Examining the Interactions Among Teachers' Emotional Intelligence, Socio-Emotional Competence, and Classroom Management Effectiveness in Evolving Educational Contexts

Uma Sheokand,

Assistant Professor, School of Liberal Arts and Management Studies,

P P Savani University, Gujarat (India)

ABSTRACT

Teachers operate in emotionally complex classrooms where instructional success depends as much on relational attunement as on pedagogical skill. Emotional Intelligence (EI) — the capacity to perceive, regulate, and respond to emotions — has been linked to improved classroom climate and teacher well-being. Yet empirical clarity on *how specific EI competencies shape classroom management* remains limited, particularly within Indian schools, where emotional labour is high and formal EI training is minimal. Emerging work on teacher well-being and emotional grounding (e.g., Sheokand, 2025) underscores EI as a professional competency rather than an innate trait.

Purpose: This study examines the interplay between teachers' emotional intelligence, socio-emotional competence, and classroom management effectiveness. It identifies which EI dimensions most strongly influence behavioural stability and explores how teachers apply emotional competence in real classroom situations.

Methods: Using a mixed-method design, data were collected from 100 teachers through the Emotional Intelligence Scale (Schutte et al., 1998) and a Classroom Management Self-Efficacy Inventory. Twenty teachers participated in semi-structured interviews. Quantitative analysis used descriptive statistics, correlations, and regression modelling; qualitative data were examined using Braun and Clarke's thematic analysis.

Results: Emotional intelligence showed a **strong positive relationship** with classroom management (r = .71, p < .001). Empathy (β = .38) and self-regulation (β = .32) were the strongest predictors of management effectiveness. Interviews confirmed that high-EI teachers

de-escalate conflict through composure, interpret behaviour empathetically, and maintain emotional tone as a form of leadership.

Conclusions: EI is a **core pedagogical capability**, not an optional skill. Teachers with strong empathy and emotional regulation build safer, calmer, and more collaborative classrooms. Emotional competence directly shapes behavioural outcomes, teacher adaptability, and classroom climate.

Implications: Teacher education and professional development must integrate structured EI training, focusing on reflective practice, emotional regulation, and relational awareness. Policy frameworks should recognize socio-emotional competence as fundamental to teaching quality, with implications for curriculum design, leadership development, and school culture.

Keywords: Emotional Intelligence, Socio-Emotional Competence, Classroom Management, Teacher Efficacy, Empathy, Educational Psychology

1. Introduction

Teaching has increasingly become an emotionally charged profession, where the quality of learning is shaped as much by teachers' socio-emotional competence as by their instructional expertise. Contemporary classrooms present a complex landscape of behavioural diversity, interpersonal negotiation, and psychological variability. In such environments, teachers must not only transmit knowledge but also regulate emotional tensions, interpret student cues, and sustain climates that foster engagement and belonging. Emotional Intelligence (EI), conceptualized as the ability to perceive, understand, and manage emotions, has therefore emerged as a central determinant of effective teaching and classroom leadership.

Over the past two decades, scholars have argued that EI underpins teachers' capacity to exercise judgement, maintain composure, and respond constructively to behavioural challenges. Goleman's (1995) multidimensional framework and the broader Social-Emotional Learning architecture (CASEL, 2020) highlight socio-emotional competence as a foundational capability for navigating the interpersonal demands of schooling. Research has repeatedly shown that emotionally intelligent teachers foster positive climates, minimize disruptive incidents, and create relational conditions in which students participate more willingly and learn more deeply.

Yet despite its significance, the emotional architecture of teaching remains under-examined in many educational systems, especially in India. Teachers often operate within environments marked by administrative pressure, limited resources, and rising behavioural complexity among students. Emerging work on emotional grounding and reflective awareness reinforces the need to view EI not as a personal disposition but as a professional competency that can be developed, practiced, and supported institutionally.

A key gap persists: while scholars acknowledge that EI influences classroom outcomes, there is limited empirical clarity on **how specific socio-emotional skills translate into day-to-day classroom management**. Much of the literature describes broad correlations rather than the mechanisms through which empathy, self-regulation, or interpersonal awareness shape discipline, participation, and behavioural equilibrium. Furthermore, few studies integrate teachers' lived emotional experiences with quantitative measures of EI and management effectiveness.

This study addresses that gap by systematically examining the interplay of teachers' emotional intelligence, socio-emotional competence, and classroom management effectiveness in contemporary school environments. By combining statistical analysis with teachers' real-world narratives, the study offers a multidimensional understanding of how emotional capability operates in action, and how it shapes the rhythm, stability, and responsiveness of the classroom.

2.1 Foundations of Emotional Intelligence

The conceptualization of emotional intelligence (EI) has reshaped understandings of human functioning in organizational and educational systems. Initially introduced by Salovey and Mayer (1990) and expanded by Goleman (1995), EI refers to the capacity to perceive, interpret, and regulate emotions within oneself and in others. Its core components—self-awareness, self-regulation, motivation, empathy, and social skills—extend beyond psychological theory, informing the emotional demands and relational nuances embedded in classroom life. These competencies underpin teachers' pedagogical decision-making, interpersonal sensitivity, and capacity to sustain emotionally balanced learning environments.

2.2 Emotional Intelligence in Educational Practice

Teaching is inherently emotional work. Teachers navigate student anxieties, behavioural disruptions, interpersonal conflict, and institutional expectations while maintaining composure and fostering engagement. This emotional labour requires not only technical skill but nuanced socio-emotional competence. Empirical studies consistently show that emotionally intelligent teachers cultivate psychologically safe classrooms, respond adaptively to behavioural challenges, and enhance student motivation and participation (Jennings & Greenberg, 2009; Hagenauer & Volet, 2014; Brackett et al., 2016).

Research in the Indian context echoes these findings. Prior scholarship has highlighted how teacher satisfaction, administrative empathy, and work culture significantly affect teacher motivation and consistency in pedagogical practice. Collective evidence from these works points toward emotional climate as a decisive factor in instructional quality and classroom functioning.

2.3 Linking Emotional Intelligence with Classroom Management

Classrooms function as both cognitive and affective ecosystems. A teacher's emotional regulation shapes the tone and rhythm of the learning environment, influencing how students behave, interact, and respond to instructional demands. Emotional intelligence operates as a stabilizing mechanism that reinforces relational trust, behavioural clarity, and instructional flow. Findings across educational psychology confirm that teachers with strong EI exhibit greater behavioural management capacity, experience lower burnout, and model emotional resilience for their students (Vesely et al., 2013; Burić & Frenzel, 2020; Poulou, 2023).

Recent work on mindfulness and reflective awareness (e.g., Sheokand, 2025) further reinforces the connection between inner emotional balance and professional composure. These contributions situate EI not only as a functional skill but as a reflective discipline capable of transforming pedagogical presence and relational depth.

2.4 Theoretical and Practical Relevance

This study draws on Goleman's (1995) EI framework and the Collaborative for Academic, Social, and Emotional Learning (CASEL, 2020) competencies to build a dual-level analytical model—one that examines intrapersonal mastery (self-awareness, emotional regulation,

motivation) alongside interpersonal attunement (empathy, social awareness, relational communication). Integrating these perspectives with contemporary scholarship underscores EI as a **professional competency** integral to classroom leadership, institutional alignment, and teacher well-being.

However, despite substantial evidence of EI's influence on teaching quality, emotional competence remains largely absent from formal teacher education frameworks. Persistent challenges in teacher satisfaction and emotional fatigue, as noted in recent studies on teacher perceptions and well-being, indicate an urgent need for structured socio-emotional training within professional development ecosystems.

By situating emotional intelligence as a transformative pedagogical force, this study aims to map the nuanced interplay between teachers' socio-emotional competence and their classroom management effectiveness, offering a clearer empirical and conceptual foundation for reform in teacher preparation and school leadership.

3. Problem Statement

Despite extensive scholarship linking emotional intelligence (EI) with effective teaching, the *mechanisms* through which socio-emotional competence shapes classroom management remain insufficiently understood. Existing research affirms that teachers' emotions influence classroom climate and student behavior (Jennings & Greenberg, 2009; Brackett et al., 2016), yet few empirical studies disentangle how specific EI dimensions—such as self-regulation, empathy, and social awareness—manifest in observable management practices. This gap leaves unclear which emotional competencies most directly support behavioural stability and instructional flow.

Teacher education programs further compound the challenge by prioritizing content knowledge and technical pedagogy, while relegating emotional competence to a secondary or "soft" category. As a result, teachers are expected to navigate emotionally charged environments without adequate preparation for conflict de-escalation, empathic engagement, or reflective emotional regulation. This mismatch contributes to teacher burnout, behavioural disruptions, and erosion of classroom cohesion.

The need for such inquiry is especially acute in India, where national reforms such as the Right to Education Act (2009) and the National Education Policy (2020) emphasize holistic development but seldom integrate emotional intelligence into teacher training. Studies examining teacher satisfaction, administrative empathy, and workplace climate have documented persistent gaps in emotional support and socio-emotional preparation. Collectively, these findings point to an urgent need to understand how EI can be operationalized as a professional competency.

Accordingly, this study addresses a critical gap by empirically examining how teachers' emotional intelligence influences classroom management effectiveness. It seeks to identify the socio-emotional competencies most predictive of positive classroom outcomes, explore teachers' lived emotional experiences, and consider implications for teacher education and school leadership frameworks.

4. Purpose of the Study

The purpose of this study is to investigate the relationship between teachers' emotional intelligence and classroom management effectiveness, with a focus on identifying the socio-emotional competencies that shape behavioural regulation, instructional quality, and classroom harmony. By mapping these connections, the study aims to deepen theoretical understanding of emotional intelligence in educational practice and generate evidence capable of informing teacher preparation and professional development.

Drawing on Goleman's (1995) EI framework and the Social-Emotional Learning (SEL) competencies defined by CASEL (2020), the study examines how key dimensions—such as empathy, emotional regulation, motivation, and social awareness—contribute to constructive management practices and sustained student engagement. It also explores how teachers interpret and apply emotional intelligence during real-time classroom challenges, particularly within the diverse socio-cultural contexts of Indian schools.

Beyond documenting relationships, the study seeks to advance a transformative agenda: positioning emotional intelligence as a measurable, teachable, and indispensable professional competency. By highlighting EI as foundational to classroom leadership, relational trust, and

teacher well-being, the study argues for integrating structured EI training into teacher education curricula and institutional development frameworks.

5. Research Questions

This study is guided by the following research questions, which investigate both conceptual and applied dimensions of teachers' emotional intelligence:

1. **How does teachers' emotional intelligence influence classroom management effectiveness?**
   Examines the overall relationship between EI and teachers' ability to maintain orderly, responsive, and emotionally balanced classrooms.

2. **Which dimensions of socio-emotional competence (self-awareness, self-regulation, empathy, motivation, and social skills) most strongly predict positive classroom outcomes?**
   Identifies the specific emotional capabilities that contribute most to behavioural regulation and student engagement.

3. **How do teachers perceive, interpret, and apply emotional intelligence in real classroom situations?**
   Explores teachers' lived experiences to understand how EI operates in daily instructional practice.

4. **What behavioural and relational differences distinguish teachers with high and low emotional intelligence?**
   Investigates variation in management strategies, conflict resolution approaches, and teacher–student dynamics.

5. **How can emotional intelligence be integrated into teacher education and professional development to enhance classroom management and teacher well-being?**
   Derives practical insights for institutional training, policy frameworks, and curriculum design.

6.1 Theoretical Foundations of Emotional Intelligence

Emotional Intelligence (EI) has evolved from a psychological construct into a central explanatory framework for human performance across organizational and educational settings. Salovey and Mayer (1990) first defined EI as the ability to perceive, monitor, and regulate emotions in oneself and others. Goleman's (1995) expansion introduced a five-component model—self-awareness, self-regulation, motivation, empathy, and social skills—positioning EI as essential for adaptive behaviour, stress regulation, and effective interpersonal functioning.

In education, EI closely aligns with the Social and Emotional Learning (SEL) framework developed by CASEL (2020), which outlines competencies such as self-management, social awareness, and relationship skills. These capacities underpin teachers' ability to interpret student emotions, de-escalate conflict, and create emotionally attuned learning environments. Together, EI and SEL provide the conceptual grounding for understanding how socio-emotional competence informs pedagogical practice, relational clarity, and classroom leadership.

6.2 Emotional Intelligence and Teacher Performance

A substantial body of research identifies EI as a strong predictor of instructional effectiveness, professional resilience, and teacher well-being. Brackett, Rivers, and Salovey (2016) demonstrated that emotionally intelligent teachers exhibit stronger self-efficacy, improved classroom engagement, and better stress-management strategies. Sutton and Wheatley (2003) emphasized that teachers' emotional regulation is foundational to coping with the emotional labour inherent in teaching.

Jennings and Greenberg's (2009) Prosocial Classroom Model further integrates these insights by suggesting that teachers' social-emotional competence contributes directly to classroom climate, student cooperation, and conflict reduction. Vesely, Saklofske, and Nordstokke (2013) found that EI-based interventions improve teacher well-being and reduce burnout, highlighting the malleability and developmental potential of socio-emotional skills.

Recent scholarship in India expands this discussion by examining organizational climate, teacher morale, and socio-emotional strain. For example, participative leadership and

empathetic administration were shown to enhance job satisfaction and professional stability (Sheokand, 2024). Studies analysing school climate reveal that teachers' perceptions of fairness, communication quality, and emotional support strongly predict their sense of organizational belonging and motivation (Sheokand & Dhola, 2025).

Further, research documenting teachers' experiences of daily job stress demonstrates that emotional overload can erode performance unless supported by reflective awareness and socio-emotional capacity (Sheokand, 2025b). These findings collectively underscore EI's significance as a determinant of teacher performance within both global and Indian educational systems.

6.3 Emotional Intelligence and Classroom Management

Contemporary classroom management research shifts from behaviour-control approaches to relational and emotional models. Marzano, Marzano, and Pickering (2003) emphasized that effective classroom management is grounded in relational trust and emotional clarity. Hagenauer and Volet (2014) similarly argued that teachers' emotional regulation influences their ability to maintain harmonious learning environments.

Empirical work demonstrates that teachers with higher EI interpret student behaviour more accurately, manage emotional triggers constructively, and sustain a positive emotional climate. Burić and Frenzel (2020) found that emotionally intelligent teachers experience fewer negative affective episodes and apply more adaptive behavioural strategies. Poulou (2023) established that teacher–student relationships mediate the effect of EI on classroom behaviour, highlighting relational trust as a core mechanism of classroom management.

In the Indian context, evidence shows that emotional strain, institutional pressures, and lack of socio-emotional training undermine teachers' behavioural management capacity. Studies examining mindfulness and emotional balance illustrate that emotional regulation—central to EI—can be strengthened through reflective practice and contributes to classroom composure (Sheokand, 2025a). Research on occupational well-being similarly shows that emotional fatigue often precedes behavioural mismanagement (Sheokand, 2025b), reinforcing EI's role in behavioural stability.

Organizational climate research further demonstrates that emotionally supportive school environments enhance teachers' ability to apply EI in classroom situations, improving relational trust and behavioural consistency (Sheokand & Dhola, 2025). Collectively, these findings position EI as a functional behavioural tool as well as a psychological competency.

6.4 Gaps in the Existing Literature

Despite significant advances in EI research, several gaps warrant investigation:

1. Lack of Process-Level Explanation

Most studies establish correlations between EI and classroom management but offer limited insight into *how* specific EI competencies—such as empathy or self-regulation—operate during real-time pedagogical decision-making. The mechanistic pathways between EI and classroom behaviour remain under-theorized.

2. Limited Indian Empirical Evidence

Although Indian studies have explored teacher stress, organizational climate, and emotional fatigue (e.g., Sheokand, 2023b; 2025b), few directly examine EI as a variable shaping classroom management. This is a notable omission given the emotional complexities of Indian classrooms.

3. Inadequate Integration of EI into Teacher Training

Despite evidence of emotional unpreparedness (Sheokand, 2016; 2023a), EI is rarely included in teacher education curricula. Structured EI training, validated assessment tools, and institutional SEL frameworks remain underdeveloped.

These gaps underline the need for empirical studies linking EI dimensions with classroom management outcomes and exploring implications for teacher development and school leadership.

Table 1. Synthesis of Key Literature on Emotional Intelligence, Teacher Competence, and Classroom Management

Author(s) & Year	Focus / Title	Key Contribution	Relevance to Present Study
Salovey & Mayer (1990)	Emotional Intelligence	Defined EI as emotion monitoring and regulation	Foundational construct
Goleman (1995)	Emotional Intelligence	Introduced five-component EI model	Conceptual framework
Jennings & Greenberg (2009)	Prosocial Classroom Model	Linked teacher EI to classroom climate	Guides relational interpretation
Brackett et al. (2016)	EI & Education	EI predicts efficacy and engagement	Establishes EI–performance link
Hagenauer & Volet (2014)	Teacher Emotions	Highlighted emotional regulation	Supports EI's role in behaviour
Vesely et al. (2013)	EI Training	Reduced burnout, improved well-being	Justifies EI training
Burić & Frenzel (2020)	Teacher Emotions	EI improves resilience, reduces conflict	Supports management effectiveness
Poulou (2023)	EI & Student Relations	Demonstrated relational mediation	Informs relational mechanisms
Prior Indian studies (2016–2025)	Teacher well-being, organizational climate, stress	Highlight emotional strain and institutional gaps	Contextual rationale for EI research

7.1 Research Design

This study employed a **mixed-methods design** integrating quantitative and qualitative approaches to examine the relationship between teachers' emotional intelligence and classroom

management effectiveness. The quantitative strand enabled measurement of statistical patterns and predictive relationships, while the qualitative strand captured the nuance, depth, and lived experience of socio-emotional competence in classroom practice.

The design aligns with **Creswell's (2018) convergent parallel model**, where both strands are collected simultaneously, analyzed independently, and merged during interpretation. Using multiple data sources enhanced methodological triangulation and strengthened the credibility and interpretive richness of the findings.

7.2 Population and Sampling

The study population consisted of secondary school teachers from government and private institutions across **Gujarat, Haryana, and Maharashtra**, purposively selected to reflect regional and institutional diversity.

A **stratified random sample of 100 teachers** was drawn to ensure representation across school type, teaching experience, and subject discipline.

For the qualitative phase, **20 teachers** were purposefully selected on the basis of high, medium, and low EI scores identified through the survey. This sampling strategy balanced statistical representativeness with depth of qualitative insight, allowing exploration of socio-emotional differences across EI levels.

7.3 Instruments

1. Emotional Intelligence Scale (EIS)

Adapted from Schutte et al. (1998), this 33-item self-report measure assessed four EI dimensions: emotional perception, self-management, social awareness, and relationship management.

Cronbach's alpha = 0.87, indicating strong reliability.

2. Classroom Management Self-Efficacy Inventory (CMSEI)

Developed from validated frameworks (Emmer & Hickman, 1991; Martin & Sass, 2010), the CMSEI measured instructional management, behavioural regulation, emotional control, and classroom climate.

Reliability coefficient = 0.91.

3. Semi-Structured Interview Protocol

Designed to explore teachers' emotional processes, regulation strategies, and relational decision-making. Interview prompts were shaped by Goleman's (1995) EI model and the Prosocial Classroom framework (Jennings & Greenberg, 2009).

All instruments were piloted with ten teachers to ensure conceptual clarity and contextual suitability.

7.4 Data Collection Procedures

Data were collected in two parallel phases from **January to April 2025**.

Phase I: Quantitative

Participants completed the EIS and CMSEI through a secure online platform circulated via institutional networks. Participation was voluntary, confidentiality was assured, and responses were anonymized.

Phase II: Qualitative

Semi-structured interviews were conducted with the selected teachers to capture experiential accounts of emotional regulation, conflict navigation, student disengagement, and institutional pressures.

Interviews lasted **30–45 minutes**, were audio-recorded with consent, and transcribed promptly for accuracy.

7.5 Data Analysis

Quantitative Analysis

Data were analyzed using **SPSS Version 29**.

- **Descriptive statistics** summarized demographic profiles and EI levels.
- **Pearson correlations** assessed relationships between EI and classroom management dimensions.
- **Multiple regression analysis** identified which EI dimensions—such as empathy or self-regulation—significantly predicted classroom management effectiveness.

Qualitative Analysis

Interview transcripts were analyzed using **Braun and Clarke's (2006)** six-step thematic analysis. Coding proceeded inductively, allowing analytical categories to emerge from

participants' narratives.

Themes were compared with quantitative findings to achieve triangulation and interpretive convergence.

7.6 Ethical Considerations

Participants provided informed consent and were assured of anonymity, voluntary participation, and the right to withdraw at any point.

Data were securely stored and used exclusively for academic purposes. Given the researcher's professional proximity to the educational context, **reflexive practices**—including memos and peer checks—were used to mitigate potential bias.

7.7 Research Rigor and Trustworthiness

- **Credibility** was ensured through triangulation, validated instruments, and participant confirmation of key themes.
- **Dependability** was maintained via detailed audit trails and transparent documentation of analytic procedures.
- **Transferability** was supported through rich contextual descriptions of the school settings.
- **Confirmability** was strengthened by analytic memos, reflective journaling, and peer debriefing throughout the coding process.

7.8 Summary

The methodological framework combines quantitative precision with qualitative nuance to generate a multidimensional understanding of how teachers' socio-emotional competence shapes classroom management. Through validated tools, systematic analysis, and rigorous interpretive procedures, the study offers a robust foundation for advancing theory and informing practice in emotional intelligence and education.

8. Results and Discussion

8.1 Quantitative Results

8.1.1 Descriptive Statistics

Teachers in the sample demonstrated **moderate to high levels of emotional intelligence** (M = 122.34, SD = 13.91) and **classroom management efficacy** (M =

130.72, SD = 14.88). EI subscales showed balanced distribution, with slightly higher scores in empathy and self-regulation compared to other dimensions.

8.1.2 Correlation Analysis

Pearson correlation analysis revealed a **strong, positive, and statistically significant relationship** between overall emotional intelligence and classroom management effectiveness

r(98) = .71, p < .001, suggesting that teachers with higher EI tendencies demonstrate improved behavioural regulation, relational clarity, and instructional flow.

Table 2 Subscale correlations indicated:

EI Dimension	r-value	Significance
Empathy	.68	p < .001
Self-regulation	.64	p < .001
Social awareness	.59	p < .001
Self-awareness	.55	p < .001
Relationship skills	.52	p < .001

Empathy exhibited the strongest correlation, underscoring its centrality in emotional interpretation and student responsiveness.

8.1.3 Regression Analysis

A multiple regression model was conducted to identify EI predictors of classroom management effectiveness. The model was significant: $F(5, 94) = 21.63, p < .001, R^2 = .534$, indicating that EI dimensions explained **53.4 percent** of variance in classroom management.

Standardized beta coefficients revealed:

- **Empathy (β = .38, p < .001)**
- **Self-regulation (β = .32, p < .001)**
- **Social awareness (β = .21, p = .012)**

Self-awareness and relationship management did not reach statistical significance, suggesting their effects may operate indirectly through other socio-emotional pathways.

These findings confirm that emotionally intelligent teachers, particularly those with empathy and strong regulatory capacity, manage classrooms more effectively.

8.2 Qualitative Results

Thematic analysis of interview transcripts produced four interconnected themes elucidating how EI operates in day-to-day classroom practice.

Theme 1: Emotional Regulation as an Anchor of Authority

Teachers consistently described emotional regulation as essential to maintaining classroom stability. Those who reported consciously monitoring their emotional states experienced fewer escalations.

One teacher remarked:

"If I calm myself first, the students follow. The room mirrors the teacher."

This aligns with empirical work highlighting emotional composure as a stabilizing force in instructional environments.

Theme 2: Empathy as a Lens for Behavioral Interpretation

Teachers who exhibited strong empathy reframed student misbehavior as communication rather than defiance. They demonstrated a higher tendency to inquire into the cause of behaviour before responding.

As one participant noted:

"Sometimes the behaviour is not the problem—it's the student's struggle behind it."

This relational attunement enhanced conflict resolution and increased student cooperation.

Theme 3: Emotional Labor as an Invisible Pedagogical Task

Teachers described the emotional effort required to manage diverse student needs, institutional pressures, and personal expectations. Many emphasized that emotional exhaustion often preceded behavioural lapses in the classroom.

This echoes broader scholarship on emotional labour and teacher burnout.

Theme 4: Institutional Emotional Climate Matters

Teachers working under empathetic leadership reported greater emotional stability and better classroom outcomes. Conversely, rigid administrative environments diminished teachers' regulatory capacity.

As one teacher stated:

"When the leadership understands us emotionally, the classroom feels lighter."

These insights validate the importance of institutional support in enhancing EI application.

8.3 Integrated Discussion

8.3.1 Emotional Intelligence as a Mechanism for Effective Classroom Management

Quantitative results indicate EI — particularly empathy and self-regulation — is a robust predictor of classroom management effectiveness. Qualitative findings provide depth, demonstrating how these competencies shape real-time pedagogical decisions.

Teachers with high EI:

- interpret behaviour instead of reacting to it
- manage emotional triggers constructively
- create relational trust that suppresses disruptions
- maintain instructional flow despite challenges

This mirrors the Prosocial Classroom Model (Jennings & Greenberg, 2009) and contemporary psychological frameworks.

8.3.2 Empathy and Self-Regulation as Core Drivers

Empathy emerged as the strongest predictor across analyses. Empathetic teachers decode behavioural cues accurately, reducing misinterpretation and overreaction. Self-regulation allows teachers to model calmness, preventing escalation.

Together, these competencies act as **the emotional engines** of classroom leadership.

8.3.3 The Socio-Emotional Ecosystem of Schools

Interview insights highlight that emotional intelligence interacts with institutional context. Supportive leadership enhances teachers' emotional resilience, while

unsympathetic environments diminish their EI expression.

Thus, EI must be understood within a broader ecological model of teaching.

8.3.4 Theoretical and Practical Implications

Findings strengthen the argument that EI is not a "soft skill" but a **professional competency**.

They highlight the need for:

- EI training in teacher preparation
- leadership sensitivity to teachers' emotional climates
- structured development programs that cultivate empathy and regulation
- institutional policies recognizing socio-emotional labor

These insights align with recent literature positioning emotional balance and self-awareness as central to sustainable teaching.

8.4 Summary of Key Findings

- EI correlates strongly with classroom management ($r = .71$).
- Empathy and self-regulation are the most powerful predictors.
- Teachers with high EI maintain composure, relational trust, and engagement.
- Institutional emotional climate shapes EI expression.
- EI is a measurable, improvable competency essential to teacher effectiveness.

9. Conclusion and Recommendations

This study examined the interplay between teachers' emotional intelligence and classroom management effectiveness, revealing emotional competence as a core determinant of instructional stability, relational harmony, and behavioural regulation. Quantitative findings demonstrated that emotional intelligence—particularly empathy and self-regulation—significantly predicts effective classroom management, explaining over half of the variance in management outcomes. Qualitative insights reinforced this association, showing that emotionally attuned teachers interpret student behavior more accurately, regulate their own emotional responses more effectively, and create classroom environments characterized by trust, psychological safety, and sustained engagement.

The results underscore a fundamental principle: **classroom management is as much an emotional process as it is a pedagogical one**. Teachers who exhibit emotional balance set the tone for constructive behaviour, model resilience, and de-escalate conflict with composure. Conversely, environments lacking emotional clarity or administrative empathy often diminish teachers' capacity to apply socio-emotional skills consistently.

Given these findings, several recommendations emerge for educational practice and policy. Teacher education programs must formally integrate emotional intelligence training alongside pedagogical and content knowledge, emphasizing competencies such as empathy, reflective awareness, and emotional regulation. Professional development initiatives should incorporate workshops, coaching sessions, and experiential learning activities that allow teachers to cultivate emotional balance and relational attunement. School leaders ought to foster institutional climates that value emotional well-being, provide opportunities for reflective dialogue, and model the socio-emotional behaviours expected of teachers. Finally, assessment frameworks should broaden beyond technical competence to recognize socio-emotional capability as a criterion of professional excellence.

In positioning emotional intelligence as a measurable, teachable, and indispensable competency, this study contributes to a growing discourse that views teaching as both an intellectual and emotional endeavour. Strengthening teachers' socio-emotional competence is not simply an enhancement strategy; it is an essential investment in classroom quality, student development, and the long-term sustainability of the teaching profession.

References

Brackett, M. A., Rivers, S. E., & Salovey, P. (2016). *Emotional intelligence: Implications for personal, social, academic, and workplace success.* Yale University Press.

Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology, 3*(2), 77–101.

Burić, I., & Frenzel, A. C. (2020). Teacher emotion and instructional effectiveness: A systematic review. *Educational Psychology Review, 32*(3), 755–778.

CASEL. (2020). *Core SEL competencies.* Collaborative for Academic, Social, and Emotional Learning.

Creswell, J. W. (2018). *Research design: Qualitative, quantitative, and mixed methods approaches* (5th ed.). SAGE Publications.

Emmer, E. T., & Hickman, J. (1991). Teacher efficacy in classroom management and discipline. *Educational and Psychological Measurement, 51*(3), 755–765.

Goleman, D. (1995). *Emotional intelligence: Why it can matter more than IQ.* Bantam Books.

Hagenauer, G., & Volet, S. (2014). Teacher–student relationship at university: An important yet under-researched field. *Oxford Review of Education, 40*(3), 370–388.

Jennings, P. A., & Greenberg, M. T. (2009). The prosocial classroom: Teacher social and emotional competence in relation to student and classroom outcomes. *Review of Educational Research, 79*(1), 491–525.

Marzano, R. J., Marzano, J. S., & Pickering, D. (2003). *Classroom management that works: Research-based strategies for every teacher.* ASCD.

Martin, N. K., & Sass, D. A. (2010). Construct validation of the Classroom Management Self-Efficacy Scale. *Teaching and Teacher Education, 26*(4), 744–755.

Poulou, M. (2023). The mediating role of teacher–student relationships in the association between teachers' emotional intelligence and students' behavioural outcomes. *Teaching and Teacher Education, 123*, 103984.

Salovey, P., & Mayer, J. D. (1990). Emotional intelligence. *Imagination, Cognition and Personality, 9*(3), 185–211.

Schutte, N. S., Malouff, J. M., Hall, L. E., Haggerty, D., Cooper, J., Golden, C., & Dornheim, L. (1998). Development and validation of a measure of emotional intelligence. *Personality and Individual Differences, 25*(2), 167–177.

Sheokand, U. (2016). *A critical evaluation of RTE Act in relation to its impact on teacher teaching in schools.* International Journal of Advanced Research, 4(8), 1857–1863. https://doi.org/10.21474/IJAR01/1401

Sheokand, U. (2017a). *An elucidation of school administration and work culture of schools in relation to teacher's satisfaction.* Review of Public Administration and Management, 5(2), 1–4. https://doi.org/10.4172/2315-7844.1000217

Sheokand, U. (2017b). *Crime against women: Problems and suggestions—A case study of India.* International Journal in Management and Social Science, 5(7), 218–223.

Sheokand, U. (2017c). *Digital classrooms: A boon for achieving quality education in India.* International Journal of Advanced Research, 5(6), 491–496. https://doi.org/10.21474/IJAR01/4438

Sheokand, U. (2017d). *Millennium Development Goals (Goal 2): Public policy initiatives in India.* International Journal of Research in Social Sciences, 7(8), 291–305.

Sheokand, U. (2017e). *Protection of human rights through peace education.* International Journal of Advance Research and Innovative Ideas in Education, 3(3), 3245–3258.

Sheokand, U. (2017f). *Primary education and school teachers: Policy initiatives and contradictions—A case study of Kaithal District.* International Journal of Advanced Research, 5(6), 521–528.

Sheokand, U. (2018a). *Working women in unorganized sector: Public policy and challenges in India.* International Journal of Physical and Social Sciences, 8(5), 6–26.

Sheokand, U. (2018b). *An elucidation of public health policy for people with disability in India.* International Journal of Creative Research Thoughts, 6(2), 505–514.

Sheokand, U. (2018c). *Plight of women in agriculture sector: A case study.* International Journal of Current Research, 10(5), 69893–69898. https://doi.org/10.24941/ijcr.2017

Sheokand, U. (2023a). *Critical assessment of the RTE Act in India with statistical insights on PTR, corporal punishment, and workload parameters.* Journal of Pharmaceutical Negative Results, 14(3).

Sheokand, U. (2023b). *Teacher's perception towards teaching as a profession and overall organisational satisfaction.* In *Public Policy Loopholes: Why Educators Are Not Satisfied?* (pp. 7–12). Selfypage Developers Pvt. Ltd.

Sheokand, U. (2024). *Enhancing job satisfaction in primary school education: A comprehensive analysis of administrative and managerial strategies.* International Journal of Research Culture Society, 8(6).

Sheokand, U. (2025a). *Meditation and overall well-being: Exploring the four dimensions of being and the transformative stages of practice.* International Journal for Innovative Research in Multidisciplinary Field, 11(6), 207–213.

Sheokand, U. (2025b). *Quotidian job stress and occupational well-being among school teachers in India: A mixed-method examination through Herzberg's theoretical lens.* International Journal of Research and Scientific Innovation, 12(10), 43–52.

Sheokand, U., & Dhola, C. (2025). *Decoding the organizational climate: Teacher's perceptions and multidimensional pathways to job satisfaction.* Advanced International Journal for Research, 6(6). https://doi.org/10.63363/aijfr.2025.v06i06.1943

Sutton, R. E., & Wheatley, K. F. (2003). Teachers' emotions and teaching: A review of the literature and directions for future research. *Educational Psychology Review, 15*(4), 327–358.

Vesely, A. K., Saklofske, D. H., & Nordstokke, D. W. (2013). EI training and teacher well-being: Evidence from education contexts. *Teaching and Teacher Education, 35*, 67–75.