

Teachers Emotional Intelligence Competencies on Student's Academic Achievement

Shruthi N ^{1*2} & Dr. Shyam B R ³

¹Doctoral Scholar, Department of Management Sciences ,Maharaja Institute of Technology Mysore - 571438 ,Affiliated to Visvesvaraya Technological University, Belagavi, Karnataka, India,ORCID iD: 0000-0002-3913-6891, Email: shruthikunal77@gmail.com

²Assistant Professor, Department of MBA ,Siddaganga Institute of Technology Tumkur – 572103,Affiliated to Visvesvaraya Technological University, Belagavi, Karnataka, India,ORCID iD: 0000-0002-3913-6891, Email: shruthikunal77@gmail.com

³Associate Professor & Head, Department of Management Sciences,Maharaja Institute of Technology, Thandavapura – 571302,Affiliated to Visvesvaraya Technological University, Belagavi, Karnataka, India,ORCID iD: 0000-0001-6338-3086, Email: shyamabhiram@mail.com

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ABSTRACT

Emotionally intelligent teachers are capable of being attuned to emotions of their students, empathizing, managing stress, and constructing an explicit learning environment. They are capable of handling conflicts, motivating reluctant learners, and modifying their teaching technique according to the required emotions of their learners. The teacher's emotional intelligence competencies like personal and social competence influence on student's academic achievement by considering student's engagement as mediator have been explored here. The objectives of the study are: (1) To identify the personal competencies of teachers that contributes to students' academic achievement. (2) To analyse the social competencies of teachers that contribute to students' academic achievement. (3) To analyse the influence of teachers' emotional intelligence competencies on students' academic outcomes. (4) To evaluate students' academic outcomes in relation to teachers' emotional intelligence competencies through student engagement. The study is based on descriptive design using cross-sectional survey method to assess the teacher's emotional intelligence on student's academic outcomes through student's engagement. The population comprised of school teachers working in different school type government, private, residential in Tumkur District, Karnataka. A convenient sampling technique has been used to collect responses from teacher's sample size n=1000.The Primary data were collected through validated survey instrument. Teachers emotional intelligence competencies like social skills, empathy, and self-awareness has significant impact on student's academic outcomes with the mediation factors such as student's involvement in learning, student's active communication, classrooms response under student's engagement variables.

Keywords: *Emotional Intelligence, Personal Competence, Social Competence, Students academic outcome, Student's Engagement, Holistic Development.*

1. INTRODUCTION:

Teacher's emotional intelligence in an academic setting is the capability to identify, and deal with one's own emotions while responding sensitively to student's emotions and classroom relationships. It supports a positive learning climate, better classroom management, stronger teacher-student rapport, and improved academic engagement and achievement (Channa, 2025). Emotional intelligence of teachers in an educational context is the capacity of a teacher to be aware of, to comprehend, to express, and to regulate emotions during his or her interaction with students, fellow educators, and the general educational environment. This is an essential characteristic of an educator because the process of teaching involves not only imparting knowledge but also expression of thoughts that is heavily influenced by emotions. Practically speaking, emotionally intelligent teachers are capable of being attuned to emotions of their students, empathizing, managing stress, and constructing an explicit learning environment. They are capable of handling conflicts, motivating reluctant learners, and modifying their teaching technique according to the required emotions of their learners. It is important in managing classroom dynamics as it helps avoiding any unnecessary tension and disruptive behaviour, enhancing teacher-student relationship.

Since, it fosters the establishment of trust, mutual respect, and communication it also enhances student participation due to the sense of being appreciated. Moreover, emotionally intelligent teachers experience less stress and job satisfaction among other things. From an institutional perspective, the role played by teacher's emotional intelligence includes the creation of an environment that will foster healthy development among the students. This is through modelling the appropriate social behaviours like self-control, empathy, and social interaction. Students engagement exerts students involvement in learning and building students overall well-being. The emotional intelligence of teachers helps to inculcate the attention span, curiosity, efforts in learning new things, understanding and applying the concepts in real world. Student's engagement in academic setting can be stressed upon in three ways like student's involvement in learning, student's active communication, classrooms response and disruptions. Student's involvement in learning: It is the active participation and learner's involvement in learning process encompassing the behavioural attributes like attending the class, tasks completion, participative in classroom. Cognitive efforts like setting learning goals and reflecting on their progress and emotional engagement by feeling interested belonging, and valuing the learning process.

Student's involvement in learning is purely based on internal factors along with some external factors like teachers support, emotional intelligence of teachers, classroom environment, peer relationship, and institutional climate (Bozbiyik, 2025). Student's active communication: It is the purposeful two way exchange of ideas, opinions and feedback among students, and between teachers and students. This takes place by asking and justifying questions, explaining reasoning, listening attentively, paraphrasing peer's opinions and

providing constructive feedback (Hardman, 2016). Student's engagement in active communication helps them to improve their verbal and interpersonal skills along with their critical thinking, problem solving aspects, and overall academic engagement (Marchiori & McLean, 2022). Classroom response and disruptions: It's the students quality responses and on the task verbal and non-verbal reactions to the teachers instructions. This plays an essential role in maintaining student's engagement and minimising the disruptions. Higher rate of active students responses are associated with higher academic outcome, improved behavioural outcomes across different grades (Tincani, 2016). The contrary of this, a low responses opportunity often leads to passive listening and participation inside the classroom and increases off-task disruptive behaviours.

Student's academic outcomes are the multidimensional construct including subjective, behavioural, and co-curricular activity outcomes. These outcomes are essential for the holistic view of learning beyond the rote learning methods. Subjective outcome focuses on student's self-perceived behaviour, satisfaction, and sense of achievement (Hu. Y, 2025). Behavioural outcomes encompass observable indicators like attendance, classroom participation, persistence, and study habits which are strongly linked to peer acceptance in CCA outcomes with goal orientations (Cappella, 2013). Co-curricular activities is the developmental gains from participation in arts, clubs, sports (indoor and outdoor) and societal serving activities enhances the school belongingness, lifelong learning dispositions, teamwork, leadership, and communication skills. These will predict the self-motivation and interpersonal relationship in co-curricular activity outcomes (Lay, 2022).

2. LITERATURE REVIEW:

The emotional competence of teachers has an absolute effect on classroom processes far beyond their lessons. This research assessed the emotional quotient of teachers laterally with the engagement of the pupils in a certain school district within a huge school division in Central Philippines. Employing a descriptive-correlation approach, the researcher employed a survey tool involving 135 teachers who have been chosen using stratified random sampling among 206 teachers in the entire school division (Michaelyn P. Gornez, 2026). The main factors and mechanisms of impact of Emotional Intelligence on the efficiency of educational work to establish a differentiated system for developing emotional competencies of teachers. The model of development of teachers' emotional intelligence contains evaluative, substantive, procedural and evaluation components that provide an integral approach to the progress of emotional competencies of teachers. Centered on the model a three-level program with differentiated methods for teachers with different psychological characteristics was elaborated (Dorentina Murturi, 2026). The connection between emotional competence of teachers and professional talk which could work wonders in classrooms. Emotional intelligence helps teachers create relationship and support their students in terms of empathic behaviour, understanding, and compassion.

Emotional intelligence helps in improving motivation and student's academic outcome and this is directly related to verbal and non-verbal communication in professional context. Other than professional competence and experience, meaningful emotional interaction between

teachers and students becomes the third important dimension of good teaching. There should be proper policy and training to build scaffolding in order to get the attention of teachers in this neglected aspect of being an excellent teacher (Shashi Ranjan, 2026). The researcher tries to assess the level of emotional intelligence among both gender teachers of general degree colleges in Purulia district of West Bengal and compare their overall level of emotional intelligence along five dimensions using Goleman's model. The conclusion from the study is that the emotional intelligence of teachers in Purulia district is a professional quality and not gender specific one (Samrat Mal, 2026). The research examines the emotional intelligence as well as job efficacy among special school teachers in the state of Kerala, while examining the differences based on some socio demographic variables. Emotional intelligence is examined from two perspectives including personal and social competence, whereas the job efficacy is examined using measures such as job commitment. Shows that special mentors have higher emotional intelligence as well as job commitment.

Student's engagement is the important dimension gets influenced by the teacher's emotional intelligence to promote key learning outcomes (Zhoc, 2020). It is evident that teacher's emotional support has an impact on several aspects of learner's education. Various studies have found the relationship between emotional intelligence and learner's engagement. The researchers also demonstrated that teacher's emotional support and trait Emotional Intelligence both can associate student's learning engagement (Satya, 2024). Special school teachers are emotionally competent and focus more on the vital of training programs to improve their Emotional Intelligence and perform better on the job (Femy O.A, 2026). The researcher determined the relationship among professional progress, Emotional Intelligence, and classroom management among teachers in public schools. Findings show that professional development and Emotional Intelligence have significant predictive impacts on effective classroom skills such as the advancement of school culture for professional development, considering time as well resource limitations, improving mentoring and coaching programs, and blending Emotional Intelligence training into the professional development program of DepEd (Joenard S. Ledesma, 2026).

The level of quality of higher education, the lecturers' capacity and innovative nature must be increased in response to the changes brought by the digital era, specifically the Industry 4.0. The study explored the mediating role of Emotional Intelligence in the link between lecturer competence and lecturer innovation in private universities. It is suggested that universities consider the development of Emotional Intelligence of their lecturers in developing lecturer capacity (Luluh Abdilah, 2026). The association between technology-based communication systems and socio-emotional competencies of teachers. As the utilization of artificial intelligence and machine-based communication in schools is increasingly becoming prevalent, there are worries about the influence of the above-mentioned phenomenon on emotional intelligence of teachers. The research is determined by its involvements for understanding the impacts that contemporary technological communication has on emotional intelligence of teachers (Muneeba Tahira, 2026). The study attentions on the role of social - emotional competence in addressing teacher burnout and the mechanisms behind the

influence. Results in socio-emotional competence and teaching efficacy of teachers negatively predicting teacher burnout.

Parallely, teaching efficacy mediates the association between the social–emotional competence and teacher burnout (Jinqiu Wang, 2026). Nursing students should exhibit both emotional intelligence and clinical competence because such qualities would contribute to provision of safe, empathic and effective care by them. It is crucial to gain knowledge regarding definitions, measurements and relation of emotional intelligence and clinical competence to design evidence-based approaches to teach nursing students and evaluate their competence. However, existing studies in the area are not integrated and depend on the context (Jéssica Salas, 2026). The researcher established the Emotional Intelligence among secondary school science teachers. There was also a lack of significant differences between private aided, private unaided, and government secondary school science teachers with reverence to their emotional intelligence. Science teachers in private aided secondary schools were significantly different from private aided and government science teachers working in secondary school concerning emotional intelligence (Suvarna V.D, 2026). The role of emotional and intellectual intelligences on teachers' performance in teaching - learning processes was investigated.

It should be considered that in addition to the mentioned variables a balanced educational strategy and appropriate coaching strategies must be developed to attain the educational objectives (Erni Setyani, 2026). Female teachers are also a sizable portion of workers in these institutions and they shoulder not only perform the task of educating but also of nurturing the students emotionally. With the speedy growth of private montessori schools in metro cities like Chennai, women teachers find themselves under great professional pressure due to which emotional intelligence becomes very crucial for their welfare and organizational performance (Dhamodharan R, 2026). The degree of ethical leadership practices of school heads and Emotional Intelligence of teachers in the schools division of Ifugao. The study uncovered that ethical leadership is an essential element for nurturing the Emotional Intelligence of teachers (Dolid Salvador, 2026). The study aims at exploring the effect of emotional and intellectual intelligences on teachers' performance in learning and teaching process. The fact that teachers' performance is impacted not only by emotional and intellectual intelligence. In order to effectively meet educational objectives, an appropriate approach to education and coaching strategies must be developed (Nur Wening, 2026).

The researcher attempts to fill the research gap by analysing the link between the selected demographic variables (gender, academic qualification, teaching experience, age), and EI of Social Studies. The practical recommendations resulting from the findings indicate that Emotional Intelligence should be perceived as a professional skill and not something inherent to people (Sylvester Anorue, 2026). The primary reason of the study was to examine the role of Emotional Intelligence as an antecedent to stress management and job satisfaction of public elementary school teachers. It's established that the teachers exhibited "High" to "Very High" levels of Emotional Intelligence, stress management, and "High" levels of job satisfaction (Len Aimerose L, 2026). Explored the association between Emotional

It indicates that emotional abilities significantly affect teachers' job satisfaction. It becomes apparent that the advance of Emotional Intelligence requires systematic attention in teacher education (Pradman Krishan Dhar, 2026). The research investigates the association between the gender and pedagogy subjects on the Emotional Intelligence level of pre-service teachers. It shows that teacher guidance programs should pay attention to embedding Emotional Intelligence training into pedagogy (Mayur Pujari, 2026). The development of Emotional Intelligence of future teachers and necessity of development and application of new methods for developing Emotional Intelligence is planned in the Russian educational system(Anna Uskova, 2026).

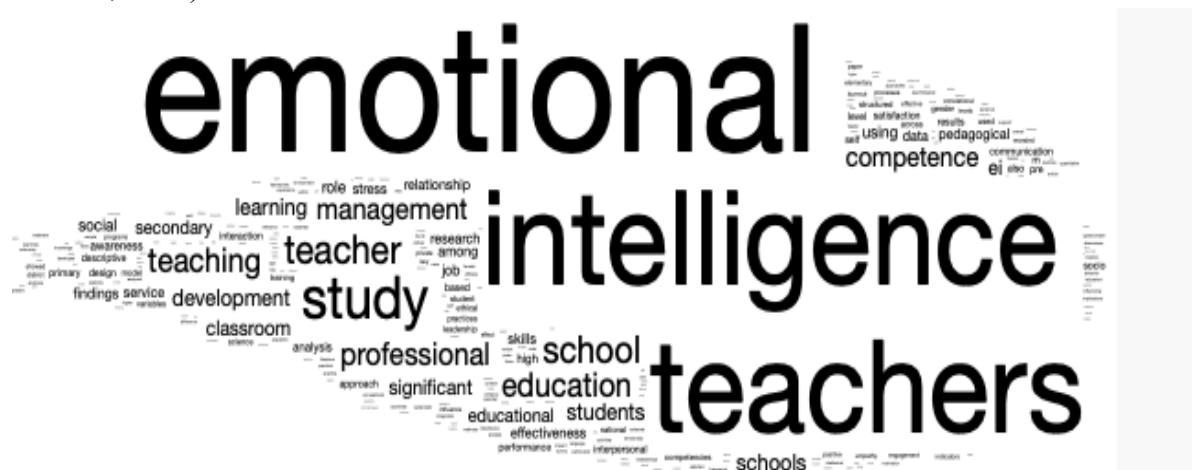


Fig 1: Text Mining Word Cloud of Literature Analysis (Using JMP)

3. RESEARCH GAP:

Although Emotional Intelligence has been shown to be an important competence for effective teaching, there exists modest empirical evidence on how emotional intelligence of teachers affects student's academic outcomes but academic achievement like subjective, behavioural and co-curricular activity outcomes by means of interaction within the classroom, learner engagement, and instruction is not done. Existing literature has concentrated on emotional intelligence independently, as well on performance of the teacher and student's academic achievement. Very few researches on the mechanism that links emotional intelligence to student's academic achievement. Need for more context-specific studies conducted in the Indian educational environment and across various levels of teachers. Rare usage of the multi-dimensional framework linking self-awareness (SA), self-regulation (SR), empathy (E), motivation (M), and social skills (SS) to student's academic outcomes with student's engagement as mediation factor is not done yet. So, this study focuses on the study of teachers emotional intelligence competences like personal (SA, SR, and M) and social (E and SS) competences by considering student's engagement as the mediation factor to influence student's academic (subjective, behavioural, co-curricular activity outcomes (CCA)) achievement.

4. OBJECTIVES:

1. To identify the personal competencies of teachers that contributes to students' academic achievement.
2. To analyse the social competencies of teachers that contribute to students' academic achievement.
3. To analyse the influence of teachers' emotional intelligence competencies on students' academic outcomes.
4. To evaluate students' academic outcomes in relation to teachers' emotional intelligence competencies through student engagement.

5. HYPOTHESIS:

Table 1.1: Hypothesis of the Study	
H_{o1}	Teachers' personal competencies do not significantly influence students' academic achievement
H_{o2}	Teachers' social competencies do not significantly influence students' academic achievement.
H_{o3}	Teachers' emotional intelligence competencies have no significant influence on students' academic outcomes
H_{o4}	Student engagement does not significantly mediate the relationship between teachers' emotional intelligence competencies and students' academic outcomes.

6. RESEARCH DESIGN:

- **Research Design:** This study is based on descriptive design using cross-sectional survey method to assess the teacher's emotional intelligence on student's academic outcomes through student's engagement.

- **Population and Sampling:** The population comprised of school teachers working in different school types government, private, residential in Tumkur District, Karnataka. A convenient sampling technique have been used to collect responses from sample size $n=1000$.
- **Data Collection and Instrument:** The primary data were collected through validated survey instrument.
- **Data Analysis:** Analysis used JASP, JMP, and SmartPLS for linear regression and SEM model with descriptive statistics, correlation and hypothesis testing at significance level $p < 0.05$.

7. RESEARCH MODEL:

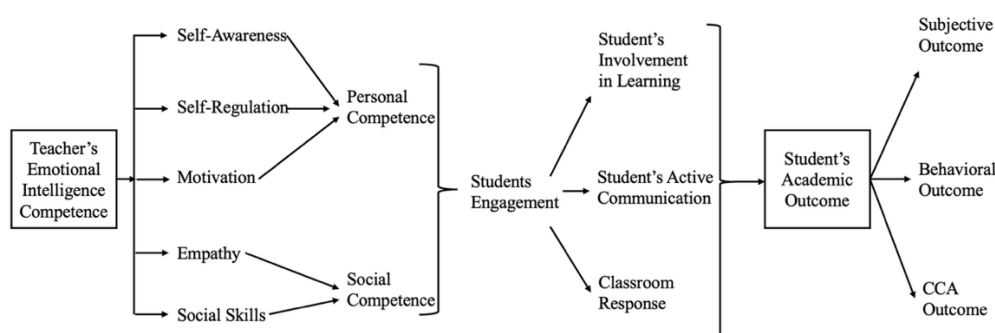


Fig 2: Teachers EI Competencies on Student's Academic Achievement

8. RESULTS AND DISCUSSION:

Teachers' emotional intelligence competencies and their contribution to students' academic outcomes is examined by segregating emotional intelligence into two dimensions: personal competence and social competence. Personal competence consists of self-awareness (SA), self-regulation (SR), and motivation (M), whereas social competence consists of empathy (E) and social skills (SS). The study assesses the influence of these competencies on students' academic outcomes across three dimensions: subjective outcomes, behavioural outcomes, and co-curricular activity (CCA) outcomes. The analysis identifies the extent to which individual emotional intelligence competencies and the two broader dimensions of personal and social competence contribute to students' academic outcomes.

Table 1.2: Dimension Level and Competency Level		
Independent variables	Dimensions	Dependent variables
Self-Awareness (SA)	Personal Competence	Subjective Outcome
Self-Regulation (SR)	Personal Competence	Behavioural Outcome
Motivation (M)	Personal Competence	Co-Curricular Activity Outcome
Empathy (E)	Social Competence	
Social Skills (SS)	Social Competence	

The above table 1.2 gives two levels of analysis: Dimension level: Personal competence and social competence → students' outcomes and Competency level: Self-Awareness, Self-Regulation, Motivation, Empathy and Social Skills → students' outcomes. This distinction is

important because it allows to determine not only whether personal and social competence matter, but also which specific emotional intelligence competency contributes most strongly to each type of student outcome.

8.1.

H01	Teachers' personal competencies do not significantly influence students' academic achievement
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Table 1.3: Results of Personal Competence → Subjective, Behavioural, Co-Curricular Activity Achievement (One Way ANOVA)

Teachers Emotional Intelligence Competence		Students' Academic Outcome	N	Mean	Std. Deviation	f	P
Teachers Personal Competencies	Self-Awareness	Subjective	1000	29.616	5.076	45.18	< .001
	Self-Regulation		1000	15.791	6.813		
	Motivation		1000	7.482	3.810		
	Self-Awareness	Behavioural	1000	29.616	5.076	291.5	< .001
	Self-Regulation		1000	15.791	6.813		
	Motivation		1000	7.482	3.810		
	Self-Awareness	Co-Curricular Activity	1000	29.616	5.076	237.1	< .001
	Self-Regulation		1000	15.791	6.813		
	Motivation		1000	7.482	3.810		

Source: Field Survey and Primary Data of School Teachers in Tumkur District, January 2026

Table 1.3 presents the results of the One Way ANOVA conducted to examine the relationship between teachers' personal emotional intelligence competencies and students' academic achievement. Teachers' personal competence was considered in terms of three emotional intelligence competencies: self-awareness (SA), self-regulation (SR), and motivation (M). Students' academic achievements were assessed across three dimensions: subjective, behavioural, and co-curricular activity (CCA). The results indicate that self-awareness recorded the highest mean score ($M = 29.616$, $SD = 5.076$), followed by self-regulation ($M = 15.791$, $SD = 6.813$) and motivation ($M = 7.482$, $SD = 3.810$). This suggests that, among the three dimensions of teachers' personal competence, self-awareness had the highest observed score among the teachers included in the study.

With respect to subjective achievement, the ANOVA results show a statistically significant difference, with $F = 45.18$ and $p < .001$. Since the p -value is less than the conventional significance level of 0.05, the null hypothesis is rejected. This indicates that teachers' personal emotional intelligence competencies are significantly associated with students' subjective academic achievement. Teachers who demonstrate personal competencies such as self-awareness, self-regulation, and motivation may be better able to understand their own emotional responses, regulate their behaviour, and remain motivated in their teaching practices, which can contribute to a positive learning environment and students' perceptions of their academic experience.

For behavioural achievement, the analysis produces a substantially higher F-value of 291.5 ($p < .001$). This is statistically significant and indicates a significant relationship between teachers' personal competencies and students' behavioural outcomes. Among the three academic outcome dimensions examined in the study, the behavioural outcome demonstrates the highest F-value. This finding suggests that teachers' personal competencies may be particularly relevant to student behaviours such as classroom participation, discipline, punctuality, attendance, assignment completion, and time management. Teachers who demonstrate self-awareness and self-regulation may be more capable of maintaining consistency, emotional balance, discipline, and an organized classroom environment, which may encourage positive behavioural patterns among students.

Similarly, the results for co-curricular activity achievement indicate a statistically significant relationship, with $F = 237.1$ and $p < .001$. The significance level indicates that teachers' personal competencies are significantly associated with students' co-curricular activity outcomes. Teachers who possess higher levels of self-awareness, self-regulation, and motivation may be better positioned to encourage students to participate in activities beyond the conventional classroom setting, provide appropriate guidance, and motivate students to engage in co-curricular activities.

Overall, the results demonstrate that teachers' personal emotional intelligence competencies have a statistically significant relationship with all three dimensions of students' academic achievement - subjective, behavioural, and co-curricular activity, as all three ANOVA tests have p -values of less than .001. Among these achievement, behavioural show the highest F-value (291.5), followed by co-curricular activity (237.1) and subjective (45.18). Thus, within the scope of this analysis, the strongest statistical evidence of differences associated with teachers' personal competencies is observed for students' behavioural achievement.

Therefore, the null hypothesis stating that "teachers' personal competencies do not significantly influence students' academic achievement" is rejected. The findings support the alternative hypothesis that teachers' personal competencies are significantly associated with students' academic achievement.

8.2.

H02	Teachers' social competencies do not significantly influence students' academic achievement.
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Table 1.4: Results of Social competence → Subjective, Behavioural, Co-Curricular Activity Achievement (One Way ANOVA)

Teachers EI Competence		Student's Academic Outcome	N	Mean	Std. Deviation	f	P
Teachers Social Competence	Empathy	Subjective	1000	10.863	1.854	165.2	< .001
	Social Skills		1000	24.379	4.068		
	Empathy	Behavioural	1000	10.863	1.854	313.1	< .001
	Social Skills		1000	24.379	4.068		
	Empathy	Co-Curricular Activity	1000	10.863	1.854	366.4	< .001
	Social Skills		1000	24.379	4.068		
Source: Field Survey and Primary Data of School Teachers in Tumkur District January 2026							

Table 1.4 presents the results of the One-Way ANOVA conducted to examine the relationship between teachers' social emotional intelligence competencies and students' academic achievement. Teachers' social competence was assessed through two dimensions: empathy (E) and social skills (SS). Students' academic outcomes were examined across three dimensions, namely subjective, behavioural, and co-curricular activity (CCA). The descriptive results indicate that social skills recorded a higher mean score ($M = 24.379$, $SD = 4.068$) compared with empathy ($M = 10.863$, $SD = 1.854$). This indicates that, within the social competence dimension, teachers reported a higher level of social skills than empathy based on the observed mean scores.

For subjective achievement, the ANOVA results show an F-value of 165.2 with a p-value of $< .001$. Since the p-value is less than the 0.05 level of significance, the null hypothesis is rejected. This indicates a statistically significant relationship between teachers' social competencies and students' subjective academic achievement. Teachers' ability to demonstrate empathy and effective social skills may help them understand students' feelings, needs, difficulties, and individual differences, thereby creating a supportive classroom environment that can positively relate to students' academic experiences.

With regard to behavioural achievement, the results show an F-value of 313.1 with a p-value of $< .001$. The result is statistically significant, indicating that teachers' social competencies are significantly associated with students' behavioural achievement. Effective social skills enable teachers to communicate clearly, establish positive relationships, manage classroom interactions, and respond appropriately to students. Similarly, empathy may enable teachers to understand students' emotional and behavioural needs. These competencies may be reflected in positive student behaviours such as classroom participation, discipline, punctuality, attendance, cooperation, and assignment completion.

The strongest statistical result is observed for co-curricular activity achievement, where the ANOVA produces an F-value of 366.4 with a p-value of $< .001$. This indicates a statistically significant relationship between teachers' social competencies and students' co-curricular activity achievement. The comparatively higher F-value suggests that, among the three dimensions examined, co-curricular activity achievement demonstrate the strongest statistical differentiation associated with teachers' social competencies. Teachers with effective social skills may be better able to encourage teamwork, communication, cooperation, participation, and interaction among students, while empathy may help teachers recognize and respond to students' interests, abilities, and individual needs. These qualities can facilitate greater student involvement in co-curricular activities.

Overall, the results demonstrate that teachers' social competencies - empathy and social skills are significantly associated with all three dimensions of students' academic achievement, as the p-value for subjective, behavioural, and co-curricular activity achievement is $< .001$ in each case. Among the three achievement, co-curricular activity recorded the highest F-value (366.4), followed by behavioural (313.1) and subjective (165.2). This indicates that the strongest statistical association in the present analysis is observed between teachers' social competencies and students' co-curricular activity achievement.

Therefore, the null hypothesis stating that "teachers' social competencies do not significantly influence students' academic achievement" is rejected. The findings support the alternative hypothesis that teachers' social competencies have a statistically significant relationship with students' academic achievement.

8.3.

H₀₃	Teachers' emotional intelligence competencies have no significant influence on students' academic outcomes
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Table 1.5: Results of Overall Emotional Intelligence → Subjective, Behavioural, Co-Curricular Activity Achievement (One Way ANOVA)

Teachers Emotional Intelligence Competence	Student's Academic Outcome	N	Mean	Std. Deviation	f	P
	Subjective	1000	4.008	0.928	50.81	$< .001$
	Behavioural	1000	4.346	0.892	21.08	$< .001$
	Co-Curricular Activity	1000	4.282	0.926	37.47	$< .001$

Source: Field Survey and Primary Data of School Teachers in Tumkur District, January 2026

Table 1.5 presents the results of the One-Way ANOVA conducted to examine the relationship between teachers' overall emotional intelligence competencies and students' academic achievement. Students' academic achievement was assessed across three

dimensions: subjective, behavioural, and co-curricular activity (CCA). The analysis was conducted on a sample of 1,000 respondents for each achievement dimension. The results indicate that the mean score for behavioural was the highest ($M = 4.346$, $SD = 0.892$), followed by co-curricular activity ($M = 4.282$, $SD = 0.926$) and subjective ($M = 4.008$, $SD = 0.928$). This indicates that, among the three dimensions of students' academic achievement, behavioural recorded the highest mean score in the present study.

For subjective achievement, the ANOVA results show an F-value of 50.81 with a p-value of $< .001$. Since the p-value is below the 0.05 level of significance, the result is statistically significant. Therefore, the null hypothesis is rejected, indicating that teachers' emotional intelligence competencies are significantly associated with students' subjective academic achievement. Teachers with stronger emotional intelligence may be better able to understand and manage their own emotions, respond appropriately to students' emotional needs, and establish a supportive classroom environment. These characteristics may contribute to students' positive perceptions and experiences of their academic environment.

With respect to behavioural achievement, the results show an F-value of 21.08 with a p-value of $< .001$. Although this is statistically significant, the F-value is lower than those observed for subjective and co-curricular activity achievement. The finding nevertheless indicates a significant association between teachers' emotional intelligence competencies and students' behavioural achievement. Teachers who are emotionally aware, self-regulated, empathetic, and socially competent may be better equipped to manage classroom interactions and encourage desirable student behaviours such as discipline, participation, punctuality, cooperation, attendance, and completion of academic tasks.

For co-curricular activity achievement, the analysis shows an F-value of 37.47 with a p-value of $< .001$. This statistically significant result indicates that teachers' emotional intelligence competencies are significantly associated with students' co-curricular activity achievement. Emotionally intelligent teachers may create an environment that encourages students to communicate, cooperate, participate, and develop confidence in activities beyond regular classroom instruction. Teachers' empathy and social skills may also help them recognize students' interests and abilities and encourage their involvement in co-curricular activities.

Overall, the findings demonstrate that teachers' emotional intelligence competencies are significantly associated with all three dimensions of students' academic achievement, as the p-value is $< .001$ for subjective, behavioural, and co-curricular activity achievement. Among the three achievement dimensions, subjective recorded the highest F-value (50.81), followed by co-curricular activity (37.47) and behavioural (21.08). Thus, based on the ANOVA results, the strongest statistical differentiation associated with teachers' overall emotional intelligence is observed for subjective achievement.

Accordingly, the null hypothesis stating that teachers' emotional intelligence competencies have no significant influence on students' academic outcomes is rejected. The findings support the alternative hypothesis that teachers' emotional intelligence competencies are significantly associated with students' academic outcomes.

8.4.

H₀4	Student engagement does not significantly mediate the relationship between teachers' emotional intelligence competencies and students' academic outcomes.
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Table 1.6: Results of Direct Effects of Teachers Emotional Intelligence Competence on Student's Academic Outcomes (Mediation Analysis)				
Direct Effects			z-value	p
Self-Awareness	→	Student's Academic Outcome	2.824	.005
Self-Regulation	→	Student's Academic Outcome	0.487	.626
Motivation	→	Student's Academic Outcome	-1.148	.251
Empathy	→	Student's Academic Outcome	1.052	.293
Social-Skills	→	Student's Academic Outcome	6.685	< .001
Source: Field Survey and Primary Data of School Teachers in Tumkur District, January 2026				

Table 1.6 presents the results of the mediation analysis examining the direct effects of individual teachers' emotional intelligence competencies on students' academic outcomes (SAO). The five emotional intelligence competencies considered in the analysis are self-awareness (SA), self-regulation (SR), motivation (M), empathy (E), and social skills (SS). The significance of each direct effect was assessed using the *z*-value and corresponding *p*-value. The results indicate that self-awareness (SA) has a statistically significant direct effect on students' academic outcomes, with a *z*-value of 2.824 and a *p*-value of .005. Since the *p*-value is less than .05, the null hypothesis for this relationship is rejected. This finding suggests that teachers' self-awareness is significantly associated with students' academic outcomes, indicating that teachers who are more aware of their own emotions, strengths, limitations, and responses may be better positioned to create a positive and supportive learning environment for students.

In contrast, self-regulation (SR) does not have a statistically significant direct effect on students' academic outcomes, as indicated by a *z*-value of 0.487 and a *p*-value of .626. Since the *p*-value is greater than .05, the null hypothesis is not rejected. This suggests that, although self-regulation may be an important component of teachers' emotional intelligence, its direct relationship with students' academic outcomes is not statistically significant in the present analysis. Similarly, motivation (M) does not demonstrate a statistically significant direct effect on students' academic outcomes, with a *z*-value of -1.148 and a *p*-value of .251. The *p*-value exceeds the 0.05 significance level, indicating that the observed direct relationship between teachers' motivation and students' academic outcomes is not statistically significant. The negative *z*-value indicates the direction of the estimated effect, but without the

corresponding coefficient (β), its substantive direction and magnitude should not be interpreted from the z -value alone.

The results for empathy (E) also show no statistically significant direct effect on students' academic outcomes. The obtained z -value is 1.052, with a p -value of .293. Since the p -value is greater than .05, the null hypothesis is not rejected. Thus, empathy, when considered as a direct predictor in this model, does not show a statistically significant direct relationship with students' academic outcomes. In contrast, social skills (SS) demonstrate a highly statistically significant direct effect on students' academic outcomes, with a z -value of 6.685 and a p -value of $< .001$. This is the strongest statistically significant result among the five emotional intelligence competencies examined in Table 4. The finding indicates that teachers' social skills have a significant direct relationship with students' academic outcomes. Effective communication, interpersonal relationships, cooperation, conflict management, and positive teacher–student interactions may provide a supportive classroom environment that facilitates students' academic development.

Overall, the findings indicate that only two of the five teachers' emotional intelligence competencies - self-awareness and social skills have statistically significant direct effects on students' academic outcomes. Self-awareness is significant at the 0.05 level ($z = 2.824, p = .005$), while social skills show a stronger level of statistical significance ($z = 6.685, p < .001$). In contrast, self-regulation, motivation, and empathy do not demonstrate statistically significant direct effects because their p -values are greater than .05. Therefore, based on the direct-effects analysis, the results provide evidence that self-awareness and social skills are the key individual emotional intelligence competencies directly associated with students' academic outcomes in the present model. However, the non-significant direct effects of self-regulation, motivation, and empathy do not necessarily mean that these competencies are unimportant. They may potentially influence students' academic outcomes indirectly through the mediator included in the mediation model.

Table 1.7: Results of Indirect Effects of Teachers Emotional Intelligence Competence on Student's Academic Outcomes through Student's Engagement (Mediation Analysis)

Indirect Effects					z-value	p
Self-Awareness	→	Student's Engagement	→	Student's Academic Outcome	4.827	$< .001$
Self-Regulation	→	Student's Engagement	→	Student's Academic Outcome	-0.027	.978
Motivation	→	Student's	→	Student's	-2.033	.042

Table 1.7: Results of Indirect Effects of Teachers Emotional Intelligence Competence on Student's Academic Outcomes through Student's Engagement (Mediation Analysis)						
Indirect Effects					z-value	p
		Engagement		Academic Outcome		
Empathy	→	Student's Engagement	→	Student's Academic Outcome	4.922	< .001
Social-Skills	→	Student's Engagement	→	Student's Academic Outcome	8.233	< .001
Self-Awareness	→	Student's Involvement in Learning	→	Student's Academic Outcome	5.256	< .001
Self-Regulation	→		→	Student's Academic Outcome	-1.429	.153
Motivation	→		→	Student's Academic Outcome	-3.452	< .001
Empathy	→		→	Student's Academic Outcome	6.244	< .001
Social-Skills	→		→	Student's Academic Outcome	6.748	< .001
Self-Awareness	→	Student's Active Communication	→	Student's Academic Outcome	2.627	.009
Self-Regulation	→		→	Student's Academic Outcome	1.340	.180
Motivation	→		→	Student's Academic Outcome	-3.327	< .001
Empathy	→		→	Student's	1.804	.071

Table 1.7: Results of Indirect Effects of Teachers Emotional Intelligence Competence on Student’s Academic Outcomes through Student’s Engagement (Mediation Analysis)						
Indirect Effects					z-value	p
		Classroom Response and Disruptions		Academic Outcome		
Social-Skills	→		→	Student’s Academic Outcome	11.809	< .001
Self-Awareness	→		→	Student’s Academic Outcome	4.535	< .001
Self-Regulation	→		→	Student’s Academic Outcome	0.755	.450
Motivation	→		→	Student’s Academic Outcome	2.315	.021
Empathy	→		→	Student’s Academic Outcome	-0.703	.482
Social-Skills	→		→	Student’s Academic Outcome	9.887	< .001
Source: Field Survey and Primary Data of School Teachers in Tumkur District, January 2026						

Table 1.7 presents the results of the mediation analysis examining the indirect effects of teachers' emotional intelligence competencies on students' academic outcomes through student engagement. The analysis considers five dimensions of teachers' emotional intelligence: self-awareness (SA), self-regulation (SR), motivation (M), empathy (E), and social skills (SS). Student engagement is examined both as an overall construct (SEng) and through three dimensions: students' involvement in learning, students' active communication, and classroom response and disruptions. The significance of the indirect effects is assessed using the z-value and corresponding p-value.

1. Indirect Effect through Overall Student Engagement: The first section of Table 1.7 examines whether student engagement mediates the relationship between teachers' emotional intelligence competencies and students' academic outcomes. The results show that self-

awareness (SA) has a statistically significant indirect effect on students' academic outcomes through student engagement, with a z -value of 4.827 and a p -value of $< .001$. This indicates that teachers' self-awareness is significantly associated with students' academic outcomes through student engagement. Teachers who possess greater awareness of their emotions, strengths, limitations, and behavioural responses may be better able to create classroom conditions that encourage students to remain engaged in their learning, which may subsequently be reflected in their academic outcomes. Similarly, empathy (E) demonstrates a statistically significant indirect effect through student engagement ($z = 4.922, p < .001$). This suggests that teachers' ability to understand students' feelings, perspectives, and individual needs is associated with greater student engagement, which in turn is related to students' academic outcomes.

The strongest indirect effect in this section is observed for social skills (SS), with a z -value of 8.233 and a p -value of $< .001$. This indicates a highly statistically significant indirect pathway from teachers' social skills to students' academic outcomes through student engagement. Effective communication, interpersonal interaction, cooperation, and relationship-building by teachers may encourage students to participate actively in the learning process, thereby strengthening their academic outcomes. For motivation (M), the indirect effect is also statistically significant, with a z -value of -2.033 and a p -value of $.042$. Since the p -value is below $.05$, the indirect effect is significant. However, the negative z -value indicates a negative direction of the estimated indirect effect. The substantive interpretation of this negative relationship should be made using the actual indirect-effect coefficient, rather than the z -value alone. In contrast, self-regulation (SR) does not demonstrate a statistically significant indirect effect through overall student engagement ($z = -0.027, p = .978$). Therefore, the available evidence does not support a significant mediation pathway from self-regulation to students' academic outcomes through overall student engagement.

2. Indirect Effects through Students' Involvement in Learning: The second section examines students' involvement in learning as the mediating variable. The results indicate that self-awareness (SA) has a significant indirect effect through students' involvement in learning ($z = 5.256, p < .001$). This suggests that teachers' self-awareness is significantly associated with students' involvement in learning, which subsequently relates to their academic outcomes. Empathy (E) also demonstrates a significant indirect effect through students' involvement in learning ($z = 6.244, p < .001$). This indicates that teachers' empathetic behaviour may foster students' involvement in learning and, through this pathway, contribute to their academic outcomes. The strongest statistically significant indirect effect in this section is observed for social skills (SS), with a z -value of 6.748 and a p -value of $< .001$. This indicates that teachers' social skills are significantly associated with students' academic outcomes through their involvement in learning. Motivation (M) also shows a statistically significant indirect effect ($z = -3.452, p < .001$). Again, the negative z -value indicates the direction of the estimated effect, but the actual indirect-effect coefficient should be consulted before interpreting the substantive meaning of the negative relationship.

However, self-regulation (SR) does not show a statistically significant indirect effect through students' involvement in learning ($z = -1.429, p = .153$). Thus, the mediation pathway through involvement in learning is not statistically supported for self-regulation.

3. Indirect Effects through Students' Active Communication: The third section examines students' active communication as the mediator. The results show that self-awareness (SA) has a statistically significant indirect effect through active communication ($z = 2.627, p = .009$). This indicates that teachers' self-awareness is significantly related to students' academic outcomes through students' active communication. Social skills (SS) demonstrate a particularly strong indirect effect through active communication, with a z -value of 11.809 and a p -value of $< .001$. This is the highest z -value reported in the entire table, indicating strong statistical evidence for the indirect pathway between teachers' social skills and students' academic outcomes through students' active communication. In contrast, self-regulation (SR) does not show a statistically significant indirect effect through active communication ($z = 1.340, p = .180$). Similarly, empathy (E) does not reach the 0.05 significance level ($z = 1.804, p = .071$). Therefore, the mediation pathways through active communication are not statistically supported for self-regulation and empathy. Motivation (M) demonstrates a statistically significant indirect effect through active communication ($z = -3.327, p < .001$).

As with the other negative z -values, the actual coefficient should be examined to determine the substantive direction and magnitude of this effect.

4. Indirect Effects through Classroom Response and Disruptions: The final section examines classroom response and disruptions as the mediating variable. The results show that self-awareness (SA) has a statistically significant indirect effect through classroom response and disruptions ($z = 4.535, p < .001$). This indicates that teachers' self-awareness is significantly associated with students' academic outcomes through this dimension of student engagement. Social skills (SS) again demonstrate a strong statistically significant indirect effect, with a z -value of 9.887 and a p -value of $< .001$. This suggests that teachers' ability to communicate, establish interpersonal relationships, manage interactions, and respond effectively to classroom situations is significantly associated with students' academic outcomes through classroom response and disruptions. Motivation (M) also shows a statistically significant indirect effect ($z = 2.315, p = .021$). Therefore, the mediation pathway from teachers' motivation through classroom response and disruptions to students' academic outcomes is statistically significant. However, self-regulation (SR) does not show a significant indirect effect ($z = 0.755, p = .450^{**}$), and empathy (E) also does not show a significant indirect effect ($z = -0.703, p = .482$).

Thus, the indirect pathways through classroom response and disruptions are not statistically supported for these two competencies. Overall interpretation of table 1.7: The findings demonstrate that student engagement plays an important mediating role in the relationship between teachers' emotional intelligence competencies and students' academic outcomes, although the strength and significance of the mediation pathway differ across individual competencies and dimensions of student engagement. Among the five emotional intelligence

competencies, social skills (SS) consistently demonstrate statistically significant indirect effects across all four mediating pathways:

- Overall student engagement: $z = 8.233, p < .001$
- Students' involvement in learning: $z = 6.748, p < .001$
- Students' active communication: $z = 11.809, p < .001$
- Classroom response and disruptions: $z = 9.887, p < .001$

This consistency suggests that social skills are particularly important in the indirect relationship between teachers' emotional intelligence and students' academic outcomes through student engagement. Self-awareness also demonstrates statistically significant indirect effects across all four mediation pathways. Empathy shows significant indirect effects through overall student engagement and students' involvement in learning, but its pathways through active communication and classroom response and disruptions are not statistically significant. Motivation demonstrates significant indirect effects across all four pathways, although some of these effects have negative z -values and therefore require examination of the underlying coefficients for proper interpretation. Self-regulation, on the other hand, does not demonstrate statistically significant indirect effects through any of the four pathways. Thus, the findings suggest that student engagement acts as an important mechanism through which selected teacher emotional intelligence competencies are associated with students' academic outcomes. In particular, teachers' self-awareness and social skills appear to have consistent indirect relationships with students' academic outcomes through student engagement.

Table 1.8: Results of Total Effect of Each Teacher Emotional Intelligence Competency on Students' Academic Outcomes (Mediation Analysis)

Total Effects			z-value	p
Self-Awareness	→	Student's Academic Outcome	5.816	< .001
Self-Regulation	→	Student's Academic Outcome	0.398	.690
Motivation	→	Student's Academic Outcome	-1.704	.088
Empathy	→	Student's Academic Outcome	3.095	.002
Social-Skills	→	Student's Academic Outcome	13.915	< .001

Source: Field Survey and Primary Data of School Teachers in Tumkur District, January 2026

Table 1.8 represents the overall relationship, incorporating both the direct effect and the indirect effect through student engagement. The five emotional intelligence competencies examined are self-awareness (SA), self-regulation (SR), motivation (M), empathy (E), and social skills (SS). The results indicate that self-awareness (SA) has a statistically significant total effect on students' academic outcomes, with a z -value of 5.816 and a p -value of $< .001$. Since the p -value is below the 0.05 significance level, the null hypothesis is rejected. This finding suggests that teachers' self-awareness has a significant overall relationship with students' academic outcomes when both its direct and indirect pathways are considered. The result is particularly noteworthy because self-awareness was also found to have a significant direct effect in table 1.6 and a significant indirect effect through student engagement in table 1.7. This indicates that the relationship between self-awareness and students' academic outcomes operates through both direct and mediated pathways.

In contrast, self-regulation (SR) does not demonstrate a statistically significant total effect on students' academic outcomes, with a z -value of 0.398 and a p -value of .690. Since the p -value is substantially greater than .05, the null hypothesis is not rejected. This indicates that, in the overall mediation model, there is insufficient statistical evidence to establish a significant total relationship between teachers' self-regulation and students' academic outcomes. This finding is consistent with the non-significant direct and indirect effects observed for self-regulation in tables 1.6 and 1.7.

Similarly, motivation (M) does not demonstrate a statistically significant total effect, with a z -value of -1.704 and a p -value of .088. Although the z -value is negative, the p -value is greater than .05, indicating that the total effect does not reach statistical significance at the conventional 5% level. Therefore, the null hypothesis is not rejected. However, motivation showed significant indirect effects through several dimensions of student engagement in table 1.7. This suggests that although some mediated pathways involving motivation are statistically significant, the overall combined effect does not reach statistical significance in the present model.

The results for empathy (E) indicate a statistically significant total effect on students' academic outcomes, with a z -value of 3.095 and a p -value of .002. Since the p -value is less than .05, the null hypothesis is rejected. This indicates that teachers' empathy has a significant overall relationship with students' academic outcomes when the direct and indirect pathways are considered together. Notably, empathy did not have a significant direct effect in table 1.6, but it demonstrated significant indirect effects through overall student engagement and students' involvement in learning in table 1.7. This pattern suggests that the overall relationship between teachers' empathy and students' academic outcomes may operate primarily through student engagement rather than through a direct pathway.

The strongest total effect is observed for social skills (SS), with a z -value of 13.915 and a p -value of $< .001$. This represents the strongest statistical evidence among the five emotional intelligence competencies examined in Table 1.8. The finding indicates that teachers' social skills have a highly statistically significant overall relationship with students' academic outcomes. This result is consistent with the findings from tables 1.6 and 1.7, where social

skills demonstrated both a significant direct effect and strong, significant indirect effects through all dimensions of student engagement.

Overall interpretation: The results of table 1.8 demonstrate that three of the five teachers' emotional intelligence competencies - self-awareness, empathy, and social skills have statistically significant total effects on students' academic outcomes.

Table 1.9: Mediation Story			
Emotional Intelligence Competency	z-value	p-value	Total Effect
Self-awareness (SA)	5.816	< .001	Significant
Self-regulation (SR)	0.398	.690	Not significant
Motivation (M)	-1.704	.088	Not significant
Empathy (E)	3.095	.002	Significant
Social skills (SS)	13.915	< .001	Significant

Among these competencies, social skills demonstrate the strongest statistical evidence of a total effect ($z = 13.915, p < .001$), followed by self-awareness ($z = 5.816, p < .001$) and empathy ($z = 3.095, p = .002$). In contrast, self-regulation and motivation do not demonstrate statistically significant total effects at the 5% level. These findings highlight the importance of teachers' interpersonal and self-awareness competencies in relation to students' academic outcomes. In particular, social skills appear to be especially important because they demonstrate significant direct effects as well as significant indirect effects through all the dimensions of student engagement examined in Table 1.7. Relationship between Tables 1.6, 1.7 and 1.8

Therefore, three tables 1.6, 1.7 and 1.8 tells mediation story:

- **Self-awareness:** significant direct effect + significant indirect effect + significant total effect → mediation is present.
- **Self-regulation:** non-significant direct effect + non-significant indirect effect + non-significant total effect → no significant mediation is demonstrated.
- **Motivation:** non-significant direct effect + some significant indirect effects + non-significant total effect → some indirect pathways exist, but the overall total effect is not significant.
- **Empathy:** non-significant direct effect + significant indirect effects + significant total effect → findings are consistent with an indirect-only mediation pattern.
- **Social skills:** significant direct effect + significant indirect effects + significant total effect → both direct and indirect pathways are present, consistent with partial mediation, subject to confirmation using the actual effect coefficients and confidence intervals.

The total effects presented in table 1.9 indicate that teachers' self-awareness, empathy, and social skills have statistically significant overall relationships with students' academic outcomes, whereas self-regulation and motivation do not demonstrate significant total effects. Social skills exhibit the strongest total effect ($z = 13.915, p < .001$), followed by self-awareness ($z = 5.816, p < .001$) and empathy ($z = 3.095, p = .002$). The findings, when considered alongside the direct and indirect effects, indicate that teachers' social skills and

self-awareness operate through both direct and student-engagement-mediated pathways, while empathy appears to operate primarily through indirect pathways. Overall, the results demonstrate that selected dimensions of teachers' emotional intelligence are significantly associated with students' academic outcomes, with student engagement serving as an important mechanism in these relationships.

Table 1.10: Results of Teachers Emotional Intelligence Competence on Student's Academic Outcomes and Student's Engagement (Path Coefficients)				
Path Coefficients			z-value	p
Student's Engagement	→	Student's Academic Outcome	7.121	< .001
Self-Awareness	→	Student's Academic Outcome	2.824	.005
Self-Regulation	→	Student's Academic Outcome	0.487	.626
Motivation	→	Student's Academic Outcome	-1.148	.251
Empathy	→	Student's Academic Outcome	1.052	.293
Social-Skills	→	Student's Academic Outcome	6.685	< .001
Self-Awareness	→	Student's Engagement	4.918	< .001
Self-Regulation	→	Student's Engagement	-0.030	.976
Motivation	→	Student's Engagement	-2.111	.035
Empathy	→	Student's Engagement	5.016	< .001
Social-Skills	→	Student's Engagement	14.363	< .001
Source: Field Survey and Primary Data of School Teachers in Tumkur District, January 2026				

Table 1.10 presents the path coefficients obtained from the mediation model examining the relationships among teachers' emotional intelligence competencies, student engagement, and students' academic outcomes. The analysis considers five dimensions of teachers' emotional intelligence - self-awareness (SA), self-regulation (SR), motivation (M), empathy (E), and social skills (SS). The table also examines the relationship between student engagement (SEng) and students' academic outcomes (SAO). The statistical significance of each path is assessed using the *z*-value and corresponding *p*-value.

1. Effect of Student Engagement on Students' Academic Outcomes: The path from student engagement (SEng) to students' academic outcomes (SAO) is statistically significant, with a z -value of 7.121 and a p -value of $< .001$. Since the p -value is below .05, the null hypothesis is rejected.

This finding indicates that student engagement is significantly associated with students' academic outcomes. Students who are more actively engaged in learning are likely to demonstrate more positive academic outcomes. Engagement may involve students' participation in learning activities, involvement in classroom processes, communication with teachers and peers, and appropriate responses to classroom situations. The significant path therefore supports the role of student engagement as an important mechanism within the proposed model.

2. Direct Effects of Teachers' Emotional Intelligence Competencies on Students' Academic Outcomes: The direct paths from individual emotional intelligence competencies to students' academic outcomes show different results. Self-awareness (SA) has a statistically significant direct relationship with students' academic outcomes, with a z -value of 2.824 and a p -value of .005. This indicates that teachers' self-awareness is significantly associated with students' academic outcomes even when student engagement is included in the model. Self-regulation (SR) does not have a statistically significant direct relationship with students' academic outcomes ($z = 0.487, p = .626$). Therefore, there is insufficient statistical evidence to establish a significant direct path from teachers' self-regulation to students' academic outcomes. Similarly, motivation (M) does not show a statistically significant direct effect on students' academic outcomes ($z = -1.148, p = .251$). Although the z -value is negative, its p -value exceeds .05; therefore, the direct path is not statistically significant. Empathy (E) also does not demonstrate a statistically significant direct relationship with students' academic outcomes ($z = 1.052, p = .293$). Hence, the direct effect of teachers' empathy on students' academic outcomes is not statistically supported in this model.

In contrast, social skills (SS) show a statistically significant direct relationship with students' academic outcomes, with a z -value of 6.685 and a p -value of $< .001$. This indicates that teachers' social skills have a significant direct association with students' academic outcomes. The finding highlights the importance of teachers' interpersonal abilities, communication, relationship-building, cooperation, and classroom interaction in supporting students' academic development.

3. Effects of Teachers' Emotional Intelligence Competencies on Student Engagement: The second part of Table 7 examines whether teachers' emotional intelligence competencies are significantly associated with student engagement, which is the proposed mediating variable. The results show that self-awareness (SA) has a statistically significant relationship with student engagement, with a z -value of 4.918 and a p -value of $< .001$. This indicates that teachers' self-awareness is significantly associated with student engagement. Teachers who are aware of their own emotional states, strengths, limitations, and responses may be better positioned to create classroom conditions that encourage students to participate actively in learning. Self-regulation (SR) does not demonstrate a statistically significant relationship

with student engagement, as indicated by a z -value of -0.030 and a p -value of $.976$. Thus, no significant path from self-regulation to student engagement is supported by the present data. Motivation (M) shows a statistically significant relationship with student engagement, with a z -value of -2.111 and a p -value of $.035$. Since the p -value is below $.05$, the relationship is statistically significant.

However, the negative z -value indicates the direction of the estimated relationship. The actual path coefficient should be examined before making a substantive interpretation about whether higher teacher motivation is associated with higher or lower student engagement. Empathy (E) has a statistically significant relationship with student engagement, with a z -value of 5.016 and a p -value of $< .001$. This suggests that teachers' ability to understand and respond to students' emotions and individual needs is significantly associated with students' engagement in learning. The strongest relationship with student engagement is observed for social skills (SS), with a z -value of 14.363 and a p -value of $< .001$. This provides very strong statistical evidence that teachers' social skills are significantly associated with student engagement. Effective communication, interpersonal relationships, cooperation, and positive classroom interactions may facilitate students' active participation and involvement in the learning process.

Overall Interpretation of the Path Model: The results of table 1.10 provide evidence for the proposed mediation framework:

Teachers' Emotional Intelligence $\rightarrow$ Student Engagement $\rightarrow$ Students' Academic Outcomes

The findings show that student engagement has a significant relationship with students' academic outcomes ($z = 7.121$, $p < .001$). At the same time, self-awareness, motivation, empathy, and social skills have statistically significant paths to student engagement, although self-regulation does not. Among the five emotional intelligence competencies, social skills emerge as the strongest predictor of student engagement, based on the reported z -value of 14.363 ($p < .001$). Social skills also have a significant direct relationship with students' academic outcomes ($z = 6.685$, $p < .001$). This indicates that social skills may contribute to students' academic outcomes through both a direct pathway and an indirect pathway through student engagement. Similarly, self-awareness demonstrates both a significant direct path to students' academic outcomes ($z = 2.824$, $p = .005$) and a significant path to student engagement ($z = 4.918$, $p < .001$). This pattern supports the presence of an indirect pathway through student engagement in addition to the direct pathway. Empathy has a significant path to student engagement ($z = 5.016$, $p < .001$) but does not have a significant direct path to students' academic outcomes ($z = 1.052$, $p = .293$).

This pattern is consistent with an indirect pathway through student engagement, as also observed in Table 5. Motivation has a significant path to student engagement ($z = -2.111$, $p = .035$), but its direct path to students' academic outcomes is not significant ($z = -1.148$, $p = .251$). This suggests that any relationship between teachers' motivation and students' academic outcomes may operate, at least in part, through student engagement. However, the direction and substantive meaning of the negative relationship should be interpreted using the actual path coefficient. Finally, self-regulation has neither a significant direct path to

students' academic outcomes nor a significant path to student engagement. Thus, the present model does not provide statistical evidence for a meaningful direct or mediated relationship between teachers' self-regulation and students' academic outcomes.

Table 1.11: Summary of the Findings			
Path	z-value	p-value	Interpretation
Student's Engagement → Student's Academic Outcome	7.121	< .001	Significant
Self-Awareness → Student's Academic Outcome	2.824	.005	Significant
Self-Regulation → Student's Academic Outcome	0.487	.626	Not significant
Motivation → Student's Academic Outcome	-1.148	.251	Not significant
Empathy → Student's Academic Outcome	1.052	.293	Not significant
Social Skills → Student's Academic Outcome	6.685	< .001	Significant
Self-Awareness → Student's Engagement	4.918	< .001	Significant
Self-Regulation → Student's Engagement	-0.030	.976	Not significant
Motivation → Student's Engagement	-2.111	.035	Significant
Empathy → Student's Engagement	5.016	< .001	Significant
Social Skills → Student's Engagement	14.363	< .001	Significant

The path analysis presented in table 1.11 demonstrates that student engagement has a statistically significant relationship with students' academic outcomes ($z = 7.121$, $p < .001$). Among the teachers' emotional intelligence competencies, self-awareness and social skills demonstrate significant direct relationships with students' academic outcomes, whereas self-regulation, motivation, and empathy do not demonstrate significant direct effects. Furthermore, self-awareness, motivation, empathy, and social skills have significant relationships with student engagement, while self-regulation does not. Social skills demonstrate the strongest relationship with student engagement ($z = 14.363$, $p < .001$) and also a significant direct relationship with students' academic outcomes ($z = 6.685$, $p < .001$). The findings therefore support the proposed mediation framework in which student engagement serves as an important mechanism linking teachers' emotional intelligence competencies with students' academic outcomes.

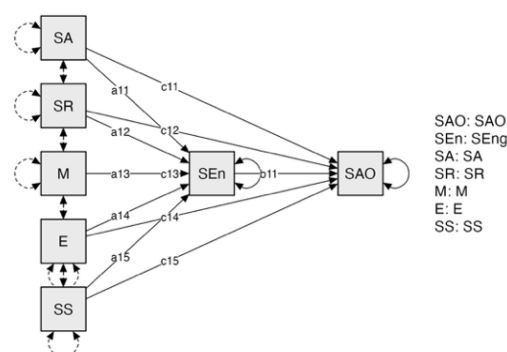


Fig 2: Conceptual / Path Model of Teachers Emotional Intelligence Competence on Student's Academic Outcomes through Student's Engagement

The fig 2 illustrates the proposed relationship between teachers' emotional intelligence competencies, student engagement, and students' academic outcomes. Teachers' emotional intelligence is represented by five dimensions: self-awareness (SA), self-regulation (SR), motivation (M), empathy (E), and social skills (SS). The model proposes that each of these five emotional intelligence competencies may influence students' academic outcomes through two possible pathways. First, each competency may have a direct effect on students' academic outcomes. These direct paths are represented by c11, c12, c13, c14, and c15, respectively. Second, each emotional intelligence competency may influence students' academic outcomes indirectly through student engagement. These paths are represented by a11, a12, a13, a14, and a15, leading from the respective emotional intelligence competencies to student engagement, followed by the path b11, which connects student engagement to students' academic outcomes. Thus, the model can be understood as follows: Teachers' Emotional Intelligence Competencies → Student Engagement → Students' Academic Outcomes

While simultaneously allowing:

Teachers' Emotional Intelligence Competencies → Students' Academic Outcomes

Interpretation of the individual pathways

- **Self-Awareness → Student's Engagement (a11):** Examines whether teachers' self-awareness is associated with student engagement.
- **Self-Regulation → Student's Engagement (a12):** Examines whether teachers' self-regulation is associated with student engagement.
- **Motivation → Student's Engagement (a13):** Examines whether teachers' motivation is associated with student engagement.
- **Empathy → Student's Engagement (a14):** Examines whether teachers' empathy is associated with student engagement.
- **Social Skills → Student's Engagement (a15):** Examines whether teachers' social skills are associated with student engagement.

The pathway **Student's Engagement → Student's Academic Outcome (b11)** examines whether student engagement is significantly associated with students' academic outcomes.

At the same time, the direct pathways:

- Self-Awareness → Student's Academic Outcome (c11)
- Self-Regulation → Student's Academic Outcome (c12)
- Motivation → Student's Academic Outcome (c13)
- Empathy → Student's Academic Outcome (c14)
- Social Skills → Student's Academic Outcome (c15)

Examine whether each teacher emotional intelligence competency has a direct relationship with students' academic outcomes after accounting for student engagement.

Mediation interpretation: The model is particularly important because it allows you to determine how teachers' emotional intelligence competencies are related to students' academic outcomes.

Self-awareness → Student Engagement → Students' Academic Outcomes

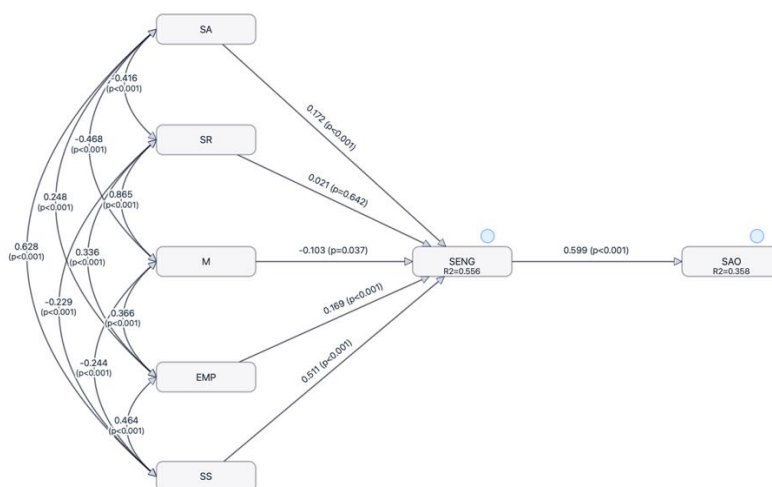
If the path from self-awareness to student engagement (**a11**) and the path from student engagement to academic outcomes (**b11**) are significant, the product of these pathways represents a significant **indirect effect**. If the direct path from self-awareness to academic outcomes (**c11**) also remains significant, this would indicate that student engagement accounts for **part of the relationship**, subject to the formal mediation test and effect estimates. The same logic applies to self-regulation, motivation, empathy, and social skills.

Table 1.12: Summary of the Findings of Direct & Indirect Effects		
Path	Direct Effects Table 1.6	Indirect Effects through Engagement Table 1.7
Self-Awareness → Student's Academic Outcome	Significant	
Self-Regulation → Student's Academic Outcome	Not Significant	
Motivation → Student's Academic Outcome	Not Significant	
Empathy → Student's Academic Outcome	Not Significant	
Social Skill → Student's Academic Outcome	Significant	
Self-Awareness → Students Engagement → Student's Academic Outcome		Significant
Self-Regulation → Students Engagement → Student's Academic Outcome		Not Significant
Motivation → Students Engagement → Student's Academic Outcome		Significant
Empathy → Students Engagement → Student's Academic Outcome		Significant
Social Skill → Students Engagement → Student's Academic Outcome		Significant

Table 1.13: Summary of the Findings of Direct & Indirect Effects		
Path	Total Effects Table 1.8	Path Coefficients Table 1.9
Self-Awareness	Significant	
Self-Regulation	Not Significant	
Motivation	Not Significant	

Empathy	Significant	
Social Skills	Significant	
Students Engagement → Student's Academic Outcome		Significant
Self-Awareness → Students Engagement		Significant
Self-Regulation → Students Engagement		Not Significant
Motivation → Students Engagement		Significant
Empathy → Students Engagement		Significant
Social Skills → Students Engagement		Significant

Tables 1.12 & 1.13 provides evidence that student engagement is an important pathway linking several teacher emotional intelligence competencies with students' academic outcomes, particularly self-awareness, empathy, and social skills.



9. FINDINGS AND SUGGESTIONS:

9.1. FINDINGS:

Taken together, the findings support the proposition that teachers' emotional intelligence is an important contributor to students' academic and holistic development. Self-Awareness primarily contributes by supporting appropriate teacher behaviour and classroom interactions, while Social Skills have a particularly strong influence through interpersonal relationships and student engagement. Empathy further strengthens the engagement pathway by enabling teachers to understand and respond appropriately to students' needs and emotions. The findings therefore suggest a sequential relationship in which: Teacher emotional intelligence

→ Student Engagement → Student Academic Outcomes at the same time, the findings indicate that particular emotional intelligence competences are associated with particular dimensions of student development. Self-Awareness is especially relevant to behavioural outcomes, Social Skills is particularly important for social and Co-Curricular Activity-related outcomes, and Social Skills, Self-Awareness, and Empathy collectively contribute to academic outcomes through student engagement. Thus, student engagement functions as a catalyst through which teachers' emotional intelligence is translated into academic outcomes. The stronger role of social skills in the direct and total effects further indicates that teachers' interpersonal and relationship-management capabilities may be the most influential emotional intelligence attributes for enhancing students' academic experiences and outcomes. Overall, the results reinforce the view that self-awareness and social skills are not merely desirable personal characteristics for teachers; they are essential professional competencies that can shape students' engagement, behaviour, communication, holistic development, and ultimately their academic success.

9.2. SUGGESTIONS:

The above suggests that improving teachers emotional intelligence may be practical way to enhance academic performance.

- Training programs and workshops for enhancing the emotional intelligence of teachers are required on a regular basis.
- Personal competence (self-regulation and motivation) and social competence (Empathy) needs special attention because it is found to exert greater impact on student's academic outcome if it is managed well.
- Emotional intelligence development can be included in teacher orientation and in-service teacher training program by academic institutions.
- Support systems of teachers like mentoring and reflection can enhance the emotional intelligence of teachers.
- Academic institutions need to develop an atmosphere conducive to teachers' performance as emotionally healthy teachers will have greater contributions in improving student's performance.
- Future researches can discover additional factors that affect the Student's academic outcome, such as teaching experience, job satisfaction, classroom climate, and motivation.
- It is useful for huge sample from different regions for future research to generalize the results.

Overall, the findings imply that investment in teachers' emotional intelligence should be regarded as an investment in the quality of the teaching–learning process. Developing teachers' emotional competencies may strengthen their capacity to manage themselves, understand students, establish positive relationships, and create supportive classroom environments. These improvements can encourage student engagement and, in turn, contribute to better academic outcomes. Therefore, academic institutions should adopt a long-term, institutionally supported approach to emotional intelligence development, combining

training with mentoring, reflection, professional support, and a positive organisational climate. At the same time, future research should continue to investigate other factors that interact with teachers' emotional intelligence so that a more comprehensive model of student academic achievement can be developed.

10. FUTURE SCOPE:

Classroom management: It assists teachers to manage discipline in an cordial way, avoid conflicts, and create a positive learning environment. **Student engagement:** The emotional intelligence teachers are able to inspire their students, make them participate in learning activities, and understand them. **Teacher-student relationship:** It fosters a trusting, empathic, and communicative relationship, which is important in teaching. **Academic performance:** It subsidiarily impact academic performance through fostering motivation and emotional safety. **Teacher well-being:** It lessens stress, emotional fatigue, and interpersonal tension experienced by the teacher at work. **Conflict resolution:** It enhances the teacher's skills to address student behaviour problems, peer problems, and parents' complaints fairly. **School climate:** In the long run, it creates a more supportive, cooperative, and emotionally healthy educational institution. **Social-emotional development:** The teachers serve as role models in social and emotional competence development among their students.

11. CONCLUSION:

The school teacher's emotional intelligence competences like social skills (SS) and self-awareness (SA) followed by empathy (E) influences student's academic outcomes like subjective, behavioural and co-curricular activities outcomes both directly and indirectly through student's engagement as a key mediating factor. The social skills emerged as the highly influential emotional intelligence competence, showing both direct and indirect effects on student's academic outcomes. Student's engagement such as involvement in learning, active communication, classrooms responses and disruptions mediates between social skills, self-awareness and empathy and student's academic outcome. Teacher's emotional intelligence led by social skills and self-awareness empowers student's engagement driving student's academic success.

12. MANAGERIAL IMPLICATIONS:

Investing in teachers' Emotional Intelligence development especially through training in self-awareness, self-regulation, motivation and empathy along with social skills for reflective practices, relationship management and communication can even enhances holistic development among students. Higher the students engagement the better will be their behaviour and participation inducing stronger academic outcomes and overall development.

13. ETHICAL APPROVAL AND CONSENT TO PARTICIPATE

Participants has been informed before collecting data and permission from the department and respondents have been considered carefully.

14. CONSENT FOR PUBLICATION

The corresponding and co-author are ready for publishing their paper.

15. COMPETING INTEREST

The authors declare that there is no conflict of interest regarding the publishing of this paper.

16. FUNDING

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17. AUTHORS CONTRIBUTIONS

Both the corresponding and co-author have equally contributed for this research.

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