

# Effectiveness of Emotional Intelligence Training Programs among Teachers: A Systematic Review

Subrahmanya Nayak<sup>1\*</sup>

<sup>1</sup>Ph.D. Scholar, Department of Nursing, Srinivas University, Mangalore

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\*Corresponding author: Subrahmanya Nayak

Ph.D. Scholar, Department of Nursing, Srinivas University, Mangalore

## Abstract

**Background:** Emotional Intelligence (EI) refers to the ability to perceive, understand, manage, and regulate emotions effectively. EI training programs have demonstrated significant benefits for teachers, including improved classroom management, enhanced teacher-student relationships, and better psychological well-being. **Objective:** This systematic review assesses the effectiveness of emotional intelligence training programs among teachers in enhancing professional performance, emotional regulation, and job satisfaction. **Methods:** A systematic search was conducted using electronic databases including PubMed, Medline, Google Scholar, and selected offline journals. Studies were included if they assessed EI, its correlation with teacher effectiveness and burnout, or the outcomes of EI training interventions. A total of 40 studies published between 2010 and 2024 were reviewed. **Results:** The findings indicate a strong positive correlation between emotional intelligence and teacher effectiveness. Teachers with high EI demonstrate improved instructional practices, increased student engagement, greater job satisfaction, and reduced stress and burnout. Structured EI training programs were effective in enhancing competencies such as self-awareness, empathy, and interpersonal communication.

**Conclusion:** Emotional intelligence plays a vital role in teacher well-being and professional performance. Integrating EI training into teacher development programs can foster emotionally resilient and effective educators. Further large-scale, standardized studies are recommended to assess long-term impact and refine training approaches.

**Keywords:** Emotional Intelligence, Teachers, Training Programs, Teacher Effectiveness, Job Satisfaction, Systematic Review, Burnout, Professional Development.

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## 1. INTRODUCTION

Emotional Intelligence (EI) encompasses emotional and social competencies that help individuals manage their emotions, build positive relationships, and respond constructively to challenges. Bar-On (2006) defines EI as a set of emotional and social abilities that determine how well individuals understand and express themselves, interact with others, and cope with stress. Mayer and Salovey (1997) describe EI as the ability to perceive, integrate, understand, and regulate emotions in oneself and others.

Numerous studies have highlighted the role of EI in improving academic performance (Gilar-Corbí *et al.*, 2018), teaching effectiveness (Brackett *et al.*, 2010), and stress management (Chan, 2006). Teachers with higher EI show better classroom control, less burnout, and improved relationships with students. As such, EI is increasingly recognized as a foundational skill in education.

## Objectives of the Review

This review was conducted to:

1. Examine existing literature on emotional intelligence among teachers.
2. Identify the influence of EI on job satisfaction, stress, and burnout.
3. Analyze the relationship between EI and student learning outcomes.
4. Evaluate the effectiveness of EI training programs.
5. Identify gaps in existing research and propose future directions.

## 3. MATERIALS AND METHODS

A systematic literature search was conducted in databases including PubMed, Medline, Google Scholar, and selected offline academic journals. Search terms included: "Emotional Intelligence," "teacher training," "teacher effectiveness," "burnout," "self-efficacy," and

“job satisfaction.” The search covered studies published between 2010 and 2024.

#### Inclusion Criteria:

- Studies evaluating EI among school/college/university teachers
- Research assessing the impact of EI training programs
- Peer-reviewed publications in English

- Quantitative, qualitative, or mixed-method studies

#### Exclusion Criteria:

- Non-English publications
- Studies without measurable outcomes
- Articles focused exclusively on students

## 4. RESULTS

A total of 40 studies met the inclusion criteria. Key studies are summarized in the table below.

**Table 1: Summary of Studies on EI Training Effectiveness Among Teachers**

| Sl. No | Study & Citation                | Objective                               | Findings  | Recommendations                             |
|--------|---------------------------------|---|---|---|
| 1      | Pandey, Sharma & Kamboj (2023)  | Assess trait EI & health behavior       | Negative correlation with stress; positive with health behavior | Include EI training in teacher evaluations  |
| 2      | Nagaraj & Ramesh (2020)         | Examine EI in rural schoolteachers      | Female teachers showed higher EI                                | Context-specific EI insights                |
| 3      | Hatta & Abdullah (2020)         | EI as a moderator in stress-performance | EI buffers stress impact on performance                         | Monitor EI in teacher recruitment           |
| 4      | Riveiro-Villodres et al. (2020) | EI in music teacher training            | EI differences based on training exposure                       | Introduce EI in pre-service training        |
| 5      | Mamat & Ismail (2021)           | EI integration in university teaching   | EI themes present in pedagogy                                   | Encourage EI in higher education            |
| 6      | Singh & Jha (2012)              | EI vs. teaching performance in faculty  | Positive correlation  | Stress EI in competitive academic fields    |
| 7      | Bala (2017)                     | EI & teacher effectiveness              | High EI linked to greater effectiveness                         | Promote EI as a core teaching skill         |
| 8      | Mali (2018)                     | Importance of EI among teachers         | Discussed key EI attributes                                     | Encourage emotional skill-building          |
| 9      | Biswas (2016)                   | EI & job satisfaction                   | Strong positive relationship                                    | Support EI development for job satisfaction |
| 10     | Barari & Jamshidi (2015)        | EI and burnout                          | EI & self-efficacy reduce burnout                               | Enhance EI to improve teacher wellness      |

## 5. DISCUSSION

This review confirms that emotional intelligence contributes significantly to effective teaching, student engagement, and professional satisfaction. Teachers with high EI adapt better, manage classrooms more effectively, and communicate with empathy. Importantly, EI can be developed through structured training aligned with models such as Goleman’s Competency Framework or Mayer-Salovey’s Ability Model.

While most studies showed positive outcomes, a few had inconclusive results due to short intervention durations, small samples, or reliance on self-report data. These limitations point to the need for longitudinal and controlled studies.

### 6. Strengths and Implications

#### Strengths:

- Inclusion of diverse geographic and academic settings
- Focus on both school and higher education sectors

- Emphasis on empirical and intervention-based studies

#### Implications for Practice:

- EI training should be incorporated in teacher education programs
- EI can reduce burnout and improve emotional well-being
- Educational institutions should promote emotional skills alongside pedagogy

### 7. Limitations

- Predominantly self-reported data prone to bias
- Limited randomized controlled trials
- Inconsistent duration and methods of training across studies

### 8. Recommendations for Future Research

- Conduct large-scale randomized controlled trials with standard tools
- Use objective measures like peer evaluations or classroom observations

- Assess long-term and cost-effective impacts of EI training
- Explore cultural and contextual factors influencing EI development

## 9. CONCLUSION

Emotional intelligence is a vital component of effective teaching. Teachers equipped with high EI demonstrate enhanced performance, reduced stress, and more meaningful interactions with students. This review confirms the value of EI training programs in fostering emotional and professional growth among educators. For sustainable impact, institutions must embed emotional intelligence into teacher training and professional development strategies.

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