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Hryhorii Skovoroda University in Pereiaslav <https://orcid.org/0000-0001-6100-7765>DOI https://doi.org/10.35619/prap_rv.vi25.451**EMOTIONAL INTELLIGENCE IN TEACHER EDUCATION: A PSYCHOLOGICAL PERSPECTIVE ON PEDAGOGICAL EFFECTIVENESS**

Abstract. *Emotional intelligence has become a critical component of modern teacher education, as teachers encounter increasing emotional and relational demands in contemporary classrooms. This article examines emotional intelligence from a psychological perspective, viewing it as a multidimensional construct that includes the perception, understanding, and regulation of emotions. Drawing on ability-based and mixed-model frameworks, the article highlights how emotional intelligence shapes teachers' cognitive appraisals, interpersonal behaviour, and emotional regulation strategies – processes that directly influence classroom climate, teacher-student relationships, and pedagogical decision-making.*

Recent research demonstrates that higher emotional intelligence is associated with improved teacher self-efficacy, stronger work engagement, greater resilience, and enhanced creativity in instructional practice. Studies also show that emotionally intelligent teachers experience lower burnout and better psychological well-being, underscoring emotional intelligence as a key protective factor in sustaining teacher motivation and retention. Moreover, teachers' emotional intelligence contributes to positive student outcomes through improved relational interactions and more effective instructional choices.

Despite growing recognition of its importance, emotional intelligence is still insufficiently integrated into teacher-training programmes. Existing studies often focus narrowly on specific competencies or contexts, offering limited guidance on systematic approaches to emotional intelligence development. To address this gap, the article proposes evidence-based strategies – including reflective practice, mentoring, simulations, mindfulness, and digital tools – that can support the formation of emotionally competent and psychologically resilient pre-service teachers. Embedding emotional intelligence into teacher education is essential for preparing educators who can navigate the emotional complexities of 21st-century schooling and foster supportive, effective learning environments.

Key words: *emotional intelligence, teacher education, teacher well-being, pedagogical effectiveness, teacher-student relationships, emotion regulation, teacher self-efficacy*

Problem statement. From a psychological perspective, teacher formation increasingly requires attention to the emotional and cognitive mechanisms that underlie professional behaviour, decision-making, and interpersonal functioning. Because emotional intelligence is rooted in psychological theory – particularly emotion regulation, social cognition, and well-being research – it provides a scientifically grounded lens for examining how teachers develop the capacities needed for pedagogical effectiveness. Modern education places unprecedented emotional and relational demands on teachers, who must navigate diverse classrooms, maintain well-being in high-stress environments, and build supportive learning communities. Despite the growing recognition of social-emotional competencies in learners, teacher formation programmes often remain focused on

cognitive and methodological preparation, overlooking the emotional competencies required for effective teaching. This disconnect creates a gap between the emotional realities of contemporary classrooms and the training teachers receive during their preparation. Therefore, there is a pressing need to explore how emotional intelligence can be systematically integrated into teacher education to support teachers' professional functioning and resilience.

Furthermore, the rapid social, technological, and psychological transformations of the 21st century have intensified the complexity of teachers' work, making emotional competence not optional but essential. The absence of structured emotional intelligence development in many teacher-training programmes highlights the urgency of analysing existing research and identifying pedagogical strategies that address this need.

Analysis of recent research and publications. As classrooms evolve alongside social, cultural, and technological changes, the emotional demands placed on teachers continue to increase. Emotional intelligence – the ability to perceive, understand, and regulate emotions – has emerged as a foundational dimension of teacher effectiveness. Scholars argue that emotional intelligence is essential in navigating the relational and emotional complexities of modern teaching (Vesely-Maillefer & Saklofske, 2018). Recent research also shows that teacher candidates' emotional intelligence predicts professional competencies such as self-efficacy, resilience, and instructional adaptability (Kyriazopoulou et al., 2025). Taken together, these insights position emotional intelligence as a central focus of contemporary teacher formation.

While research on the importance of emotional intelligence in education has expanded significantly in recent decades, the focus has been fragmented across various themes – teacher well-being, classroom management, teacher-student relationships, or leadership – rather than positioned within a holistic framework for teacher formation. Many studies are conducted in isolated contexts, concentrate on specific emotional competencies, or address in-service teachers rather than pre-service teacher development. Moreover, existing research rarely provides actionable pedagogical strategies for embedding emotional intelligence into teacher-training curricula.

These limitations indicate that, although emotional intelligence is widely acknowledged as crucial for professional success in teaching, systematic and practical approaches to developing emotional intelligence within teacher education remain insufficiently explored. This gap underscores the necessity of further analysis and conceptualisation, which the present article aims to address. Thus, **the aim of this article is** to synthesise current theoretical and empirical research on emotional intelligence in teacher education and to propose evidence-based pedagogical strategies for integrating emotional intelligence development into teacher-training programmes. In doing so, the article seeks to bridge the gap between research findings and practical implementation, offering a coherent framework for fostering emotionally competent and resilient teachers for the 21st-century classroom.

Presentation of the main material. Emotional intelligence has been conceptualized through several influential models that together shape its understanding in educational contexts. Salovey and Mayer's ability model (1990) defines emotional intelligence as comprising four interrelated cognitive-emotional abilities: perceiving emotions, using emotions to facilitate cognition, understanding emotional processes, and managing emotions in oneself and others. Complementing this, Goleman's mixed model (1995) broadens the construct by incorporating social competencies such as self-regulation, motivation, empathy, and relationship management.

In teacher education, emotional intelligence is increasingly viewed not merely as an individual trait but as a professional competency essential for navigating the emotional and relational complexities of classroom life. Vesely-Maillefer and Saklofske (2018) argue that emotional intelligence offers a developmental framework through which teacher candidates can cultivate empathy, reflective capacity, and interpersonal competence – skills foundational to effective pedagogical practice. They emphasize that emotional intelligence bridges psychological

and pedagogical domains, shaping teachers' emotional labour, influencing classroom climate and contributing to their overall well-being.

These theoretical perspectives align closely with social-emotional learning frameworks and relational pedagogy, both of which stress the centrality of emotional processes in teaching and learning. From a psychological standpoint, emotional intelligence can be understood as a set of cognitive-emotional skills that support teachers' appraisal of classroom events, regulation of affective responses, and construction of supportive interpersonal relationships. Within this context, emotional intelligence competencies – particularly empathy, emotional regulation, and relational awareness – play a critical role in fostering safe, inclusive, and emotionally supportive learning environments. Thus, a strong theoretical grounding in emotional intelligence provides teacher candidates with the conceptual tools necessary to form professional identity, engage responsively with students, and sustain emotionally healthy classroom communities. These theoretical perspectives collectively demonstrate why emotional intelligence must be viewed as an essential component of teacher professional identity.

Research has demonstrated that teachers' emotional intelligence positively influences the quality of teacher-student relationships which in turn affects student achievement. Ganaie and Magray (2021) found a significant link between teachers' emotional intelligence and students' academic performance, mediated by the quality of relational interactions. Similarly, Kaur (2025) argues that emotionally intelligent teachers are better able to resolve conflicts, communicate empathetically, and establish trust, which supports both academic and behavioural outcomes. Additionally, Curci, Lanciano, and Soleti (2014) conducted a multilevel study in Italian junior high schools and found that teachers' emotional intelligence ability significantly moderates how students' self-esteem and perceptions of their own ability translate into achievement in mathematics and science

From a psychological perspective, emotional intelligence influences not only outward pedagogical actions but also the internal psychological states that determine teacher behaviour, such as motivation, sense of competence and emotional resilience. Furthermore, research indicates that emotional intelligence is positively associated with teacher self-efficacy and work engagement. For example, a cross-cultural study by Kyriazopoulou, Metsäpelto, Varis, Poikkeus, Tolvanen, Galanaki, & Mikkilä-Erdmann (2025) found that teacher-education students' emotional intelligence (measured using both ability and trait models) correlated with higher self-efficacy. Moreover, a moderated mediation model study by Wang (2022) showed that teachers' emotional intelligence predicted students' academic achievement through pathways involving teacher self-efficacy and work engagement. In a study of creativity in teaching, Su, Zhang, and Xie (2022) found that teacher emotional intelligence had a direct positive effect on "teaching for creativity," and this effect was mediated by teachers' work engagement. Emotional intelligence also plays a role in promoting innovative teaching behaviours: Li, Cheng, Chen, & Wang (2025) found that teachers' emotional competence (perceiving, understanding, and regulating emotions) significantly predicts innovative teaching behaviours, and this relationship is mediated by both teaching efficacy and vitality at work. This body of evidence reinforces the view that emotional intelligence supports not only instructional effectiveness but also teacher well-being.

Teacher retention and satisfaction are critical challenges in education. A scoping review by Hulda and Zhu (2023) synthesized 21 studies and concluded that emotional intelligence has both direct and indirect positive effects on teachers' job satisfaction, though findings vary depending on the emotional intelligence model used. Their review also suggested that emotionally competent school leadership contributes to healthier school environments and better teacher well-being. These conclusions are consistent with recent empirical evidence. A systematic review by Cervellione, Lombardo, and Iacolino (2025) demonstrated that interventions aimed at strengthening teachers' emotional competence – such as mindfulness, emotional regulation training, and emotional intelligence-based professional development – significantly improve teacher well-being and reduce

emotional exhaustion. Similarly, Geraci, Di Domenico, Inguglia and D'Amico (2023) found that teachers with higher emotional intelligence reported lower burnout, greater work engagement, and stronger self-efficacy during the COVID-19 lockdown, highlighting emotional intelligence as a protective resource under stressful conditions. Further support comes from Lucas-Mangas, Valdivieso-León, Espinoza-Díaz and Tous-Pallarés (2022), who reported that both active and pre-service teachers with higher emotional intelligence experienced greater psychological well-being and lower levels of burnout. Together, these studies reinforce the importance of emotional intelligence in promoting teacher well-being and sustaining a stable, resilient teaching workforce.

Teachers' emotional intelligence also plays a role in their decision-making processes, especially in high-stress or conflict situations. Fatima and Mohsin (2025) found a positive correlation between emotional intelligence and teachers' effectiveness in classroom management, decision-making, and conflict resolution.

Given this strong empirical foundation, the question arises as to how teacher education programmes can effectively cultivate emotional intelligence during training. Below are practical strategies, grounded in both theory and research:

Foundational Modules: Offer courses on emotional intelligence theory (ability vs. trait models), emotion development, and social-emotional learning.

Applied Seminars: Use case studies, videos, and teacher reflection to examine how emotions play out in real teaching contexts.

Simulations: Role-play emotionally challenging classroom situations (e.g., student conflict, parent-teacher confrontation).

Reflective Journals: Encourage teacher candidates to maintain a reflective journal where they note emotional triggers, successful regulation strategies, and relational interactions.

Mindfulness and Emotion Regulation Training: Adopt practices such as mindfulness-based stress reduction, cognitive reappraisal, or brief breathing exercises to help teacher candidates develop self-regulation.

Mentoring Programmes: Pair novice teachers with emotionally trained mentors who model empathetic decision-making and emotional regulation.

Peer Coaching: Create peer groups where teacher candidates debrief emotionally challenging episodes, offer feedback, and co-develop coping strategies.

Professional Learning Communities: Facilitate Professional Learning Communities focused on emotional topics – for example, a group could focus on how to support students with trauma, or how to sustain teacher resilience.

Action Research: Encourage teacher candidates to conduct small-scale research projects on emotional intelligence in their practicum, documenting how emotional practices affect student engagement or behaviour.

Mood-Tracking Apps: Use digital tools where teachers can log their emotions daily, reflect on triggers, and chart progress in regulation.

Virtual Reality / Mixed Reality: Implement training in simulated classroom environments where teacher candidates encounter emotionally complex situations; for example, a recent study used Mixed Reality to train emotion regulation by measuring heart-rate variability and self-compassion.

Online Reflection Platforms: Use discussion boards or shared digital journals so teacher candidates can share emotional experiences, reflect collaboratively, and get feedback.

Nevertheless, it should be noted about possible challenges and considerations which could occur while implementing emotional intelligence development in teacher formation. Psychologically informed emotional intelligence training requires nuanced understanding of individual differences, developmental trajectories, and the contexts in which emotional competencies are applied. Thus, there could be such obstacles as:

Curricular Constraints: Teacher education programmes often have packed curricula. Allocating time to emotional intelligence coursework may be difficult.

Assessment Issues: Measuring emotional competencies can be subjective; there is no universally accepted assessment instrument.

Diverse Trajectories: Teacher candidates come with different emotional backgrounds; one-size-fits-all training may not be effective.

Institutional Buy-In: Faculty and administration may resist emphasizing “soft skills” if they value traditional academic and pedagogical metrics more.

Sustainability: Emotional skills require ongoing practice; one-off workshops are insufficient.

To mitigate these challenges, institutions need long-term commitment, resources and alignment across coursework, practicum and mentoring. Teacher-training institutions should prioritize emotional intelligence development as a vital professional competency, recognizing its impact on classroom effectiveness, student learning and teacher retention. Moreover, educational policymakers should include emotional intelligence standards in teacher accreditation frameworks and teacher evaluation systems.

Conclusions. Taken from a psychological perspective, the evidence reviewed demonstrates that emotional intelligence operates as a multidimensional psychological construct shaping teachers’ cognitive, emotional, and behavioural functioning in the classroom. Emotional intelligence is a crucial component of effective teacher formation for the 21st-century classroom. Empirical studies strongly suggest that emotional intelligence relates to better teacher-student relationships, decision-making, self-efficacy, engagement, job satisfaction, and ultimately, student achievement. By integrating emotional intelligence development through explicit coursework, experiential practice, mentoring, and technology-enhanced training, teacher education programs can produce emotionally competent, resilient, and adaptive educators. Overcoming implementation challenges will require institutional commitment, policy support, and sustained research efforts. Investing in emotional intelligence in teacher formation not only strengthens the teaching profession but also enriches the learning experiences of students.

At the same time, future research is needed to examine how emotional intelligence can be systematically embedded across teacher education curricula and assessed reliably over time. Longitudinal studies would provide deeper insight into how emotional intelligence develops from pre-service training to full professional practice. Further investigations into culturally responsive approaches, digital tools for emotional intelligence development and the role of school leadership in sustaining emotionally supportive environments would also contribute to a more comprehensive understanding of emotional intelligence in teacher formation.

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ЕМОЦІЙНИЙ ІНТЕЛЕКТ У ПІДГОТОВЦІ ВЧИТЕЛІВ: ПСИХОЛОГІЧНА ПЕРСПЕКТИВА ПЕДАГОГІЧНОЇ ЕФЕКТИВНОСТІ

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Анотація. Емоційний інтелект стає ключовим компонентом сучасної підготовки вчителів, оскільки педагоги зіштовхуються зі зростаючими емоційними та комунікативними вимогами в умовах сучасної школи. У статті розглянуто емоційний інтелект з психологічної перспективи як багатовимірну конструкцію, що включає сприймання, розуміння та регуляцію емоцій. Спираючись на здібнісні та змішані моделі, автор підкреслює, що емоційний інтелект впливає на когнітивні оцінки, міжособистісну поведінку та стратегії емоційної регуляції вчителів – процеси, які безпосередньо визначають клімат у класі, якість взаємодії вчителя й учня та педагогічні рішення.

Сучасні дослідження показують, що високий рівень емоційного інтелекту пов'язаний із підвищенням самоефективності вчителів, сильнішою залученістю в роботу, більшою стійкістю та творчістю у викладанні. Емоційно-інтелектуальні вчителі також мають нижчий рівень професійного вигорання та кращий психологічний добробут, що робить емоційний інтелект важливим захисним чинником для підтримки мотивації та тривалості професійної діяльності. Крім того, емоційний інтелект педагогів сприяє кращим навчальним результатам учнів завдяки ефективнішим міжособистісним взаємодіям та вдалішим педагогічним рішенням.

Попри зростання наукового інтересу, емоційний інтелект все ще недостатньо інтегрований у програми підготовки вчителів. Більшість досліджень зосереджуються на окремих компетентностях чи контекстах, не пропонуючи системних підходів до формування емоційний інтелект. Щоб подолати цю прогалину, у статті пропонуються доказові стратегії – рефлексивна практика, наставництво, симуляції, майндфулнес та цифрові інструменти – які можуть сприяти розвитку емоційної компетентності та психологічної стійкості майбутніх учителів. Інтеграція емоційного інтелекту у підготовку педагогів є необхідною умовою формування фахівців, здатних ефективно працювати в емоційно складних умовах школи XXI століття та створювати підтримувальне освітнє середовище.

Ключові слова: емоційний інтелект, підготовка вчителів, добробут учителів, педагогічна ефективність, взаємодія вчителя й учня, емоційна регуляція, самоефективність учителя.

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