

The Relationship Between Teachers' Emotional Intelligence and Classroom Effectiveness

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Abstract

The period from 1980 to 2010 represents a foundational era in the conceptualization and empirical investigation of the relationship between teachers' emotional intelligence (EI) and classroom effectiveness. This paper provides a comprehensive historical analysis of how theories of emotional intelligence evolved from early conceptions of social intelligence to become recognized as a critical determinant of effective teaching practice. The research methodology employed is a historiographical and systematic review approach examining: (i) theoretical frameworks established during this period, from Thorndike's social intelligence (1920) through Gardner's multiple intelligences (1983) to Salovey and Mayer's formalization of EI (1990) and Goleman's popularization (1995); (ii) empirical studies documenting the relationship between teacher EI and classroom outcomes; and (iii) implementation challenges and institutional barriers. Strong points as documented during this era include: significant positive correlations between teachers' emotional intelligence and their effectiveness in managing classrooms, establishing positive learning environments, and fostering student motivation and engagement. The emergence of Social and Emotional Learning (SEL) programs, spearheaded by the Collaborative for Academic, Social, and Emotional Learning (CASEL) and the Nueva Self Science curriculum, demonstrated that emotional competencies can be explicitly taught and that teachers' emotional skills directly influence student outcomes. Weak points equally documented include: conceptual confusion and competing EI models, measurement challenges, limited empirical evidence regarding causal mechanisms, and insufficient teacher preparation programs incorporating EI development. The history section traces the decade's developments across key phases: 1980–1990 (precursor theories and emerging frameworks); 1990–1995 (formalization of EI theory); 1995–2000 (Goleman's popularization and SEL movement); and 2000–2010 (empirical validation and educational integration). Discussion synthesizes the evidence base on the relationship between teacher EI and classroom management, teacher-student relationships, student engagement, and student academic achievement. Results demonstrate that teachers with higher emotional intelligence are more effective at creating positive classroom climates, managing challenging behaviors, and supporting diverse learners. Conclusion affirms that emotional intelligence is a critical

component of teacher effectiveness that deserves systematic attention in teacher preparation and professional development. Recommendations include: integration of emotional competence development into teacher education programs, adoption of SEL frameworks in schools, development of reliable and valid EI assessment tools for teachers, and further research on causal mechanisms and contextual factors. Future scope includes the evolution of EI research toward neuroscience-based approaches, culturally responsive EI frameworks, and the development of targeted interventions for enhancing teacher EI through mindfulness and reflective practice.

Keywords:

Emotional intelligence, teacher effectiveness, classroom management, Social and Emotional Learning, teacher-student relationships, teacher preparation, educational psychology, 1980-2010.

2. Introduction

The period between 1980 and 2010 witnessed a remarkable transformation in educational psychology's understanding of what makes teachers effective. While conventional wisdom had long emphasized cognitive abilities and subject matter knowledge as the primary determinants of teaching success, a growing body of research during this era challenged this narrow conception. The concept of emotional intelligence (EI) emerged as a compelling framework for understanding the social and emotional competencies that distinguish outstanding teachers from merely adequate ones .

As the decade opened, the field of intelligence research was dominated by psychometric approaches focused primarily on cognitive abilities. However, pioneering work by Howard Gardner (1983) on multiple intelligences, including "personal intelligences" encompassing interpersonal and intrapersonal skills, laid important groundwork . In 1990, psychologists Peter Salovey and John D. Mayer formally introduced the term "emotional intelligence," defining it as the ability to perceive, use, understand, and manage emotions . This theoretical breakthrough provided a conceptual framework for understanding how emotions influence thinking and behavior.

The publication of Daniel Goleman's *Emotional Intelligence: Why It Can Matter More Than IQ* in 1995 marked a watershed moment . Goleman's synthesis of research on brain function, emotion, and behavior argued compellingly that emotional competencies—self-awareness, self-regulation, motivation, empathy, and social skills—are at least as important as cognitive intelligence for success in life. Drawing on case studies of emotional literacy programs like the Nueva Learning Center's "Self Science" curriculum, Goleman demonstrated how these competencies can be intentionally developed .

The implications for education were profound. If emotions matter for life success, then teachers'

emotional competencies matter for their effectiveness in the classroom. This insight catalyzed research examining the relationship between teachers' emotional intelligence and their ability to create positive learning environments, manage classrooms effectively, and foster student motivation and achievement . It also sparked the development of Social and Emotional Learning (SEL) programs designed to cultivate emotional competencies in both students and teachers .

This paper provides a comprehensive historical analysis of the relationship between teachers' emotional intelligence and classroom effectiveness during the period 1980-2010. By examining the theoretical foundations, empirical evidence, and practical applications that emerged during this transformative era, it offers a thorough understanding of how emotional intelligence became recognized as essential to effective teaching.

3. Definitions

Term	Definition
Emotional Intelligence (EI)	The ability to perceive, use, understand, and manage emotions in oneself and others; encompasses self-awareness, self-regulation, motivation, empathy, and social skills .
Teacher Effectiveness	The ability of teachers to facilitate student learning, engagement, and development; includes classroom management, instructional quality, and relational competence.
Classroom Management	The practices and strategies teachers use to maintain order, engagement, and positive behavior in the classroom; a key indicator of teaching effectiveness.
Social and Emotional Learning (SEL)	The process through which individuals develop the skills to recognize and manage emotions, set and achieve positive goals, feel and show empathy, establish positive relationships, and make responsible decisions .
Self-Awareness	The ability to recognize and understand one's own emotions, strengths, weaknesses, and values; a core component of emotional intelligence .
Self-Regulation	The ability to manage one's emotions, impulses, and behaviors in

Term	Definition
	constructive ways; a key skill for teacher effectiveness.
Empathy	The ability to understand and share the feelings of others; an essential competency for building positive teacher-student relationships .
Social Skills	The interpersonal competencies that enable effective communication, collaboration, and relationship-building with students and colleagues.
Prosocial Classroom Model	A theoretical framework positing that teachers' social-emotional competence directly influences classroom climate and student outcomes .
RULER	An evidence-based SEL approach developed by the Yale Center for Emotional Intelligence emphasizing recognizing, understanding, labeling, expressing, and regulating emotions .

4. Need for Research on Teacher Emotional Intelligence

1. **The Limitations of IQ-Based Approaches:** Research during this period increasingly demonstrated that cognitive intelligence alone does not predict teaching success . Emotional competencies such as self-awareness, empathy, and social skills distinguished effective teachers from less effective ones.
2. **The Emotional Demands of Teaching:** Teaching is an emotionally demanding profession requiring teachers to manage their own emotions while responding to students' emotional needs. Research documented that emotional exhaustion and burnout were major contributors to teacher attrition .
3. **Teacher-Student Relationships Matter:** Studies consistently demonstrated that the quality of teacher-student relationships significantly impacts student engagement, motivation, and academic achievement . Emotional intelligence is essential for building these relationships.
4. **Classroom Management Challenges:** Teachers' ability to manage classrooms effectively depends on emotional competencies including impulse control, empathy, and conflict resolution skills. Low emotional intelligence is associated with ineffective classroom management .
5. **Student Emotional Needs:** Research on child development and school psychology documented the importance of addressing students' emotional needs for academic

success. Teachers with high emotional intelligence are better equipped to support students' social-emotional development.

6. **The Emerging Prevention Paradigm:** The W.T. Grant Consortium's study of prevention programs found that interventions targeting emotional and social competencies are far more effective than those focusing solely on information provision . This highlighted the importance of teachers' emotional skills.
7. **School Climate Concerns:** Research documented the importance of positive school climate for student learning and well-being. Teacher emotional intelligence is a key factor in creating and maintaining a positive climate .
8. **Demographic Changes:** Classrooms were becoming more diverse in terms of race, culture, socioeconomic background, and special needs. Teachers needed emotional competencies to respond effectively to diverse learners.
9. **Teacher Professional Development:** Evidence indicated that many teacher preparation programs did not adequately address emotional competencies, creating a need for systematic professional development .
10. **The Cost of Emotional Illiteracy:** Goleman argued that emotional illiteracy has significant social costs, including increased violence, dropout, and mental health problems . Schools have a responsibility to address these issues.

5. Aims

The primary aim of this research is to provide a comprehensive historical analysis of the relationship between teachers' emotional intelligence and classroom effectiveness during the period 1980 to 2010, examining theoretical developments, empirical evidence, and practical applications that established emotional intelligence as a critical component of effective teaching.

6. Objectives

1. To trace the conceptual evolution of emotional intelligence from early social intelligence theories through the formalization of EI in 1990 to popularization and educational application by 2010.
2. To identify and analyze the key theoretical frameworks linking teacher emotional intelligence to classroom effectiveness.
3. To review empirical studies examining the relationship between teacher EI and classroom management, teacher-student relationships, and student outcomes.
4. To document the emergence and development of Social and Emotional Learning (SEL) programs and their implications for teacher effectiveness.
5. To examine the role of teacher EI in creating positive classroom climates and supporting diverse learners.
6. To analyze the methodological challenges and conceptual debates in EI research.

7. To identify gaps in the literature and propose directions for future research.

7. Hypothesis

H₀: There is no significant relationship between teachers' emotional intelligence and their classroom effectiveness during the period 1980-2010, and any observed associations reflect methodological artifacts or confounding variables.

H₁: Teachers with higher emotional intelligence demonstrate significantly greater classroom effectiveness, including better classroom management, more positive teacher-student relationships, higher student engagement, and improved student outcomes.

8. Literature Search

A systematic literature review was conducted for the period 1980-2010 using **ERIC, PsycINFO, Web of Science, Google Scholar, and ProQuest Dissertations**. Search terms included: "emotional intelligence teachers," "teacher effectiveness," "classroom management," "Social and Emotional Learning," "teacher-student relationships," and "emotional competence."

Key Studies and Findings:

Salovey and Mayer (1990): Introduced the formal definition of emotional intelligence as the ability to perceive, understand, and manage emotions in oneself and others. This theoretical framework established the foundation for educational applications.

Goleman (1995): *Emotional Intelligence: Why It Can Matter More Than IQ* popularized the concept and included extensive discussion of emotional literacy programs in schools, particularly the Self Science curriculum at the Nueva Learning Center. Goleman documented that schools were beginning to integrate emotional intelligence education into regular instruction.

Goleman (1995): Described the "Self Science" curriculum developed by Karen Stone McCown, which had been in use for close to 20 years at the time of writing. The curriculum taught self-awareness, emotion management, empathy, and relationship skills without grades, with a Socratic final examination for 8th-grade students.

Drew (2007): A mixed-methods study (N=40) examined the relationship between emotional intelligence and student teacher performance, finding that EI was a significant predictor of teaching effectiveness.

Perry and Ball (2008): The emotional intelligence of educators has a major influence on how well they are able to help people learn, establishing the link between EI and educational outcomes.

Darolia (Study from this period): An 80-item EI questionnaire measured five scales: Self-awareness, Motivating Oneself, Managing Emotions, Empathy, and Handling Relations. Research using this instrument found that teachers with low emotional intelligence are less

effective in teaching than teachers with high emotional intelligence .

Nizielski et al. (2006): Teacher attention to student needs was found to mediate the relationship between teacher emotional intelligence and student misconduct in the classroom .

Madhar (2010): Examined emotional intelligence of teachers and effective classroom management. Defined EI as the ability to understand one's own emotions and those of people around you, requiring self-awareness to recognize feelings and manage emotions. Noted that EI became popular after Goleman's 1995 book .

9. Research Methodology

9.1 Overall Design: Historical-Analytical and Systematic Review

This study employs a historical-analytical methodology examining the period 1980-2010 through: (i) review of seminal theoretical works; (ii) systematic analysis of empirical studies; (iii) examination of programmatic implementations; and (iv) synthesis of emerging research trends.

9.2 Theoretical Analysis

Key theoretical works analyzed include:

1. **Gardner (1983):** Multiple Intelligences theory, particularly personal intelligences
2. **Salovey and Mayer (1990):** Formal definition and model of emotional intelligence
3. **Goleman (1995):** Popularization and educational applications of EI
4. **Bar-On (1988-1997):** Emotional quotient model and assessment
5. **Petrides and Furnham (2000-2001):** Trait EI model

9.3 Programmatic Implementation Analysis

Educational programs examined:

1. **Self Science Curriculum** (Nueva Learning Center): In use for nearly 20 years as of 1995, teaching emotional intelligence competencies
2. **CASEL** (Collaborative for Academic, Social, and Emotional Learning): Founded in the mid-1990s by Goleman and Growald, established SEL competencies
3. **RULER Approach** (Yale Center for Emotional Intelligence): Development of the RULER approach for SEL implementation

9.4 Empirical Study Analysis

Key empirical studies reviewed for evidence of the EI-teacher effectiveness relationship:

Study	Focus	Key Findings
Drew (2007)	Student teacher performance and EI	Significant relationship between EI and performance

Study	Focus	Key Findings
Perry & Ball (2008)	EI and learning facilitation	Educators' EI major influence on teaching effectiveness
Spergel (2010)	Teacher EI impact on student motivation	Teachers identified as major factor in student motivation
Darolia (period)	EI and teacher effectiveness	Teachers with low EI less effective
Madhar (2010)	EI and classroom management	EI linked to effective classroom management

9.5 Limitations

1. Conceptual confusion between competing EI models during this period
2. Limited experimental designs in early studies
3. Geographic concentration (predominantly North America)
4. Self-report and correlational study designs
5. Difficulty establishing causal direction
6. Reliance on teacher self-report rather than objective measures

10. Strong Points of Teacher Emotional Intelligence (1980-2010)

10.1 Enhanced Classroom Management

Research during this period established that teachers with higher emotional intelligence are more effective classroom managers. Madhar (2010) examined the relationship between emotional intelligence and effective classroom management, arguing that EI requires self-awareness enabling recognition of feelings and emotion management. Teachers with high emotional intelligence were better able to manage challenging behaviors proactively and maintain classroom order. Nizielski et al. (2006) found that teacher attention to student needs mediates the relationship between emotional intelligence and student misconduct.

10.2 Improved Teacher-Student Relationships

Emotional intelligence emerged as a key factor in building and maintaining positive teacher-student relationships. Teachers with high empathy, a core EI component, were better able to understand and respond to students' emotional needs. Research demonstrated that positive teacher-student relationships significantly impact student engagement, motivation, and learning outcomes. This supported the argument that teachers' socio-emotional competence is directly

linked to classroom climate.

10.3 Increased Student Motivation and Engagement

Spergel's (2010) qualitative study found that teachers were identified by high school alumni as a major factor in students' motivation to learn. The study, guided by Bandura's Social Cognitive Theory of Motivation and Carl Rogers' Humanistic Views of Personality, examined the impact of past teachers' emotional intelligence skills on post-high school lives. This supported the importance of teacher EI for student engagement.

10.4 Development of Social and Emotional Learning Programs

The period saw the emergence and expansion of SEL programs, demonstrating that emotional intelligence can be explicitly taught. The Self Science curriculum at the Nueva Learning Center, in use for nearly 20 years as of 1995, taught students emotional competencies including self-awareness, emotion management, empathy, and relationship skills. As Karen Stone McCown stated, "Being emotionally literate is as important for learning as instruction in math and reading".

10.5 Strong Empirical Evidence from Teacher Effectiveness Studies

Studies using validated instruments, such as Darolia's 80-item EI questionnaire measuring self-awareness, motivation, emotion management, empathy, and handling relations, found that teacher effectiveness significantly varied based on emotional intelligence. The research concluded that teachers with low emotional intelligence are less effective than those with high emotional intelligence. This provided strong evidence for the EI-teacher effectiveness relationship.

10.6 Identification of Key EI Competencies for Teaching

Research during this period identified specific emotional intelligence competencies relevant to teaching:

1. **Self-awareness:** Recognizing one's own emotions and their impact on teaching
2. **Empathy:** Understanding students' perspectives and emotions
3. **Emotion management:** Regulating emotions in challenging situations
4. **Social skills:** Building positive relationships and managing conflicts
5. **Motivation:** Sustaining enthusiasm and commitment to students

10.7 Establishment of Professional Standards Incorporating EI

The recognition of emotional intelligence as a critical teaching competency began to influence professional standards. The establishment of CASEL (Collaborative for Academic, Social, and Emotional Learning) provided a structured framework for developing and assessing emotional competencies in educators.

10.8 Prevention Perspective

The W.T. Grant Consortium's research found that prevention programs addressing specific social and emotional deficits are more effective than those focusing solely on information

provision. This insight connected emotional intelligence to violence prevention, dropout prevention, and other targeted interventions .

11. Weak Points of Teacher Emotional Intelligence Research (1980-2010)

11.1 Conceptual Confusion and Competing Models

During this period, emotional intelligence research was characterized by conceptual confusion and competing models. Different theoretical frameworks proposed different definitions and dimensions of EI . The ability model (Mayer and Salovey) emphasized cognitive processes, while the trait model (Petrides) framed EI as personality dispositions, and Goleman's model focused on behavioral competencies. This fragmentation complicated efforts to establish a coherent research program.

11.2 Measurement Challenges

Assessing emotional intelligence proved methodologically challenging during this period. Self-report measures were susceptible to social desirability bias, while ability-based measures (e.g., MSCEIT) required extensive administration time. Key instruments used during this period included:

1. **MSCEIT** (Mayer-Salovey-Caruso Emotional Intelligence Test)
2. **EQ-i** (Bar-On Emotional Quotient Inventory)
3. **TMMS** (Trait Meta-Mood Scale)
4. Darolia's 80-item EI questionnaire

11.3 Limited Causal Evidence

Most research during this period was correlational, limiting causal inferences. The direction of causation was unclear: did emotional intelligence lead to teaching effectiveness, or did teaching experience develop emotional intelligence? Relatively few experimental or longitudinal studies addressed this question.

11.4 Insufficient Teacher Preparation Integration

Despite growing evidence of the importance of teacher EI, few teacher preparation programs systematically addressed emotional competence development during this period . This created a gap between research evidence and practice, with many teachers entering the classroom unprepared for the emotional demands of teaching.

11.5 Limited Research in Diverse Cultural Contexts

Research on teacher EI was predominantly conducted in Western, particularly North American, contexts . The extent to which findings generalized to other cultural contexts remained unclear. Measurement instruments developed in Western contexts may not have captured culturally specific emotional competencies.

11.6 Conceptual Overlap with Other Constructs

Emotional intelligence research faced challenges in demonstrating construct validity and

distinctiveness from related constructs such as personality, general intelligence, and social skills. Some critics argued that EI was not a new construct but a repackaging of existing concepts.

11.7 Self-Report and Social Desirability Bias

Many studies relied on self-report measures of teacher emotional intelligence, making them vulnerable to social desirability bias. Teachers may have overestimated their emotional competencies, while self-reports may not have correlated strongly with objective performance.

11.8 Implementation and Fidelity Challenges

SEL programs faced implementation challenges, including insufficient time, limited resources, and lack of administrative support. The transfer of skills from training to practice was not always achieved, highlighting the importance of sustained professional development.

11.9 Transfer of Skills to Real-World Teaching

Despite evidence that emotional intelligence can be trained, challenges remained in ensuring that training transferred to classroom practice. As Pugh (2008) explored, teachers needed to recognize and integrate emotional intelligence into their professional practice to improve student outcomes.

12. Current Trends (1980-2010 Period Context)

12.1 Emergence of Salovey and Mayer's Four-Branch Model

The formalization of emotional intelligence by Salovey and Mayer in 1990 established the four-branch model: emotional perception, emotional facilitation of thinking, emotional understanding, and emotional regulation. This provided a conceptual framework for understanding how emotions influence cognition and behavior.

12.2 Goleman's Popularization and Educational Applications

Goleman's 1995 book brought emotional intelligence to public attention and included extensive discussion of educational applications. Goleman described emotional literacy programs in schools, including the Self Science curriculum, which had been in use for nearly 20 years as of 1995. This accelerated attention to emotional intelligence in education.

12.3 Evolution of Social and Emotional Learning

The period saw the establishment of CASEL (Collaborative for Academic, Social, and Emotional Learning) and the articulation of five key SEL competencies: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. The RULER approach (recognizing, understanding, labeling, expressing, and regulating emotions) was developed at the Yale Center for Emotional Intelligence.

12.4 Development of Assessment Instruments

The period saw the development and validation of EI assessment instruments including:

1. **MSCEIT** (Mayer-Salovey-Caruso Emotional Intelligence Test)

2. **EQ-i** (Bar-On Emotional Quotient Inventory)
3. **TMMS** (Trait Meta-Mood Scale)
4. Darolia's 80-item questionnaire for teacher EI

12.5 Research on Teacher EI and Classroom Management

Madhar (2010) examined the relationship between teacher emotional intelligence and effective classroom management, contributing to the literature connecting EI to teaching effectiveness. Research demonstrated that teachers with higher emotional intelligence could better manage classroom dynamics and create positive learning environments.

12.6 Prevention and Intervention Research

The W.T. Grant Consortium's research established that prevention programs targeting emotional and social competencies are more effective than those focusing solely on information provision. This insight connected emotional intelligence to school violence prevention, substance abuse prevention, and dropout reduction initiatives.

12.7 Mindfulness and Emotional Regulation

During this period, mindfulness began to be recognized as relevant to teacher emotional competence. Jennings and colleagues advocated for mindfulness initiatives in education, connecting emotional regulation to teacher well-being and effectiveness.

13. History of Teacher Emotional Intelligence

1980-1983: Precursor Theories

1. **1980:** Thorndike's concept of social intelligence (1920) and Gardner's multiple intelligences (1983) laid groundwork for understanding emotional competencies as forms of intelligence.
2. **1983:** Howard Gardner published *Frames of Mind*, proposing multiple intelligences including personal intelligences, which included interpersonal and intrapersonal skills.

1984-1990: Formalization of Emotional Intelligence

1. **1988:** Reuven Bar-On began developing the Emotional Quotient (EQ) concept and assessment tool.
2. **1990:** Salovey and Mayer published the first formal article defining emotional intelligence, establishing the four-branch model.

1990-1995: Expansion and Popularization

1. **1995:** Daniel Goleman published *Emotional Intelligence: Why It Can Matter More Than IQ*, popularizing EI and including educational applications.
2. **1995:** Goleman described the Self Science curriculum at the Nueva Learning Center, noting it had been in use for nearly 20 years and served as a model for teaching emotional intelligence.
3. **1995:** The W.T. Grant Consortium's study found prevention programs targeting social

and emotional deficits more effective than those providing information alone .

4. **Mid-1990s:** CASEL (Collaborative for Academic, Social, and Emotional Learning) established by Daniel Goleman and Eileen Rockefeller Growald .

1996-2000: Educational Applications

1. **Late 1990s:** Emotional literacy programs spread to schools coast to coast, with names including "social development," "life skills," and "social and emotional learning" .
2. **1997:** Petrides and Furnham developed trait EI model.
3. **1998:** The concept of emotional intelligence began to influence professional standards for teaching.

2000-2005: Empirical Validation

1. **2000s:** Research examining teacher EI and classroom effectiveness expanded .
2. **2004:** Research on teacher EI and effective classroom management documented .
3. **2005:** Development and validation of EI assessment instruments continued.

2006-2010: Consolidation and Application

1. **2007:** Drew's mixed-methods study examined relationship between EI and student teacher performance (N=40) .
2. **2008:** Perry and Ball established that educators' emotional intelligence has a major influence on teaching effectiveness .
3. **2010:** Spergel's study examined teacher EI impact on student motivation using focus groups .
4. **2010:** Madhar examined EI and effective classroom management .

14. Discussion

14.1 Theoretical Developments

The period 1980-2010 was foundational in establishing emotional intelligence as a coherent construct with relevance to education. Salovey and Mayer's 1990 definition—the ability to perceive, understand, and manage emotions in oneself and others—provided a conceptual foundation . Goleman's 1995 popularization expanded awareness of educational applications and demonstrated that emotional competencies can be intentionally developed .

The development of SEL frameworks, including CASEL's five competencies and the RULER approach, translated research on emotional intelligence into practical educational applications. The Self Science curriculum at the Nueva Learning Center demonstrated that emotional literacy could be integrated into regular instruction and assessed through Socratic examination .

14.2 Empirical Evidence

The empirical evidence reviewed from this period consistently supported the relationship between teacher emotional intelligence and classroom effectiveness. Teachers with higher emotional intelligence demonstrated better classroom management, more positive teacher-

student relationships, and higher student engagement and motivation . Studies using validated instruments found that teachers with low EI were less effective than teachers with high EI .

14.3 Mechanisms

The mechanisms linking teacher EI to classroom effectiveness that were identified during this period include:

1. **Emotion regulation:** Teachers who can manage their own emotions handle challenging situations more effectively
2. **Empathy:** Understanding students' emotional needs enables appropriate responses
3. **Social skills:** Building positive relationships with students enhances motivation and engagement
4. **Self-awareness:** Recognizing one's own emotional state prevents emotional contagion and burnout

14.4 Implementation Challenges

Despite growing evidence, implementation challenges persisted. Teacher preparation programs did not systematically address emotional competence development . SEL programs required sustained professional development and institutional support . Assessment of emotional intelligence remained challenging, with self-report measures vulnerable to social desirability bias .

15. Results

15.1 Relationship Between EI and Teacher Effectiveness

Study	Sample	Key Finding
Spergel (2010)	21 high school alumni	Teachers identified as major factor in motivation to learn; EI skills influence post-high school outcomes
Drew (2007)	40 student teachers	Significant relationship between EI and student teacher performance
Darolia (period)	739 secondary teachers	Teachers with low EI less effective than teachers with high EI; experience also matters
Madhar (2010)	Teachers	EI linked to effective classroom management
Perry & Ball	Educators	Educators' EI has a major influence on

Study	Sample	Key Finding
(2008)		teaching effectiveness

15.2 Key EI Competencies for Teaching

Research during this period identified the following competencies as particularly relevant to teacher effectiveness:

1. **Self-awareness:** Recognizing and understanding one's own emotions
2. **Emotion management:** Regulating emotional responses
3. **Empathy:** Understanding students' perspectives
4. **Social skills:** Building positive relationships and managing conflicts
5. **Motivation:** Sustaining enthusiasm and commitment

15.3 Relationship Between EI and Classroom Management

Madhar (2010) examined the relationship between teachers' emotional intelligence and effective classroom management, finding that EI enables self-awareness, recognition of feelings, and management of emotions. Nizielski et al. (2006) found that teacher attention to student needs mediates the relationship between EI and student misconduct.

15.4 Relationship Between EI and Student Outcomes

Spergel (2010) found that teachers' emotional intelligence skills influenced students' motivation to learn and their post-high school lives. Perry and Ball (2008) established that educators' emotional intelligence has a major influence on helping people learn.

15.5 Empirical Findings Summary

The research consistently found:

1. Significant positive correlation between teacher EI and teacher effectiveness
2. Teachers with low EI are less effective than those with high EI
3. EI directly influences classroom management capabilities
4. Teacher EI impacts student motivation and engagement
5. Teacher EI influences the quality of teacher-student relationships

Conclusion

The period from 1980 to 2010 was foundational in establishing emotional intelligence as a critical component of teacher effectiveness. The conceptualization of EI by Salovey and Mayer in 1990, the popularization by Goleman in 1995, and the subsequent empirical research consistently demonstrated that teachers with higher emotional intelligence are more effective classroom managers, build more positive relationships with students, and foster higher student engagement and motivation.

The evidence base, though challenged by conceptual confusion and measurement issues, was

consistent: teachers' emotional intelligence significantly influences classroom effectiveness. Studies using validated instruments found that teachers with low EI are less effective than teachers with high EI. The Self Science curriculum demonstrated that emotional competencies can be explicitly taught, and CASEL's SEL framework provided a structured approach for developing these competencies in both students and teachers.

However, significant challenges persisted. Teacher preparation programs did not systematically address emotional competence development. Conceptual confusion and measurement challenges required refinement. Despite these limitations, the period established that teaching is fundamentally an emotional practice requiring competencies beyond cognitive intelligence and subject matter knowledge.

The 1980-2010 period established that teachers' emotional intelligence is not merely a desirable attribute but a necessary competence for effective teaching. The foundational work of this decade continues to guide contemporary research and practice in educational psychology.

Suggestions and Recommendations

For Teacher Preparation Programs:

1. **Integrate emotional competence development:** Based on evidence that teacher EI significantly influences classroom effectiveness, teacher preparation programs should systematically develop emotional competencies in candidates.
2. **Include SEL training in curricula:** SEL competencies including self-awareness, self-management, and social awareness should be core components of teacher education.
3. **Provide classroom management training with EI focus:** Classroom management training should emphasize emotional regulation and empathetic response.
4. **Develop reflective practice:** Encourage reflective practice and emotional journaling as strategies for developing self-awareness.

For Schools and School Districts:

5. **Offer ongoing professional development in EI:** Schools should provide sustained professional development to enhance teachers' emotional intelligence and SEL implementation skills.
6. **Adopt SEL frameworks:** Implement evidence-based SEL approaches like CASEL's five competencies or the RULER approach.
7. **Support positive school climate:** Foster school environments that value emotional competence and prioritize staff well-being.
8. **Provide mentoring and coaching:** Offer mentoring and coaching to help teachers develop emotional competencies and apply them in classroom practice.

For Researchers:

9. **Develop and validate assessment instruments:** Address measurement challenges by

developing reliable and valid EI assessment tools appropriate for teacher populations .

10. **Conduct longitudinal and experimental research:** Address causal questions through longitudinal designs and intervention studies.
11. **Expand research across diverse cultural contexts:** Examine the generalizability of findings across cultures .
12. **Investigate mechanisms:** Examine the mechanisms through which EI influences teacher effectiveness, including mediation and moderation effects.

For Policymakers:

13. **Support SEL integration:** Promote the integration of SEL into education policy and funding priorities.
14. **Include EI in professional standards:** Incorporate emotional competence into professional teaching standards.

Future Scope

Neuroscience-Informed Research: LeDoux's work on the neurological basis of emotional intelligence, involving amygdala-neocortex interaction, opened new directions for understanding EI development and training .

Technology-Enhanced EI Training: Virtual simulations, emotional journaling, and reflective technologies emerged as promising methods for teacher EI development .

Culturally Responsive EI Frameworks: The limited representation of Latin American and other culturally diverse contexts in 1980-2010 research highlighted the need for contextualized approaches .

Mindfulness and Well-Being: Mindfulness initiatives in education emphasized the importance of emotional regulation for teacher well-being and classroom effectiveness .

SEL in Teacher Preparation: Research on teacher training in emotional intelligence in 2003-2008 advanced, demonstrating the integration of SEL, mindfulness, and virtual simulations for developing teacher EI .

Evidence-Based Program Development: Systematic reviews identified effective EI development strategies for educators, paving the way for evidence-based interventions.

Systemic and Strategic Models: The field shifted from individual interventions to more systemic and strategic models designed to enhance the quality of education by addressing the affective underpinnings of teaching .

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