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Emotional Intelligence's Impact on Teachers' Effectiveness and Personality

Shailendra R. Patil*, Mittal A. Mohite**

Abstract

Teachers increasingly face complex emotional and professional challenges that influence their effectiveness in the classroom. While prior research has looked at teacher effectiveness and emotional intelligence (EI) independently, few studies have explored the combined influence of emotional intelligence, characteristics of personality, and teaching effectiveness in the context of Indian schools. This research focuses on primary and secondary school teachers in Kolhapur District, Maharashtra, India. A cross-sectional mixed-methods study design was used, and quantitative data was gathered from 160 teachers using standardized instruments and qualitative insights obtained through semi-structured interviews. The results show a positive correlation between increased emotional intelligence and teaching effectiveness, while personality characteristics such as conscientiousness, openness to experience and extraversion positively influence emotional intelligence and pedagogical performance. The study also identified three emotional intelligence profiles empathic, rational, and mixed and observed variations across school level, gender, and teaching experience. Building on these findings, the study proposes a differentiated Emotional Intelligence Development Framework to support teacher professional development according to individual emotional intelligence profiles and personality characteristics. The study adds to the body of literature by integrating emotional intelligence, personality traits, and teaching effectiveness within a single empirical framework in the Indian educational context. In practical terms, the results offer direction to institutes of teacher education, school administrators, and policymakers to design targeted emotional intelligence training and professional development initiatives that enhance teacher effectiveness and emotional well-being.

Keywords: Emotional Intelligence, Teacher Competencies, Psycho-Emotional Stability, Pedagogical Effectiveness, Professional Development

Introduction

The ongoing rapid social changes and educational reforms challenge teachers' professional and personal qualities. Increasing awareness of emotional difficulties that teachers face at school makes emotional intelligence (EI) of teachers in the modern workplace an important field of research. Emotionally intelligent educators are typically more successful in psychological adaptation to the challenges of the workplace, as well as provide more comfort and positive attitude to their students. However, studies on the association between effectiveness in teaching, emotional intelligence and personality characteristics, and other variables is limited in Indian school education, and the importance of teachers' emotional abilities has been recognized only recently.

The current research is extending the knowledge base regarding the connection between emotional intelligence, personality, self-efficacy and effectiveness of teachers in the Indian educational system. The study explores the relationships between EI and the Big Five personality dimensions and assesses the connection between effectiveness of teachers and EI. The research is also investigating differences in emotional intelligence in relation to a number of selected variables gender, school level and teaching experience if applicable to the dataset. Finally, the study is classifying emotions into empathic, rational and mixed categories in order to reveal additional differences in emotional intelligence.

Based on the study results and related theoretical background, the paper also provides a general idea about the development of a varied Emotional Intelligence

* Research Scholar, Sri Balaji University, Pune, Maharashtra, India; Assistant Professor, DKTE Society's Textile and Engineering Institute, Ichalkaranji, Maharashtra, India. Email: srpmba@dkte.ac.in (Corresponding Author)
** Associate Professor and Controller of Examinations, Sri Balaji University, Pune, Maharashtra, India. Email: mittalmohite@gmail.com

Development Framework as a part of teacher professional growth. The framework is tentative as it was not tested by the researchers and serves as the basis for future studies, which will explore the framework's components' influence on teachers' effectiveness. Thus, the study's contributions to practice can be represented by recommendations for teacher training institutions, administrators, and policymakers based on the obtained results and existing theoretical assumptions.

Literature Review

Cooper et al. (2023) examined the issue of the connection between effective leadership and emotional intelligence, outlining the empirical and theoretical foundations of the interaction between EI and the Big Five personal characteristics within the framework of leadership effectiveness. Researchers did point out that further research is necessary to fully understand the special part of emotional intelligence plays in effective leadership, particularly in educational environments.

Emotional intelligence can be used to predict job success and a mediator between personal traits and adaptability, according to systematic evaluations by (Sharma & Tiwari, 2024). Strong correlations between these factors were found in studies based on PRISMA principles that included over 50 primary sources. However, these studies only addressed general organizational contexts and did not specify how these associations might appear in a pedagogical setting.

(Orhan, 2024) summarized the dependability of the short form of the Emotional Intelligence Questionnaire (TEIQue-SF) and found that the study's region and sample type were important factors of the questionnaire's alpha value. The study did not identify the processes by which emotional intelligence affects the efficacy of educational activities, but it did establish the methodological reliability of evaluating emotional intelligence. (Shute et al., 2022) looked into how instructors' emotional intelligence affected their readiness to step in when students were being bullied indirectly. The study found that, despite having a negligible impact, emotional intelligence is a favorable indicator of the perceived severity of bullying and self-efficacy in intervention. The study concentrates on a specific facet of educational practice.

(Maamari & Salloum, 2023) conducted an experiment to demonstrate the moderating influence of personal attributes and the influence of highly emotionally intelligent educators on academic performance. The study disregarded the question of particular mechanisms of interaction between personality characteristics and emotional intelligence, but the researchers advise institutions to choose emotionally intelligent instructors and provide training on emotional intelligence growth.

(Alrajhi et al., 2017) offered regional studies about the impact of emotional intelligence on instructional activity. The first study, which was restricted to the field of mathematics, found a predictive influence of five aspects of emotional intelligence on teachers' self-efficacy beliefs based on a sample of 1240 math teachers from Oman. The second study, which involved 307 secondary school teachers in China, found that social support partially mediated the connection between emotional intelligence and burnout among teachers, highlighting the significance of both fostering a supportive work environment and enhancing emotional intelligence. However, it did not identify the ideal ratio of these factors.

A meta-analysis assessing the effects of teacher competencies and attributes on students' academic performance was carried out by (López-Martin et al., 2023). Reflective attitudes of educators, professional growth, and self-efficacy have the biggest positive effects on student success, according to a study of 40 studies (2000-2019) on a sample of over 1.49 million students and 6.7 thousand teachers from 17 countries. A meta-analysis of the potential for teaching emotional intelligence was carried out by (Mattingly & Kraiger, 2019). Formal training had a moderately beneficial impact on emotional intelligence, according to a review of 58 studies, suggesting that this competency may be developed. The researchers do not, however, take into account the particulars of this kind of training for educators or how it affects their productivity.

The function of emotional intelligence in pedagogical activities and its association to teaching effectiveness have drawn increasing attention, according to an examination of the scientific literature. However, little research has been done on the ways in which instructors' emotional intelligence, personal traits, and certain facets of pedagogical efficacy interact in various educational environments. The value of more research in this field is determined by the lack of a thorough method for examining the connections between personality traits, emotional intelligence, and educational effectiveness.

Although previous studies have established significant relationships among emotional intelligence, personality traits, and teacher effectiveness, several gaps remain. Limited evidence is available from the Indian educational context, particularly regarding the cumulative impact of personality traits and emotional intelligence on teachers' effectiveness across different school levels. Furthermore, few studies have simultaneously examined emotional intelligence profiles together with demographic characteristics like teaching experience and gender or translated these findings into a structured developmental framework for teachers. The present study addresses these gaps by integrating these dimensions within a single empirical investigation.

Research Gap

Despite the increasing amount of literature on emotional intelligence, personality traits, and teacher effectiveness, several important gaps remain. Existing studies have primarily examined these constructs independently or within specific educational settings, with limited attention to their integrated relationship in school education. Furthermore, relatively few studies have explored how emotional intelligence profiles differ across primary and secondary school teachers or how demographic characteristics like teaching experience and gender influence these relationships. In the Indian educational context, empirical evidence examining the combined effects of emotional intelligence and personality traits on pedagogical effectiveness remains limited. In addition, there is a lack of practical frameworks that translate research findings into structured emotional intelligence development strategies for teachers. These gaps provide the rationale for the present study.

Research Methodology

The cross-sectional study, which sought to examine teachers' emotional intelligence, was conducted between February and May 2026.

The sample size was determined using a stratified random sampling technique which ensured that every teacher had an equal opportunity of being selected. Initially, the total population comprise of primary and secondary school teachers in Kolhapur district. With this, the heterogeneous group was split into various categories based on their gender and level of employment before random selection of the sample was done. In addition, equal proportion of the selected category of teachers was maintained to ensure that analysis at the sub group level is efficient.

The Helsinki Declaration's ethical guidelines were followed for conducting the study. The sample was split into three groups beginners (1-8 years, n = 55), experienced (9-18 years, n = 63), and teachers with significant experience (above 19 years, n = 42) in order to analyze the impact of teaching experience. I used The Schutte Self Report Emotional Intelligence Test (SSEIT) to assess the degree and traits of emotional intelligence of teachers. (Intellectus Consulting, 2025), which evaluated the overall indicator of emotional intelligence and its four components: Emotional perception, emotion management, including of others, and use of emotions. Cronbach's alpha ($\alpha = 0.77$) verified the methodology's dependability. Conscientiousness, neuroticism, agreeableness, extraversion, and openness to new experiences are the five basic personality traits that are evaluated by the Big Five Inventory (BFI) were used to evaluate personality qualities. The Teacher Sense of Effectiveness Scale (TSES) was used to measure teachers' self-efficacy. Additionally, techniques for handling emotionally taxing circumstances were examined, and the amount of time needed for emotional recovery following conflict situations in the classroom was measured.

To ensure a thorough knowledge of the connection between emotional intelligence, personality characteristics and pedagogical efficiency, the study's sample was dispersed throughout schools from different socioeconomic backgrounds. The study aimed to investigate whether and how teachers' emotional intelligence and pedagogical efficiency were impacted by the difficulties or benefits related to their particular school environments by incorporating schools with a range of socioeconomic situations.

Descriptive statistics, independent-samples one-way ANOVA, t-tests, multiple regression analysis, Pearson correlation, and cluster analysis were used to examine the information. Qualitative interview data were analyzed using thematic analysis to complement and explain the quantitative findings. The study's robustness was improved by the integration of quantitative and qualitative findings. I used multiple regression test and Pearson's correlation test to explore the connections among emotional intelligence, personality attributes, and pedagogical efficacy.

12 teachers (6 men and 6 women) among the total number of 160 teachers of different ages and experiences participated in semi-structured interviews to broaden the examination of the quantitative data. The analysis of the interview showed the most important issues related to the personal qualities, emotional intelligence, and pedagogical effectiveness using the thematic analysis method. An emotional intelligence model development of teachers was elaborated on the basis of the qualitative and quantitative data collected and psychological qualities of teachers taken into consideration.

To minimize the chance of common method bias, certain procedures were implemented as self-reported survey data was primarily utilized in the study. Since the participants were provided anonymity and confidentiality, social desirability bias and evaluation apprehension were minimized. The questionnaire employed standardized scales that involved different constructs and had neutral wording. Harman's single-factor method was also employed. The first factor in the unrotated configuration accounted for less than 50% of the variance which suggests that common method bias was unlikely to affect the outcomes.

Ethical Considerations

Since the study involved voluntary participation through anonymous questionnaires and interviews without collecting sensitive personal information, institutional ethical standards pertaining to voluntary participation, informed consent, and confidentiality were adhered to.

Results and Discussions

The Extent and Features of Teachers' Emotional Intelligence Development in Primary and Secondary School

During the entire process of this study, there was an intensive exploration of the extent to which the emotional intelligence of elementary and secondary school teachers had developed. This study used a stratified random sample of 160 teachers in different schools. Males (n = 80) and females (n = 80) were equally represented in the sample, as were primary (n = 80) and secondary (n = 80) educators. The study's instrument, the Schutte Self-Report Emotional Intelligence Test (SSEIT), demonstrated sufficient reliability (α = 0.77).

A distribution in the range of average values was found by analyzing the general markers of teachers' emotional intelligence (EI) (Table 1). The sample's overall EI score ranged from 118 to 148, with an average of 135.1 (SD = 7.29). These findings show that the teachers in the study group have developed their emotional intelligence to a generally satisfactory degree.

Table 1: Descriptive Statistics of the Emotional Intelligence Metrics Used by Educator

Indicators	*N*	*M*	*SD*	*Min*	*Max*	*Asymmetry*	*Excess*
Emotional intelligence (general)	160	135.1	7.29	118	148	0.298	-0.771
Emotional perception	160	36.1	3.27	26	41	-0.409	-0.541
Emotion management	160	32.8	3.01	27	42	0.21	-0.681
Emotion management of others	160	35.1	2.91	29	39	-0.291	-0.519
Use of emotions	160	31.1	2.76	23	40	-0.131	-0.418

Note: N – Participants; M – Mean; SD – STD Dev.

Different components of emotional intelligence developed unevenly, according to structural analysis. Emotional perception (M = 36.1; SD = 3.27) was the most developed component among instructors, indicating their capacity to recognize emotional states. The components of controlling their own emotions (M = 32.8; SD = 3.01) and controlling the emotions of others (M = 35.1; SD = 2.91) showed somewhat lower scores. The utilization of emotions was the least developed component (M = 31.1; SD = 2.76). The findings suggest that while teachers recognize students' emotions, they may struggle to effectively use this emotional information in teaching.

Three primary EI profiles were found in the cluster analysis of the emotional intelligence structure: "empathic" (30.9% of instructors), "rational" (43.1%), and "mixed" (26.1%). High scores in "Emotional perception" and "management of emotions of others" were indicative of the "empathic" profile, whereas "emotion management" and "use of emotions" had

average values. This profile helps foster strong emotional connection and an emotionally comfortable learning environment for pupils. Higher scores on "emotion management" and "using emotions" and lower scores on "perceiving emotions" as well as "managing the emotions of others" were indicative of the "rational" profile. This profile guarantees improved emotional regulation and intentional use of emotions to accomplish educational objectives.

There were statistically significant variations between primary and secondary school teachers levels of emotional intelligence development were compared (Table 2). Compared to secondary school teachers, primary school teachers showed greater levels of general emotional intelligence ($t = 7.39$; $p < 0.001$). The components "Emotional perception" and "managing the emotions of others" showed the biggest differences, with primary school teachers scoring statistically considerably higher.

Table 2: Comparison of Elementary and Secondary School Teachers' Emotional Intelligence

EI Components	*Primary School (n = 80) M*	*SD*	*Secondary School (n = 80) M*	*SD*	*t-Value*	*p-Value*
General EI	139.1	6.4	130.9	7.59	7.39	<0.001
Emotional perception	37.2	2.6	33.7	7.58	3.91	<0.001
Emotion management	34.4	2.5	32.5	4.20	3.48	<0.001
Emotion management of others	36.6	2.7	32.9	8.89	3.56	<0.001
Use of emotions	30.9	2.9	31.8	2.90	-1.96	0.052

Note: M – Mean; SD – STD DEV; t-value – Student's test for independent samples; p-value.

The overall emotional intelligence of primary school teachers was substantially greater than that of secondary school teachers ($M = 139.10$ vs. 130.90, $p < .001$). Emotional perception, emotion management, and emotion management of others also showed significant differences, with elementary school teachers scoring better on all three categories ($p < .001$). However, no statistically significant difference was seen in how emotions were used ($p = .052$).

The professional responsibilities of instructors at various educational levels are connected to the differences that have been found. In order to improve their capacity to identify and address emotional needs, primary school instructors work with younger students who freely express their feelings and need ongoing emotional support (Hrechanyk, 2023; Ramey et al., 2024). Secondary school teachers, on the other hand, deal with teenagers who frequently conceal their feelings and exhibit more nuanced emotional behaviors, necessitating the use of distinct communication and management techniques. Furthermore, their field of specialization prioritizes intellectual content over emotional involvement. These results corroborate the research of (MacCann et al., 2020), which showed that emotional intelligence, especially in primary school teachers, supports self-regulation, empathy, social skills, and resilience.

Female instructors scored higher on emotional intelligence than male teachers, according to gender analysis (Table 3). The overall EI score as well as the components "Emotional perception" and "managing the emotions of others" showed statistically significant differences.

Table 3: Teachers' Emotional Intelligence Gender Differences

EI Components	*Males (n = 80) M*	*SD*	*Females (n = 80) M*	*SD*	*t-Value*	*p-Value*
General EI	131.1	7.7	138.9	6.3	-7.01	< .001
Emotional perception	33.6	3.5	37.5	2.8	-7.78	< .001
Emotion management	33.1	3.2	33.9	2.7	-1.71	.089
Emotion management of others	33.3	3.1	36.2	2.9	-6.11	< .001
Use of emotions	31.1	2.7	31.3	2.8	-0.46	.646

The variations of gender socialization and sociocultural influences determine gender disparities in emotional intelligence (Altanova, 2022; Kim & Chung, 2024). The development of the pertinent elements of emotional intelligence is influenced by social expectations that women have higher levels of emotional sensitivity and empathy. The lack of notable variations in the elements of personal emotion management and how they are used suggests that professional experience and training, rather than gender traits, shape these facets of emotional intelligence.

A non-linear relationship was found when the effect of teaching experience on emotional intelligence was examined. Teachers with an average work experience of 10 to 20 years had the greatest EI values, whereas those with the lowest (up to 5 years) and longest (over 25 years) experience showed lower scores. The sample was split into three categories based on length of service for in-depth analysis: teachers with significant experience (over 19 years), experienced teachers (9–18 years), and beginners (1–8 years) (Fig. 1).

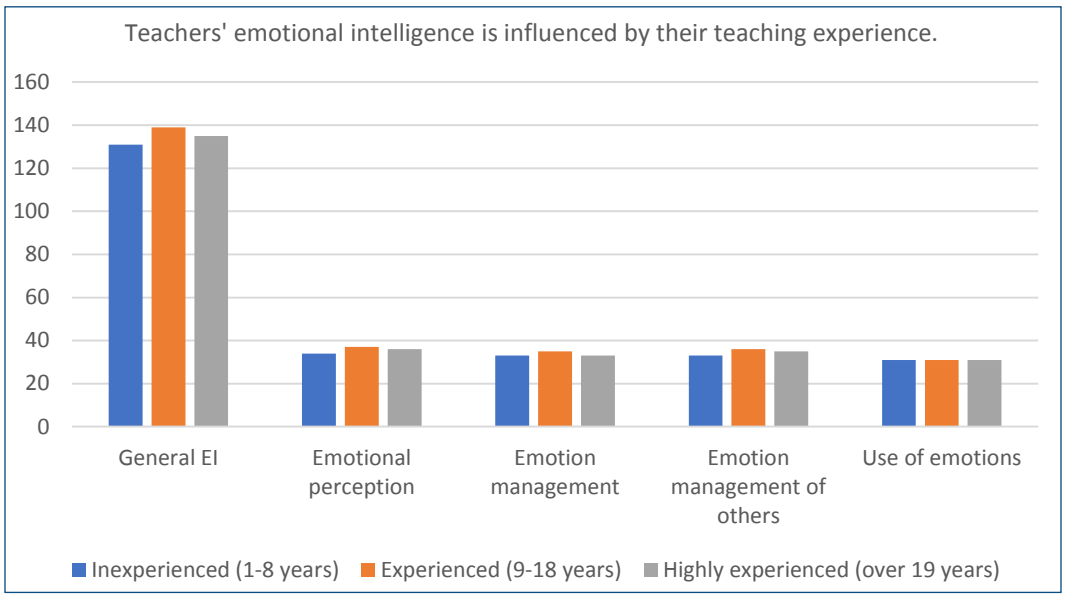


Fig. 1: Teachers' Emotional Intelligence is Influenced by Their Teaching Experience

The dynamics of teachers' professional development are reflected in the nonlinear association between emotional intelligence and teaching experience. The accumulation of real-world experience and the growth of emotional intelligence abilities account for the rise in EI markers among teachers with 9-18 years of experience. The emergence of professional burnout and emotional weariness is indicated by a decline in EI among educators with over 19 years of experience. Emotional sensitivity as a defense mechanism is negated by extended exposure to an emotionally taxing environment without adequate self-regulation abilities (Efremov, 2025; Chung, 2025).

The study found significant differences in emotional intelligence (EI) across teacher demographics. Primary school teachers and women teachers exhibited more EI skills, especially in understanding and managing emotions. The experienced teachers had the most EI skills, thus showing that there is not a linear correlation between experience and emotional skills. This suggests that EI training programs should be implemented for teachers' professional success and emotional well-being.

The Relationship Between Personality Characteristics, Emotional Intelligence, and Measures of Educational Efficacy

Identification of predictors under study was required for the research into links between personality characteristics, emotional intelligence, and teaching effectiveness. A complicated interactional system among these psychological variables was revealed according to the analysis of the data gathered through the application

of the standard tools such as TSES (Teacher Sense of Effectiveness Scale), BFI (Big Five Inventory) along with SSEIT findings. A qualitative study of the semi-structured interviews helped to better understand the discovered statistical patterns.

The regression analysis results are shown in Table 4, which looks at the impact of personality characteristics and teaching experience on emotional intelligence of teachers. The results reveal Neuroticism, Openness to Experience, Conscientiousness, and Teaching Experience to be significant predictors of teachers' emotional intelligence while Extraversion and Agreeableness show insignificant impact. Neuroticism indicates a significant negative impact on emotional intelligence (B = −0.32, β = −0.31, t = −3.20, p = .002) meaning that higher degrees of neuroticism correspond to lower emotional intelligence levels. On the contrary, Openness to Experience indicates a significant positive impact (B = 0.44, β = 0.44, t = 4.60, p < .001).

Table 4: Regression Analysis of Personality Traits' Influence on Teachers' EI

Variable	*B*	*SE B*	*β*	*t*	*p*
Neuroticism	-0.32	0.10	-0.31	-3.20	.002
Extraversion	0.19	0.27	0.39	0.70	.485
Openness to experience	0.44	0.096	0.44	4.60	<.001
Agreeableness	0.28	0.196	0.15	1.43	.155
Conscientiousness	0.35	0.135	0.25	2.60	.010
Teaching experience	0.24	0.048	0.30	5.00	<.001

Conscientiousness is positively correlated with emotional intelligence (B = 0.35, β = 0.25, t = 2.60, p = .010). It is worth mentioning that teaching experience is another good predictor of emotional intelligence (B = 0.24, β = 0.30, t = 5.00, p < .001). As more experienced teachers tend to be more emotionally intelligent than those with less experience.

On the other hand, Extraversion appears to have no statistically significant effect on emotional intelligence (B = 0.19, β = 0.39, t = 0.70, p = .485). Although the coefficients show a positive relationship, they do not provide enough statistical evidence to affirm that extraversion does predict emotional intelligence in teachers. Similarly, Agreeableness can also be regarded as a non-significant predictor of emotional intelligence (B = 0.28, β = 0.15, t = 1.43, p = .155). Thus, having a positive coefficient for agreeableness can be treated as an indication of a relationship rather than as evidence of a significant effect.

Table 5: Regression Analysis of How Personality Traits Effect on Pedagogical Effectiveness

Variable	*B*	*SE B*	*β*	*t*	*p*
Openness to experience	0.36	0.08	0.39	4.50	<0.001
Conscientiousness	0.44	0.12	0.44	3.67	<0.001
Extraversion	0.20	0.11	0.15	1.82	0.100
Agreeableness	0.35	0.15	0.18	2.33	0.040
Neuroticism	-0.41	0.10	-0.30	-4.01	<0.001
Teaching experience	0.35	0.11	0.42	3.17	<0.001

Note: B stands for unstandardized regression coefficient, SE for standard error, β for standardized regression coefficient, CI for 95% confidence interval, and VIF for variance inflation factor.

The efficiency of pedagogical tasks was also positively impacted by agreeableness (β = 0.18, p = 0.04), highlighting the significance of fostering a favorable emotional environment in the educational process. A significant negative influence on instructional efficacy was shown by neuroticism (β = -0.30, p < 0.001), confirming the role that anxiety and emotional instability play in impeding pedagogical activity. Excessive self-criticism, which lowers self-confidence and the efficacy of interactions with pupils, is common among anxious

teachers. Extraversion ($\beta = 0.15$, $p = 0.100$) showed a positive but not statistically significant connection with teaching effectiveness, suggesting that social activity and sociability have an indirect impact on teaching efficacy.

The correlation analysis revealed a statistically significant positive relationship ($r = 0.56$, $p < 0.001$) between pedagogical efficacy and emotional intelligence, confirming the importance of emotional intelligence in pedagogical success. Specifically, the components "emotion management" ($r = 0.56$, $p < 0.001$) and "management of emotions of others" ($r = 0.59$, $p < 0.001$) showed the best connections with total pedagogical efficiency. This highlights the importance of a teacher's capacity to identify and control students' and their own emotional states in order to ensure a successful learning experience. Regression analysis showed that teaching experience significantly improved pedagogical efficiency ($\beta = 0.42$, $p < 0.001$) and emotional intelligence ($\beta = 0.39$, $p = 0.002$). Teachers with a medium length of service (9-18 years) showed a strongly correlated between personality traits, emotional intelligence, and pedagogical efficiency, confirming the function of professional experience in the establishment of these associations.

Interview results validated the association among the emotional intelligence and personality traits. The higher teachers' level of conscientiousness and openness, the better was their ability to build emotional competences, experience lower levels of emotional exhaustion, and employ appropriate emotion regulation techniques. In particular, one teacher stated that trying out various methods of teaching contributed to better emotional bonding with the learners. Highly neurotic teachers struggled with regulating their emotions when under pressure, resulting in poor teaching. Since they failed to control their emotions when confronted by conflicts, they would react harshly, which resulted in regrettable experiences.

It was found that 8 out of 12 of the teachers had the connection between classroom management and emotional intelligence. Those teachers who understood the students' emotions correctly had better discipline and motivation. They stressed that it was necessary to control their own emotions before reacting to the students empathically.

From the findings of the study, it can be noted that 10 of the 12 interviewed teachers saw the relationship between emotional intelligence and personality qualities. The personality characteristics such as openness, agreeableness, conscientiousness, and extroversion enhanced empathy, emotional regulation, and communication while neuroticism was a hindrance in developing emotional intelligence especially in the process of emotional regulation. However, it should be noted that among the qualitative findings there was the importance of seeking peer help in coping with emotional problems. Indeed, 9 of the 12 teachers sought help from their peers.

Gender and experience in teaching affected the connection between emotional intelligence, personality, and teaching competence. Teachers with experienced who had nine to eighteen years of experience showed the highest combination of emotional and teaching skills. One of the experienced teachers emphasized that emotional contact with the students was acquired with teaching experience but not at university.

Female teachers emphasized empathy and understanding students' emotional needs, whereas male teachers focused more on emotional self-regulation, maintaining discipline, and managing conflicts to create a calm classroom environment. The study highlighted the need for systematic development of teachers' emotional intelligence. All 12 respondents supported incorporating emotional intelligence into teacher education programs for both pre-service and in-service teachers, while 82% emphasized practical, personalized training to enhance professional effectiveness.

Inadequate peer support and a lack of formal emotional intelligence (EI) training were found to be significant obstacles to increasing teaching efficacy. Participants emphasized the need to integrate EI development into teacher education and in-service training while considering teachers' personality traits and professional experience.

A Framework for Developing Emotional Intelligence in Teachers Based on Psychological Traits

A comprehensive model for developing teachers' emotional intelligence was designed with four components: diagnostic, content, procedural, and assessment. It identified three EI profiles empathic,

rational, and mixed to provide differentiated training. The model focused on developing self-regulation, emotional perception, management of others' emotions, and effective use of emotions in teaching. The forms, techniques, and technology approaches to the measurement and development of emotional intelligence were described by the process component (Fig. 2).

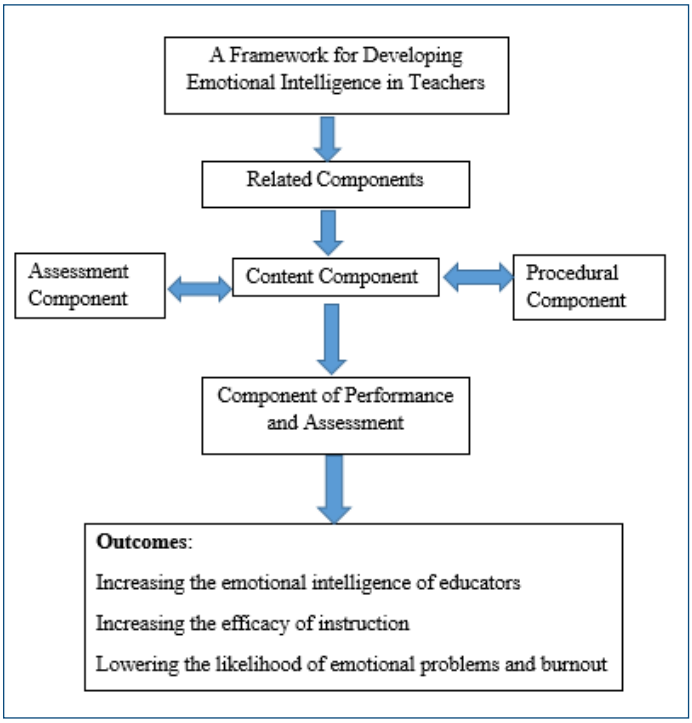


Fig. 2: A Model Based on Personal Psychological Traits for the Development of Teachers' Emotional Intelligence

Based on the identified patterns, the proposed model (Fig. 2) provides a comprehensive framework for developing teachers' emotional intelligence through four integrated components: diagnostic, content, procedural, and evaluation. In the diagnostic section, psychometric instruments are used to assess the emotional intelligence level, personality characteristics, and areas that require improvement. Some of the major problems that emerge from the evaluation include emotional inflexibility, poor self-control, high negative affectivity, and low empathy. The identified problems help to determine areas of focus on developing the emotional intelligence of the teachers.

The components of the content include four areas of emotional intelligence which are: emotion perception, self-regulation, the management of others' emotions, and the usage of emotions. The areas will be based on the identification of the students' emotions, the regulation of teachers' emotions, the creation of a positive emotional climate, and effective integration of emotional information in teaching. The procedural part of the model offers the methodological and organizational support for teachers through individual coaching, the supervision group, and interactive training sessions designed for teachers (Mazhitovna et al., 2022). The model uses both conventional and special approaches in the growth of teachers' emotional, behavioral, and cognitive abilities

The program comprised basic courses, special training, workshops, group supervision, and individual coaching. The training program was designed based on the emotional intelligence profile of the teachers. For empathic teachers, emotional detachment techniques, cognitive restructuring, and daily mindfulness activities were suggested for the development of professional boundaries and prevention of emotional exhaustion. Teachers with a combined profile used the Emotional Simulator with video-based classroom situations.

Institutional backing, collaboration among schools and institutions are essential factors for making the approach of "Circles of Professional Emotional Mutual Assistance" (CPEMA) workable on a larger scale. (Titova et al., 2023; Yurtseven et al., 2025) point out that the system is more effective in environments where teachers can discuss emotional problems and learn about others' experience of overcoming them. Due to its flexible nature, the system can be applied in different circumstances at different levels of education and teaching staff. Nevertheless, some barriers, including limited funding, the shortage of specialists capable of providing training, and resistance to change can hinder its broader implementation. Overcoming logistical issues, such as maintaining engagement of teachers in the process, coordinating efforts, and providing consistent program quality, is also important.

Discussion

There appeared to be a complicated interaction between EI, teaching efficacy, and personality traits. There were found significant differences in EI regarding gender, education, and experience of teachers. As a result, there were detected three types of EI empathic, rational, and

mixed by means of cluster analysis, which represent peculiar patterns of emotional involvement in teaching.

This result is in accordance with the works of (Petrus, 2023; Gkintoni et al., 2023) where it was shown that emotionally intelligent teachers better cope with stress, have higher job satisfaction, and better educational achievement. This study has also shown a high correlation between EI and personality traits like extraversion, openness to experience, and conscientiousness.

The positive connection between self-efficacy and emotional intelligence is consistent with the research carried out by (Karim et al., 2021). In addition, the results of this research corroborate those found by (Bardach et al., 2022), whereby self-efficacy improves the quality of teaching and minimizes emotional exhaustion. All these results can be used to promote the use of the suggested "Circles of Professional Emotional Mutual Assistance."

The results also correspond to the research conducted by (Coronado-Maldonado & Benitez-Marquez, 2023) about the need for emotionally intelligent leaders to create a positive workplace environment.

The empirical connection of EI and effective teaching is reinforced by (Jawaid et al., 2024), who found a favorable relationship between academic achievement and emotional intelligence, as well as whose research proved that personality factors affect learning strategies. The differences in EI according to gender discovered in this research agree with (Koç & İnandi, 2022), who both revealed gender disparities in emotional intelligence and professional skills.

The results are also in line with the existing evidence proving that emotionally intelligent teachers cope better with difficulties and react to situations more adaptively (Fteiha & Awwad, 2020). Moreover, low levels of EI among beginner teachers are confirmed by (Alidemaj, 2021), stressing the importance of proper mentoring and peer support for new educators.

In general, it may be that the research has revealed the emotional intelligence impact on the effectiveness of teachers' performance. The obtained EI profiles, along with demographic data, actually confirm the necessity of introducing programs for developing emotional intelligence, on an individual basis.

Conclusion

The current cross-sectional research investigates the relationships among the teachers' emotional intelligence (EI), personality traits, self-efficacy, and various types of demographic profiles. The results showed that there are certain relationships among these variables. However, it needs to be noted that it is not possible to determine directionality and causality of these relationships due to the fact that the study was cross-sectional. Hence, the findings are to be viewed as evidences of relationships and not causal relationships. The findings also confirm the significance of Goleman's Emotional Intelligence Theory in studying emotional and professional characteristics of the teachers with the necessity of conducting more longitudinal and experimental studies on that topic.

The study showed that female teachers have higher level of emotional intelligence compared to male teachers. This finding is in accordance with the findings of (Koç & İnandi, 2022). On the other hand, (Fteiha & Awwad, 2020) reported no statistically significant gender differences in some dimensions of emotional intelligence such as social skills and self-confidence. The differences between studies indicate that the variations in emotional intelligence according to gender are determined by the educational and cultural context and thus must be interpreted carefully.

The research suggested that EI is significantly related to certain traits of the Five Factor Model. The study noted a positive correlation between EI and extraversion in terms of interpersonal skills and communication, as well as between EI and conscientiousness in terms of being responsible and functioning well at work. Openness was also positively linked to being open to new information. On the contrary, neuroticism was suggested to have a negative link with EI. These outcomes are similar to last studies performed by (Petrus, 2023) as earlier studies have reported relationships between personality and emotional intelligence, but the above-mentioned results do not imply that personality has an impact on EI.

The study found a strong positive correlation between teacher's self-efficacy and EI which in line with the results of the study carried out by (Karim et al., 2021) as well as by (Bardach et al., 2022). Teachers with high EI tend to have elevated self-efficacy beliefs and believe

more in their capability. Based on Social Cognitive Theory perspective, this correlation can be explained with the idea that all of cognitive processes and self-control processes play an important role in examining someone's beliefs in his/her abilities. However, given that the relationship in the current study is cross-sectional, it is impossible to ascertain the causality between emotional intelligence and self-efficacy, if there is any.

The analysis discovered clusters of teachers that are classified into three groups: emotional, rational, and mixed. Each category consists of responses demonstrating that there are emotional and rational characteristics that teachers possess. The results of this investigation may inform the areas of professional growth. However, the results should be applied as recommendations rather than proven interventions, as the study does not test any kind of intervention effectiveness. For example, teachers that appeared to be less empathic might find helpful to access further training on empathic communication, while the other group of teachers with a greater degree of emotionality might benefit from the professional development based on emotion management.

The research findings about teaching experience suggest that experience alone is not sufficient to explain the discrepancies in emotional intelligence. This implies that factors like professional training, mentoring, reflective practices, and purposeful development of emotional intelligence can affect the outcome. Nevertheless, the present study did not investigate these factors directly. Thus, further research should be conducted about their possible impact rather than accepting these factors as valid arguments for the result.

In summary, the research enhances previous knowledge by analyzing emotional intelligence (EI) and personality, self-efficacy, and demographics in a single study. The findings show significant links between teacher's personality characteristics, emotional intelligence and, self-efficacy. Thus these findings can offer important descriptive and correlational information for teacher training and mentoring as well as institutional support. However, the research should not be seen as having provided evidence of the causal relationship or given confirmation of EI as a determinative factor in teacher effectiveness. Future longitudinal and experimental research should be undertaken to determine the time relationships, define causal impacts, and assess the effectiveness of EI in practice among teachers.

Research and Managerial Implications

Theoretical Implications

The present study extends the knowledge of the relationships between emotional intelligence (EI), personality, self-efficacy, and teachers' effectiveness. The revealed connections between EI and personality traits can help integrate Emotional Intelligence Theory and the Five-Factor Model of Personality. The variables of openness to experience, conscientiousness, and extraversion were found to be associated with differences in teachers' emotional intelligence.

Three teacher profiles were identified based on their EI scores: empathic, rational, and mixed. The results can be helpful for further exploring whether teachers can be grouped according to their EI strengths and whether these groups need to be considered when designing professional development programs. The study revealed a positive relationship between EI and self-efficacy, thus supporting the notion of the role of teachers' emotional intelligence in their professional functioning. However, since the study was cross-sectional, no conclusions about the causality of the relationships could be made.

The study provided an EI Development Framework that can be the basis for further research on teachers' EI. At the same time, the validity and reliability of this framework need to be confirmed in further studies. Thus, the framework is presented as a theoretical model but not a proven concept.

Practical Implications

The results presented above have significant effects on programs that prepare teachers, school administrators, and policy makers. Teacher preparation programs can include modules on emotional intelligence such as self-awareness, empathy, emotional regulation, communication, resiliency, and conflict resolution that can be acquired through professional development, mentoring, and reflective practices. The teacher profiles identified in this study can also help personalizing professional development as opposed to using a one-size-fits-all strategy. For example, the Circles of Professional Emotional Mutual Assistance (CPEMA) is an innovation suggesting the use of peer-professionalism based on

reflection in professional emotional communities. This tool was not used in this study and thus its efficacy is yet to be determined. Likewise, the EI Development Framework proposed is yet to be subjected to intervention studies to determine its effectiveness.

Scope for Future Research

The present study provides several directions for future research. First, further research using different research designs is needed to examine teachers' emotional intelligence across different career stages and its relationship with pedagogical effectiveness. Such studies could provide additional insights beyond the current cross-sectional study's conclusions.

Future research include bigger and more varied samples from different geographical regions, educational levels, and institutional environments to enhance he generalizability of the findings. Comparative studies across public and private institutions or different sociocultural contexts may provide additional insights into the factors influencing teachers' emotional intelligence.

Experimental or quasi-experimental studies are recommended to assess the effectiveness of emotional intelligence development programs, including the proposed Circles of Professional Emotional Mutual Assistance (CPEMA) model and other profile-based interventions. In addition, future studies should look at the roles of variables such as job satisfaction, resilience, organizational support, leadership style, and burnout. Researchers can also explore the relationship between the selected variable and the teachers' effectiveness. The proposed study can be conducted using Structural Equation Modeling. Future researchers should consider utilizing mixed methods in their design to mitigate common method bias and obtain more comprehensive results.

Limitations of the Study

This study has a lot of drawbacks. First off, it cannot determine cause-and-effect links between the variables because it is a cross-sectional study. Although the study found significant associations between personality, emotional intelligence, and pedagogical effectiveness, one cannot ascertain the direction of these relationships.

Secondly, the study used self-reported questionnaires to measure personality and emotional intelligence, which are susceptible to response bias. In addition, since both independent and dependent variables were measured using the same method, common method bias cannot be ruled out. Nonetheless, it should be noted that the study used established measures in developing the questionnaires.

Thirdly, the study was conducted among teachers in primary and secondary schools in only one district, which restricts how broadly the results may be used since the demographic cannot be considered representative of the larger population of teachers nationwide. Lastly, although this study identified components of emotional intelligence development and an intervention model for enhancing pedagogical efficacy, the CPEMA model, the proposed interventions have not been tested. Thus, further studies using experimental designs and diverse samples are needed to verify and expand upon these findings.

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Conflict of Interest

The authors have no conflicts of interest in relation to this research's publication.

AI Disclosure

The authors used AI for editing and improving the language used, correcting grammar, and formatting the paper.

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