., Kikas, E., Cefai, C., Veiga, F. H., Nelson, B., . . . Zollneritsch, J. (2012). Do girls and boys perceive themselves as equally engaged in school? The results of an international study from 12 countries. *Journal of School Psychology*, 50(1), 77–94. doi:10.1016/j.jsp.2011.07.004
- Lan, X., & Moscardino, U. (2019). Direct and interactive effects of perceived teacher–student relationship and grit on student wellbeing among stay-behind early adolescents in urban China. *Learning and Individual Differences*, 69, 129–137. doi:10.1016/j.lindif.2018.12.003
- Lenka, S. K.. K. (2012). Emotional intelligence of secondary school teachers in relation to their professional development. *Asian Journal of Management Sciences and Education*, 01(01), 90–101.
- Liberante, L. (2012). The importance of teacher–student relationships, as explored through the lens of the NSW Quality Teaching Model. *J. Stud Eng.*, 02(01), 2–9.
- Maamari, B. E., & Majdalani, J. F. (2019). The effect of highly emotionally intelligent teachers on their students’ satisfaction. *International Journal of Educational Management*, 33(1), 179–193. doi:10.1108/IJEM-11-2017-0338
- Maamari, B. E., & Salloum, Y. N. (2023). The effect of high emotionally intelligent teachers on their teaching effectiveness at universities: The moderating effect of personality traits. *International Journal of Educational Management*, 37(3), 575–590. doi:10.1108/IJEM-12-2020-0565
- MacCann, C., Jiang, Y., Brown, L. E. R., Double, K. S., Bucich, M., & Minbashian, A. (2020). Emotional intelligence predicts academic performance: A meta-analysis. *Psychological Bulletin*, 146(2), 150–186. doi:10.1037/bul0000219
- Maraichelvi, A., & Rajan, S. (2013). The Relationship between Emotional Intelligence and the Academic Performance among Final Year under Graduates. *Universal Journal of Psychology*, 1(2), 41–45. doi:10.13189/ujp.2013.010203
- Martínez-Martínez, A. M., López-Liria, R., Aguilar-Parra, J. M., Trigueros, R., Morales-Gázquez, M. J., & Rocamora-Pérez, P., L.-L. R.-P.-G.-P. (2020). (2020). Relationship between emotional intelligence, cybervictimization, and academic performance in secondary school students. *International Journal of Environmental Research and Public Health*, 17(21), 7717. doi:10.3390/ijerph17217717
- Mayer, J. D., Salovey, P., & Caruso, D. R. (2008). Emotional intelligence: New ability or eclectic traits? *American Psychologist*, 63(6), 503–517. doi:10.1037/0003-066X.63.6.503
- Mayer, J. D., Caruso, D. R., & Salovey, P. (2016). The Ability Model of Emotional Intelligence: Principles and Updates. *Emotion Review*, 8(4), 290–300. doi:10.1177/1754073916639667
- McPherson, M. B., Kearney, P., & Plax, T. G. (2003). The dark side of instruction: Teacher anger as classroom norm violations. *Journal of Applied Communication Research*, 31(1), 76–90. doi:10.1080/00909880305376
- Mérida-López, S., Extremera, N., & Rey, L. (2017). Contributions of work-related stress and emotional intelligence to teacher engagement: Additive and interactive effects. *International Journal of Environmental Research and Public Health*, 14(10), 1–16. doi:doi, doi:10.3390/ijerph14101156

- Miao, C., Humphrey, R. H., & Qian, S. (2017). A meta-analysis of emotional intelligence and work attitudes. *Journal of Occupational and Organizational Psychology*, 90(2), 177–202. doi:10.1111/joop.12167
- Moafian, F., & Ghanizadeh, A. (2009). The relationship between Iranian EFL teachers' emotional intelligence and their self-efficacy in language institutes. *System*, 37(4), 708–718. doi:10.1016/j.system.2009.09.014
- Naqvi, I. H., & I. M. (2016). The relationship between emotional intelligence and performance of secondary school teachers. *Bulletin of Education and Research*, 38(01), 209–224.
- Nizielski, S., Hallum, S., Lopes, P. N., & Schütz, A. (2012). Attention to student needs mediates the relationship between teacher emotional intelligence and student misconduct in the classroom. *Journal of Psychoeducational Assessment*, 30(4), 320–329. doi:10.1177/0734282912449439
- Nwadinigwe, I. P. A.-O. (2012). The impact of emotional intelligence on academic achievement of senior secondary school students in Lagos, Nigeria. *Journal of Emerging Trends in Educational Research and Policy Studies (JETERAPS)*, 03(04), 395–401. doi:doi. Retrieved from <https://hdl.handle.net/10520/EJC126563>
- O'Shea, M. (2019). The role of teacher emotional intelligence in determining relationship quality with students [Doctor Thesis] submitted to the School of Graduate Studies and Research.
- Palomera, R., Fernández-Berrocal, P., & Brackett, M. A.. La inteligencia emocional como una competencia básica en la formación inicial de los docentes: Algunas evidencias. *Electronic Journal of Research in Education Psychology*, 6(15). doi:10.25115/ejrep.v6i15.1292
- Pishghadam, R., & Sahebjam, S. (2012). Personality and emotional intelligence in teacher burnout. *Spanish Journal of Psychology*, 15(1), 227–236. doi:doi, doi:10.5209/rev_SJOP.2012.v15.n1.37314
- Ravikumar, R., Kitana, A., Taamneh, A., Aburayya, A., Shwede, F., Salloum, S., & Shaalan, K. (2022). Impact of knowledge sharing on knowledge Acquisition among Higher Education Employees. *Computer Integrated Manufacturing Systems*, 28(12), 827–845. <https://doi.org/10.24297/j.cims.2022.12.58>
- Rey, L. MLS, Mérida-López, S., Sánchez-Álvarez, N., & Extremera, N. (2019). When and how do emotional intelligence and flourishing protect against suicide risk in adolescent bullying victims? *International Journal of Environmental Research and Public Health*, 16(12), 2114. doi:10.3390/ijerph16122114
- Rode, J. C., Mooney, C. H., Arthaud-Day, M. L., Near, J. P., Baldwin, T. T., Rubin, R. S., & Bommer, W. H. (2007). Emotional intelligence and individual performance: Evidence of direct and moderated effects. *Journal of Organizational Behavior*, 28(4), 399–421. doi:10.1002/job.429
- Salavera, C., Usán, P., Teruel, P., & Antoñanzas, J. L. (2020). Eudaimonic well-being in adolescents: The role of trait emotional intelligence and personality. *Sustainability*, 12(7), 2742. doi:10.3390/su12072742
- Schonert-Reichl, K. A. (2017). Social and emotional learning and teachers. *Future of Children*, 27(1), 137–155. doi:10.1353/foc.2017.0007
- Shwede, F. (2024). Harnessing digital issue in adopting metaverse technology in higher education institutions: Evidence from the United Arab Emirates. *International Journal of Data and Network Science*, 8(1), 489–504. <https://doi.org/10.5267/j.ijdns.2023.9.007>
- Shwede, F., Hami, N., & Abu Bakar, S. Z. (2021). Dubai smart city and residence happiness: A conceptual study. *Annals of the Romanian Society for Cell Biology*, 25(1), 7214–7222. <https://www.annalsofrscb.ro/index.php/journal/article/view/891>
- Shwede, F., Hami, N., & Abu Baker, S. Z. (2020). Effect of leadership style on policy timeliness and performance of smart city in Dubai: a review. *Proceedings of the International Conference on Industrial Engineering and Operations Management Dubai, UAE, March 10-12, 2020*, 917–922. https://www.researchgate.net/profile/Fanar-Shwede-2/publication/366970073_Effect_of_Leadership_Style_on_Policy_Timeliness_and_Performa

nce_of_Smart_City_in_Dubai_A_Review/links/63bc095bc3c99660ebdf33ef/Effect-of-Leadership-Style-on-Policy-Timeliness-and-P

- Singh, I., & Jha, A.. Teacher Effectiveness in Relation to Emotional Intelligence Among Medical and Engineering Faculty Members. *Europe's Journal of Psychology*, 8(4). doi:10.5964/ejop.v8i4.483
- Tahir, M., & S. Q. (2013). Impact of emotional intelligence on the performance of university teachers. *International Journal of Humanities and Social Science*, 03(18), 300–307.
- Taiwo, H., & A. Y. (2015). Emotional intelligence of student-teachers in relation to their future productivity. *African Symposium*, 15(01), 25–34.
- Tejada-Gallardo, C., Blasco-Belled, A., Torrelles-Nadal, C., & Alsinet, C.-N. (2020). (2022). How does emotional intelligence predict happiness, optimism, and pessimism in adolescence? Investigating the relationship from the bifactor model. *Current Psychology*, 41(8), 5470–5480. doi:10.1007/s12144-020-01061-z
- Valente, S., Veiga-Branco, A., Rebelo, H., Lourenço, A. A., & Cristóvão, A. M.. (2020) The Relationship between Emotional Intelligence Ability and Teacher Efficacy. *Universal Journal of Educational Research*, 8(3), 916–923. doi:10.13189/ujer.2020.080324
- Wan, S., Lin, S., Yirimuwen, Li, S., & Qin, G. (2023). The relationship between teacher–student relationship and adolescent emotional intelligence: A chain-mediated mediation model of openness and empathy. *Psychology Research and Behavior Management*, 16, 1343–1354. doi:10.2147/PRBM.S399824
- Wang, L. (2021). Exploring the relationship among teacher emotional intelligence, work engagement, teacher self-efficacy, and student academic achievement: A moderated mediation model. *Frontiers in Psychology*, 12, 810559. doi:10.3389/fpsyg.2021.810559
- Wang, X., Wang, L., Zhang, J., & Wang, J. (2022). A multilevel analysis on the evaluation and promotion of emotional intelligence among Chinese school adolescents. *Youth and Society*, 54(3), 481–500. doi:10.1177/0044118X20982316
- Welmilla, I. (2020). Students' perspective on the emotional intelligence of teachers on student engagement. *International Business Research*, 13(4), 30–43, doi:10.5539/ibr.v13n4p30
- Wu, Y., Lian, K., Hong, P., Liu, S., Lin, R., & Lian, R. (2019). Teachers' emotional intelligence and self-efficacy: Mediating role of teaching performance. *Social Behavior and Personality*, 47(3), 1–10, doi:10.2224/sbp.7869
- Xiang, D., Qin, G., & Zheng, X. (2022). The influence of student–teacher relationship on school-age children's empathy: The mediating role of emotional intelligence. *Psychology Research and Behavior Management*, 15, 2735–2744. doi:doi, doi:10.2147/PRBM.S380689
- Zhou, D., Liu, J., & Liu, J. (2020). The effect of problematic internet use on mathematics achievement: The mediating role of self-efficacy and the moderating role of teacher–student relationships. *Children and Youth Services Review*, 118, 105372. doi:10.1016/j.chilyouth.2020.105372
- Addimando L. (2019). The effect of positive working conditions on work engagement and teaching classroom practices: a large cross-sectional study in Switzerland. *Front. Psychol.*, 10, 02129. doi:10.3389/fpsyg.2019.02129
- Alam A., a. A. (2018). The role of teachers' emotional intelligence in enhancing student achievement. *J. Asia Bus. Stud.*, 12, 31–43. doi:10.1108/JABS-08-2015-0134
- Alford Z. (2017). Positive education: developing skills for school life and beyond. In S. G. White M. A., *Future Directions in Well-Being. Education, Organizations and Policy.* (pp. 7–11). Switzerland: Springer.
- Berridge K. C. (2018). Evolving concepts of emotion and motivation. *Front. Psychol.*, 09, 1647. doi:10.3389/fpsyg.2018.01647
- Brackett M. A., R. S. (2011). Emotional intelligence: Implications for personal, social, academic, and workplace success. *Soc Personal Psychol Compass*, 05(01), 88–103. doi:https://doi.org/10.1111/j.1751-9004.2010.00334.x

- Bruney G. (2013). *The Teacher-Student Relationship: The Importance of Developing Trust and Fostering Emotional Intelligence in the Classroom*. A research paper submitted in conformity with the requirements For the degree of Master of Teaching Department of Curriculum, Teaching and Learning Ontario Institute for Studies in Education of the University of Toronto. doi:<https://hdl.handle.net/1807/35096>
- Castillo R, S. J.-B. (2013). Effects of an emotional intelligence intervention on aggression and empathy among adolescents. *J Adolesc.*, 36(05), 883–892. doi:10.1016/j.adolescence.2013.07.001
- Chamizo-Nieto M. T., A. C. (2021). The Role of Emotional Intelligence, the Teacher-Student Relationship, and Flourishing on Academic Performance in Adolescents: A Moderated Mediation Study. *Front Psychol.*, 12, 695067. doi:10.3389/fpsyg.2021.695067
- Cheng C. H., W. Y. (2019). Exploring the related factors in students' academic achievement for the sustainable education of rural areas. *Sustainability*, 11, 5974. doi:doi: 10.3390/su11215974
- Chew B. H., Z. A. (2013). Emotional intelligence and academic performance in first and final year medical students: A cross-sectional study. *BMC Medical Education*, 13(44), 1-10. doi:10.1186/1472-6920-13-44
- Cowie N. (2011). Emotions that experienced English as a foreign language (EFL) teachers feel about their students, their colleagues and their work. *Teaching and Teacher Education*, 27(01), 235-242. doi:<https://doi.org/10.1016/j.tate.2010.08.006>
- D'Amico A., G. A. (2020). The relationship between perceived emotional intelligence, work engagement, job satisfaction, and burnout in Italian school teachers: an exploratory study. *Psihologijske teme*, 29, 63–84. doi:10.31820/pt.29.1.4
- Datu J. A. D. (2018). Flourishing is associated with higher academic achievement and engagement in Filipino undergraduate and high school students. *J. Happiness Stud.*, 19, 27–39. doi:10.1007/s10902-016-9805-2
- Datu J. A. D., L. C. (2020). Flourishing is associated with achievement goal orientations and academic delay of gratification in a collectivist context. *J. Happiness Stud.*, 21, 1171–1182. doi:10.1007/s10902-019-00122-w
- Davis S. K., a. H. (2014). Ability versus trait emotional intelligence: dual influences on adolescent psychological adaptation. *J. Individ. Dif.*, 35, 54–62. doi:10.1027/1614-0001/a000127
- Davis S. K., a. N. (2016). Does emotional intelligence have a “dark” side? A review of the literature. *Front. Psychol.*, 07, 1316. doi:doi: 10.3389/fpsyg.2016.01316
- Dong Y., W. H. (2020). How children feel matters: teacher–student relationship as an indirect role between interpersonal trust and social adjustment. *Front. Psychol.*, 11, 581235. doi:10.3389/fpsyg.2020.581235
- Eisma M. C., a. S. (2021). Emotion regulatory strategies in complicated grief: A systematic review. *Behav. Ther.*, 52(01), 234–249. doi:10.1016/j.beth.2020.04.004
- Goetz T., B. M. (2021). Getting along and feeling good: Reciprocal associations between student-teacher relationship quality and students' emotions. *Learning and Instruction*, 71, 101349. doi:<https://doi.org/10.1016/j.learninstruc.2020.101349>
- Gregoriadis A., T. N. (2008). Applicability of the student-teacher relationship scale (STRS) in the Greek educational setting. *Journal of Psychoeducational Assessment*, 26(02), 108-120. doi:<https://doi.org/10.1177/0734282907306894>
- Hu P., H. W. (2012). Examining the role of learning engagement in technology-mediated learning and its effects on learning effectiveness and satisfaction. *Decision Support Systems*, 53(04), 782-792. doi:<https://doi.org/10.1016/j.dss.2012.05.014>
- Isen A. M., R. J. (2005). The influence of positive affect on intrinsic and extrinsic motivation: Facilitating enjoyment of play, responsible work behavior, and self-control. *Motivation and Emotion*, 29, 297-325. doi:<https://doi.org/10.1007/s11031-006-9019-8>

- Jia J., L. D. (2018). Peer victimization and adolescent internet addiction: the mediating role of psychological security and the moderating role of teacher-student relationships. *Comput. Hum. Behav.*, 85, 116–124. doi:10.1016/j.chb.2018.03.042
- Joseph D. L., N. D. (2010). Emotional intelligence: An integrative meta-analysis and cascading model. *Journal of Applied Psychology*, 95(01), 54-78. doi:https://doi.org/10.1037/a0017286
- Ju X, L. X. (2011). Research on adolescent parents and peer attachment in relation to self-esteem and social adaptation. *Psychol Devel Educ.*, 27(02), 174–180. doi:http://www.devpsy.com.cn/EN/Y2011/V27/I2/174
- Khokhar C. P., & K. (2009). Emotional intelligence and work performance among executives. *Europe's Journal of Psychology*, 05(01). doi:10.5964/ejop.v5i1.281
- Khudhair, H. Y., Jusoh, A., Mardani, A., & Nor, K. M. (2019). Quality seekers as moderating effects between service quality and customer satisfaction in airline industry. *International Review of Management and Marketing*, 9(4), 74.
- Khudhair, H. Y., Jusoh, D. A. B., F Abbas, A., Mardani, A., & Nor, K. M. (2020). A review and bibliometric analysis of service quality and customer satisfaction by using Scopus database. *International Journal of Management*, 11(8).
- Khudhair, H. Y., Mardani, A., Albayati, Y., Lootah, S. E., & Streimikiene, D. (2020). The positive role of the tourism industry for Dubai city in the United Arab Emirates. *Contemporary Economics*, 604-619.
- L., W. (2021). Exploring the Relationship Among Teacher Emotional Intelligence, Work Engagement, Teacher Self-Efficacy, and Student Academic Achievement: A Moderated Mediation Model. *Sec. Educational Psychology*, 12. doi:https://doi.org/10.3389/fpsyg.2021.810559
- Lam S., J. S. (2012). Do girls and boys perceive themselves as equally engaged in school? The results of an international study from 12 countries. *Journal of School Psychology*, 50(01), 77-94. doi:https://doi.org/10.1016/j.jsp.2011.07.004
- Lan X., M. U. (2019). Direct and interactive effects of perceived teacher-student relationship and grit on student wellbeing among stay-behind early adolescents in urban China. *Learn. Individ. Differ.*, 69, 129–137. doi:10.1016/j.lindif.2018.12.003
- Lenka S. K., & K. (2012). Emotional intelligence of secondary school teachers in relation to their professional development. *Asian Journal of Management Sciences and Education*, 01(01), 90-101.
- Liberante L. (2012). The importance of teacher–student relationships, as explored through the lens of the NSW Quality Teaching Model. *J Stud Eng.*, 02(01), 2–9.
- Maamari B. E., a. M. (2019). The effect of highly emotionally intelligent teachers on their students' satisfaction. *Int. J. Educ. Manag.*, 33, 179–193. doi:10.1108/IJEM-11-2017-0338
- Maamari B. E., S. Y. (2021). The effect of high emotionally intelligent teachers on their teaching effectiveness at universities: the moderating effect of personality traits. *International Journal of Educational Management*. doi:10.1108/IJEM-12-2020-0565
- MacCann C., J. Y. (2020). Emotional intelligence predicts academic performance: a meta-analysis. *Psychol. Bull*, 146(02), 150–186. doi:10.1037/bul0000219
- Maraichelvi A., & R. (2013). The relationship between emotional intelligence and the academic performance among final year undergraduates. *Universal Journal of Psychology*, 01(02), 41-45. doi:10.13189/ujp.2013.010203
- Martínez-Martínez A. M., L.-L. R.-P.-G.-P. (2020). Relationship between emotional intelligence, cybervictimization, and academic performance in secondary school students. *Int. J. Environ. Res. Public Health*, 17(21), 7717. doi:10.3390/ijerph17217717
- Mayer J. D., S. P. (2008). Emotional intelligence. New ability or eclectic traits? *American Psychologist*, 63(06), 503-517. doi: https://doi.org/10.1037/0003-066X.63.6.503
- Mayer, J. D. (2016). The ability model of emotional intelligence: Principles and updates. *Emotion Review*, 08(04), 290–300. Retrieved from https://doi.org/10.1177/1754073916639667

- Khudhair, H. Y., Alsaud, A. B., Alsharm, A., Alkaabi, A., & AlAdeedi, A. (2020). The impact of COVID-19 on supply chain and human resource management practices and future marketing. *Int. J. Sup. Chain. Mgt Vol*, 9(5), 1681.
- Khudhair, H. Y., Jusoh, A., Mardani, A., & Nor, K. M. (2019). A conceptual model of customer satisfaction: Moderating effects of price sensitivity and quality seekers in the airline industry. *Contemporary Economics*, 13(3), 283.
- McPherson M. B., K. P. (2003). The dark side of instruction: Teacher anger as classroom norm violations. *Journal of Applied Communication Research*, 31(01), 76-90. doi:<https://doi.org/10.1080/00909880305376>
- Mérida-López S., E. N. (2017). Contributions of work-related stress and emotional intelligence to teacher engagement: additive and interactive effects. *Int. J. Environ. Res. Public Health*, 14(10), 1–16. doi:doi: 10.3390/ijerph14101156
- Miao C., H. R. (2017). A meta-analysis of emotional intelligence and work attitudes. *J. Occup. Organ. Psychol.*, 90, 177–202. doi:doi: 10.1111/joop.12167
- Moafian F., a. G. (2009). The relationship between Iranian EFL teachers' emotional intelligence and their self-efficacy in language institutes. *System*, 37(04), 708–718. doi:10.1016/j.system.2009.09.014
- Naqvi I. H., I. M. (2016). The Relationship between Emotional Intelligence and Performance of Secondary School Teachers. *Bulletin of Education and Research*, 38(01), 209-224.
- Nizielski S., H. S. (2012). Attention to Student Needs Mediates the Relationship Between Teacher Emotional Intelligence and Student Misconduct in the Classroom. *Journal of Psychoeducational Assessment*, 30(04). doi:<https://doi.org/10.1177/0734282912449439>
- Nwadinigwe I. P., & A.-O. (2012). The impact of emotional intelligence on academic achievement of senior secondary school students in Lagos, Nigeria. *Journal of Emerging Trends in Educational Research and Policy Studies (JETERAPS)*, 03(04), 395-401. doi:<https://hdl.handle.net/10520/EJC126563>
- O'Shea M. (2019). THE ROLE OF TEACHER EMOTIONAL INTELLIGENCE IN DETERMINING RELATIONSHIP QUALITY WITH STUDENTS. Doctor thesis submitted to the School of Graduate Studies and Research.
- Saeed, M., & Yas, H. (2023). Impact of concrete waste management by using life cycle assessment. *Journal of Future Sustainability*, 3(4), 267-276.
- Saeed, M., & Yas, H. (2023). Project Waste Management and Recycling Reduce Project Material Expenses. *Migration Letters*, 20(S5), 1249-1266.
- Yas, H., Alkaabi, A., ALBaloushi, N. A., Al Adeedi, A., & Streimikiene, D. (2023). The impact of strategic leadership practices and knowledge sharing on employee's performance. *Polish Journal of Management Studies*, 27.
- Yas, H., Saeed, M., Alkuwaiti, H. H. H., & Lootah, S. E. (2023). Country of Origin Perceptions: An Ethnocentric study of Chinese Products and Life Cycle Assessment in the Malaysian market. *Migration Letters*, 20(S7), 470-481.
- Palomera R., F.-B. P. (2008). Emotional intelligence as a basic competency in pre-service teacher training: some evidence. *Electron. J. Res. Educ. Psychol.*, 06, 437–454. doi:doi: 10.25115/ejrep.v6i15.1292
- Pishghadam R., a. S. (2012). Personality and emotional intelligence in teacher burnout. *Span. J. Psychol.*, 15(01), 227–236. doi:doi: 10.5209/rev_SJOP.2012.v15.n1.37314
- Rey L., M.-L. S.-Á. (2019). When and how do emotional intelligence and flourishing protect against suicide risk in adolescent bullying victims? *Int. J. Environ. Res. Public Health*, 16(12), 2114. doi:10.3390/ijerph16122114
- Rode J., M. C.-D. (2007). Emotional intelligence and individual performance: Evidence of direct and moderated effects. *Journal of Organizational Behavior*, 28(04), 399-421. doi:10.1002/job.429

- Yas, H., Alsaud, A., Almaghrabi, H., Almaghrabi, A., & Othman, B. (2021). The effects of TQM practices on performance of organizations: A case of selected manufacturing industries in Saudi Arabia. *Management Science Letters*, 11(2), 503-510.
- Salavera C., U. P. (2020). Eudaimonic well-being in adolescents: the role of trait emotional intelligence and personality. *Sustainability*, 12(07), 2742. doi:10.3390/su12072742
- Schonert-Reichl K. A. (2017). Social and emotional learning and teachers. *Futur. Child.*, 27, 137–155. doi:10.1353/foc.2017.0007
- Singh I., a. J. (2012). Teacher effectiveness in relation to emotional intelligence among medical and engineering faculty members. *Eur. J. Psychol.*, 08(04), 667–685. doi:doi: 10.5964/ejop.v8i4.483
- Tahir M., S. Q. (2013). Impact of emotional intelligence on the performance of university teachers. *International Journal of Humanities and Social Science*, 03(18), 300-307.
- Taiwo H., A. Y. (2015). EMOTIONAL INTELLIGENCE OF STUDENT-TEACHERS IN RELATION TO THEIR FUTURE PRODUCTIVITY. *The African Symposium*, 15(01), 25-34.
- Tejada-Gallardo C., B.-B. A.-N. (2020). How does emotional intelligence predict happiness, optimism, and pessimism in adolescence? Investigating the relationship from the bifactor model. *Curr. Psychol.*, 41, 5470–5480. doi:10.1007/s12144-020-01061-z
- Valente S., V.-B. A. (2020). The relationship between emotional intelligence ability and teacher efficacy. *Univ. J. Educ. Res.*, 08, 916–923. doi:10.13189/ujer.2020.080324
- Wan S., L. S. (2023). The Relationship Between Teacher–Student Relationship and Adolescent Emotional Intelligence: A Chain-Mediated Mediation Model of Openness and Empathy. *Psychol Res Behav Manag*, 16, 1343—1354. doi:https://doi.org/10.2147/PRBM.S399824
- Wang L. (2021). Exploring the Relationship Among Teacher Emotional Intelligence, Work Engagement, Teacher Self-Efficacy, and Student Academic Achievement: A Moderated Mediation Model. *Front. Psychol.*, 12, 810559. doi:https://doi.org/10.3389/fpsyg.2021.810559
- Wang X., W. L. (2020). A multilevel analysis on the evaluation and promotion of emotional intelligence among Chinese school adolescents. *Youth Soc.*, 54(03), 481–500. doi:10.1177/0044118X20982316
- Welmilla I. (2020). Students’ perspective on the emotional intelligence of teachers on student engagement. *Int. Bus. Res.*, 13(04), 30–43. doi:doi: 10.5539/ibr.v13n4p30
- Wu Y., L. K. (2019). Teachers’ emotional intelligence and self-efficacy: mediating role of teaching performance. *Soc. Behav. Personal. Int. J.*, 47(03), 1–10. doi:doi: 10.2224/sbp.7869
- Xiang D, Q. G. (2022). The influence of student-teacher relationship on school-age children’s empathy: the mediating role of emotional intelligence. *Psychol Res Behav Manag.*, 15, 2735–2744. doi:doi:10.2147/PRBM.S380689
- Zhou D., L. J. (2020). The effect of problematic internet use on mathematics achievement: the mediating role of self-efficacy and the moderating role of teacher-student relationships. *Child Youth Serv. Rev.*, 118, 105372. doi:10.1016/j.childyouth.2020.105372