

Study on the Relationship between Teachers' Emotional Intelligence and Teaching Quality in Elementary Schools

Richards Santoso¹, Lestari Rahayu²

^{1,2} Faculty of Education, Education Administration, Universitas Negeri Padang, Padang, Indonesia

ARTICLE INFO

Article history:

Received: Marc 25, 2025

Revised: Aprl 10, 2025

Accepted: Aprl 30, 2025

Keywords:

Emotional Intelligence;
Elementary Schools;
Teaching Quality;
Teachers;
Teacher Performance.

ABSTRACT

This study investigates the relationship between teachers' emotional intelligence and the quality of teaching in elementary schools. Emotional intelligence, encompassing self-awareness, self-regulation, motivation, empathy, and social skills, is increasingly recognized as a critical factor influencing teachers' performance and classroom effectiveness. The research employs a quantitative correlational design involving 150 elementary school teachers, utilizing validated emotional intelligence and teaching quality assessment instruments. Results indicate a significant positive correlation between teachers' emotional intelligence levels and their teaching quality, suggesting that teachers with higher emotional intelligence tend to create more supportive, engaging, and effective learning environments. The findings underscore the importance of developing emotional intelligence through professional development programs to enhance teaching quality and, consequently, student outcomes. This study contributes to educational psychology by highlighting the role of emotional competencies in educational settings and provides practical implications for school administrators and policymakers aiming to improve elementary education quality.

This is an open access article under the CC BY-NC license.



Corresponding Author:

Richards Santoso,
Faculty of Education, Education Administration,
Universitas Hasanuddin, Makassar, Indonesia,
Jl. Prof. Dr. Hamka, Air Tawar Barat, Padang, Indonesia.
Email: richardsants@gmail.com

1. INTRODUCTION

Education is the cornerstone of societal development and progress, with teachers playing a pivotal role in shaping the intellectual, emotional, and social growth of students. In elementary schools, where foundational skills and attitudes toward learning are formed, the quality of teaching significantly influences student outcomes and long-term academic success. As such, enhancing teaching quality has been a focus of educational research and policy worldwide. While numerous factors affect teaching effectiveness, recent studies have highlighted the crucial role of teachers' emotional intelligence (EI) in determining their ability to deliver quality instruction..

Emotional intelligence, a concept popularized by Daniel Goleman in the 1990s, refers to an individual's capacity to recognize, understand, manage, and utilize emotions effectively in themselves and others. In the context of teaching, emotional intelligence encompasses a teacher's ability to regulate their own emotions, empathize with students, navigate social complexities, and foster positive classroom climates. These emotional competencies are essential because teaching is not merely a cognitive or technical task; it is inherently relational and emotionally demanding. Teachers must constantly interact with diverse learners, manage classroom dynamics, cope with stress, and motivate students all requiring emotional awareness and regulation.

The relationship between teachers' emotional intelligence and teaching quality has attracted increasing attention from educational researchers. Teaching quality is broadly defined by various dimensions, including instructional clarity, classroom management, student engagement, and the ability

to support individual student needs. High-quality teaching fosters meaningful learning experiences, critical thinking, and positive attitudes toward education. Several studies suggest that teachers with high emotional intelligence are better equipped to create supportive and effective learning environments, manage conflicts, and respond adaptively to students' emotional and academic needs, thereby enhancing teaching quality.

Despite the growing recognition of the importance of emotional intelligence in education, there remains a need for comprehensive research focusing specifically on elementary school teachers. Elementary education is a critical phase where children undergo rapid cognitive and socio-emotional development. Teachers' emotional skills in this phase can have a profound impact on children's academic motivation, self-esteem, and social skills. Moreover, elementary classrooms often involve large groups of young children with varying developmental stages, making emotional intelligence even more crucial for effective classroom management and individualized instruction.

This study aims to examine the relationship between teachers' emotional intelligence and teaching quality in elementary schools. It seeks to answer fundamental questions: To what extent does a teacher's emotional intelligence correlate with the quality of their teaching? Which components of emotional intelligence are most influential in shaping teaching effectiveness? What implications do these relationships have for teacher training and professional development? Addressing these questions can provide valuable insights for educators, school administrators, and policymakers interested in enhancing teaching quality through emotional competence development.

Emotional intelligence, as defined by Mayer and Salovey (1997), involves the ability to perceive, facilitate, understand, and manage emotions. Goleman (1995) expanded this definition by outlining five key components of emotional intelligence: self-awareness, self-regulation, motivation, empathy, and social skills. In teaching, these components translate into vital competencies: self-awareness helps teachers recognize their emotional states and biases; self-regulation enables them to maintain composure under stress; motivation drives commitment and enthusiasm; empathy allows understanding of students' feelings and perspectives; and social skills facilitate effective communication and relationship-building.

Teachers with high emotional intelligence are better positioned to handle the complexities of classroom interactions. For instance, they can manage their own stress or frustration when students misbehave, respond empathetically to a student struggling emotionally or academically, and foster a positive and inclusive classroom climate. This emotional attunement helps prevent conflicts, promotes student engagement, and supports differentiated instruction tailored to individual student needs. Several empirical studies support the positive impact of teachers' emotional intelligence on various educational outcomes. For example, research has linked higher emotional intelligence with greater teacher resilience, job satisfaction, and reduced burnout. These factors indirectly contribute to teaching quality by enabling teachers to sustain their performance and enthusiasm over time. Furthermore, teachers' emotional intelligence has been associated with improved student-teacher relationships, which are foundational for effective learning and student motivation.

Teaching quality is a multifaceted construct that encompasses several interrelated domains. According to Darling-Hammond (2017), high-quality teaching involves clear instructional goals, effective classroom management, engaging and differentiated instruction, formative assessment, and a supportive classroom environment. In elementary schools, teaching quality not only involves delivering curriculum content effectively but also nurturing students' social and emotional development. High-quality teaching in elementary schools is characterized by the teacher's ability to establish routines, set clear expectations, provide timely feedback, and create a classroom atmosphere where students feel safe, respected, and motivated to learn. Effective teachers use a variety of instructional strategies to accommodate different learning styles and abilities. They also promote critical thinking and problem-solving skills, encouraging students to become active participants in their learning process.

Several frameworks have been developed to assess teaching quality, including the Classroom Assessment Scoring System (CLASS) and Danielson's Framework for Teaching. These frameworks emphasize both instructional and relational aspects of teaching, underscoring the importance of emotional and social dimensions alongside cognitive skills. Given this holistic view of teaching quality, it is evident that emotional intelligence is a key underlying factor influencing teachers' capacity to meet these comprehensive demands. Elementary education serves as the foundation for lifelong learning and

personal development. During these formative years, students are particularly sensitive to the emotional climate of the classroom. Teachers who exhibit emotional intelligence contribute positively to students' academic achievement and socio-emotional growth by modeling emotional regulation and empathy. They can better recognize and respond to early signs of learning difficulties, anxiety, or behavioral challenges.

Moreover, the elementary classroom presents unique emotional challenges. Young learners often have limited emotional self-regulation skills and require teachers to manage a range of developmental needs simultaneously. Emotional intelligence equips teachers with the tools to navigate these challenges effectively. For example, teachers with strong empathy can understand a student's frustration or fear, responding in ways that support emotional safety and promote resilience. Research also suggests that teachers' emotional intelligence influences student engagement and motivation. When teachers communicate with warmth and understanding, students are more likely to feel connected and motivated to participate actively in learning activities. This positive interaction creates a feedback loop that reinforces both teaching quality and student outcomes.

Although the significance of emotional intelligence in education has been acknowledged, there is still limited empirical research focusing explicitly on the link between teachers' emotional intelligence and teaching quality in elementary schools, especially within specific cultural or regional contexts. Many existing studies tend to generalize across educational levels or focus on secondary and higher education. This study fills an important gap by providing a focused examination of this relationship at the elementary level. Understanding how emotional intelligence affects teaching quality in this setting can inform the design of targeted professional development programs that enhance teachers' emotional competencies. Such programs can contribute to improved classroom management, instructional strategies, and ultimately better student learning experiences.

Additionally, the findings can support educational policymakers in prioritizing emotional intelligence development as part of teacher recruitment, training, and evaluation processes. Given the increasing recognition of social-emotional learning (SEL) as essential for student success, enhancing teachers' emotional intelligence aligns with broader educational goals that emphasize holistic development. The primary objective of this study is to analyze the relationship between teachers' emotional intelligence and their teaching quality in elementary schools. Specifically, the study aims to, Measure the levels of emotional intelligence among elementary school teachers, Assess the quality of teaching based on instructional effectiveness, classroom management, and student engagement, Determine the correlation between emotional intelligence components and teaching quality dimensions, Identify which aspects of emotional intelligence most significantly influence teaching quality, Discuss the implications of these findings for teacher training and educational policy.

Following this introduction, the study will review relevant literature on emotional intelligence and teaching quality to build a theoretical foundation. The methodology section will describe the research design, participants, instruments, and data analysis procedures. Subsequently, the results section will present the empirical findings, followed by a discussion interpreting these results in light of existing research. Finally, the study will conclude with recommendations for practice and further research.

2. RESEARCH METHOD

This study employed a quantitative correlational research design to examine the relationship between teachers' emotional intelligence and the quality of teaching in elementary schools. The design was selected to statistically analyze the degree and direction of association between the two variables without manipulating any conditions. The study involved 150 elementary school teachers from both public and private institutions in a selected urban district. Participants were chosen using stratified random sampling to ensure representation across school types, grade levels, and teaching experience. All participants held at least a bachelor's degree in education and had a minimum of two years of teaching experience, ensuring familiarity with classroom dynamics. Emotional Intelligence Scale (EIS): This standardized questionnaire, adapted from Goleman's five-domain model (self-awareness, self-regulation, motivation, empathy, and social skills), consisted of 40 items using a 5-point Likert scale. The instrument demonstrated high internal consistency (Cronbach's alpha = 0.87) in previous studies and was piloted to ensure contextual relevance. Developed based on Danielson's Framework for Teaching, this tool assessed four domains: planning and preparation, classroom environment, instruction, and

professional responsibilities. Classroom observations were conducted by trained educational supervisors who rated teachers on a scale from 1 (ineffective) to 4 (highly effective). Data were collected over a 6-week period. Teachers first completed the EIS questionnaire during scheduled professional development meetings. Classroom observations were then scheduled and conducted twice for each teacher to ensure consistency. Confidentiality and anonymity were strictly maintained throughout the process, and informed consent was obtained from all participants. Data were analyzed using descriptive statistics to summarize emotional intelligence and teaching quality scores, and Pearson's product-moment correlation was used to test the strength and direction of the relationship between the two variables. Additionally, multiple regression analysis was employed to identify which components of emotional intelligence significantly predicted teaching quality.

3. RESULTS AND DISCUSSIONS

Emotional Intelligence as a Predictor of Teaching Quality

The strong correlation ($r = 0.68$) underscores EI's relevance in teaching contexts. The hierarchical regression further emphasizes EI's unique predictive power, with key dimensions empathy, self-regulation, social skills strongly contributing. This echoes findings by Su et al. (2022), where EI positively related to creative teaching through work engagement. Similarly, Siddique et al. (2023) found high EI correlated with teaching effectiveness among secondary educators. In elementary classrooms, where students' socio-emotional development occurs alongside academic learning, emotionally intelligent teachers foster inclusive, supportive environments. Empathy enables teachers to understand student perspectives and adapt instruction accordingly, aligning with SEL research showing emotional competence supports academic and behavioral outcomes.

In recent decades, emotional intelligence (EI) has emerged as a significant non-cognitive factor influencing professional effectiveness, particularly in the field of education. Emotional intelligence—defined as the ability to perceive, understand, regulate, and utilize emotions effectively—plays a crucial role in shaping teaching behaviors, classroom interactions, and ultimately, the quality of teaching. As classrooms become increasingly complex and diverse, teachers' emotional competence becomes vital in managing both academic and socio-emotional dynamics. Numerous studies support the idea that teachers with higher levels of emotional intelligence are more likely to demonstrate effective instructional practices, maintain supportive learning environments, and engage meaningfully with students and colleagues.

Teaching quality is a multidimensional construct that includes instructional planning, classroom management, interpersonal communication, and responsiveness to student needs. Each of these areas is deeply influenced by a teacher's emotional capacities. For instance, self-awareness enables teachers to recognize their emotional triggers and avoid reactive behavior that could negatively affect classroom climate. Self-regulation helps teachers remain calm under pressure and manage stress during high-stakes teaching situations. Motivation, a core EI component, fuels persistence and passion for teaching, encouraging teachers to continually improve their practice. Empathy allows teachers to better understand student emotions and adapt teaching strategies accordingly, which is especially important for supporting struggling or emotionally vulnerable students. Lastly, social skills facilitate positive teacher-student and teacher-parent interactions, collaboration with colleagues, and effective conflict resolution.

Research has consistently found a strong positive correlation between emotional intelligence and teaching quality. In various contexts, emotionally intelligent teachers report higher levels of job satisfaction, classroom engagement, and instructional creativity. Observational studies also show that emotionally competent teachers tend to implement more student-centered pedagogies and demonstrate more adaptive classroom management strategies. In elementary school settings, where students require both academic guidance and emotional support, the predictive power of EI becomes even more significant. Teachers with higher empathy and social awareness can more easily identify students' needs and foster inclusive environments that support holistic development.

Furthermore, emotional intelligence acts as a buffer against teacher burnout, a growing concern in education systems worldwide. Emotionally intelligent teachers tend to have stronger coping mechanisms and a greater sense of professional efficacy, which directly impacts their teaching performance and resilience in the face of challenges. This protective function enhances their ability to maintain high standards of teaching even in under-resourced or high-pressure environments. Given these findings, it is evident that emotional intelligence is not just an interpersonal skill but a foundational competency for quality teaching. Its integration into teacher education, ongoing professional

development, and teacher evaluation systems could significantly improve educational outcomes. By recognizing EI as a key predictor of teaching effectiveness, educational policymakers and institutions can foster emotionally competent educators who are better equipped to meet the diverse demands of 21st-century classrooms.

Empathy and Self-Regulation Dual Pillars of Teaching Quality

Empathy emerged as the strongest predictor ($\beta = 0.30$). Empathic teachers can read student emotions, tailor responses, and build trusting relationships. This is crucial in early learning settings where emotional security drives engagement and risk-taking academically. Self-regulation ($\beta = 0.28$) also significantly predicted teaching quality, enabling teachers to manage emotions, remain patient, and model calm behavior. This aligns with Mayer Salovey Caruso's emphasis on regulation in emotional intelligence and matches findings that teacher EI buffers work stress and improves teaching quality.

Among the core dimensions of emotional intelligence, empathy and self-regulation stand out as two foundational elements that significantly impact teaching quality. These competencies are not merely soft skills but essential psychological assets that shape the way teachers interact with students, manage classrooms, and deliver effective instruction. Together, they serve as dual pillars that uphold the professional and emotional demands of teaching, especially in elementary school settings where student needs extend beyond cognitive development to emotional and behavioral support.

Empathy, the capacity to understand and share the feelings of others, is at the heart of effective teaching. In the classroom, empathic teachers are better equipped to interpret students' verbal and non-verbal cues, identify learning challenges, and respond appropriately to diverse emotional and academic needs. This sensitivity fosters a supportive learning environment where students feel seen, heard, and valued. Research consistently shows that teachers with high empathy levels create more inclusive and emotionally secure classrooms, which in turn enhances student motivation, reduces behavioral issues, and supports academic achievement. Moreover, empathy helps teachers tailor their instructional strategies to accommodate different learning styles, backgrounds, and temperaments, contributing to equitable and differentiated teaching practices.

Self-regulation, on the other hand, refers to the ability to control one's emotions, impulses, and behaviors in challenging situations. Teaching is inherently stressful, involving unpredictable classroom dynamics, administrative pressures, and emotional labor. A teacher with strong self-regulation skills can remain calm under pressure, manage frustration constructively, and model appropriate emotional responses for students. This emotional stability is critical for maintaining a positive classroom climate and effectively managing disruptions. Furthermore, self-regulation enhances a teacher's ability to make reflective and ethical decisions, fostering professional integrity and consistency in practice.

The synergy between empathy and self-regulation is particularly important. While empathy enables teachers to connect emotionally with students, self-regulation ensures that these emotional connections are managed appropriately and constructively. Without self-regulation, empathic engagement might lead to emotional exhaustion or over-identification with students' struggles, potentially undermining objectivity and instructional effectiveness. Conversely, without empathy, self-regulation may manifest as emotional detachment, weakening the relational bonds that underpin successful teaching. Together, these competencies allow teachers to be emotionally responsive without being emotionally overwhelmed.

Empirical studies support the combined importance of empathy and self-regulation in enhancing teaching quality. Observational data reveal that teachers who score high in both areas tend to demonstrate better classroom management, stronger student engagement, and higher instructional adaptability. These traits are especially critical in elementary education, where teachers play a central role in shaping students' academic and emotional development. In conclusion, empathy and self-regulation are not peripheral traits but central to the identity and effectiveness of high-quality teachers. Their integration into teacher education programs and professional development initiatives is essential for cultivating educators who can navigate the complexities of modern classrooms with compassion, resilience, and professionalism. As dual pillars of teaching quality, they provide the emotional intelligence framework necessary for nurturing both student success and teacher well-being.

Social Skills and Classroom Management

Social skills ($\beta = 0.24$) were another significant predictor, reflecting teachers' ability to engage collaboratively, communicate clearly, and forge positive relationships. Previous correlational data in secondary contexts found EI linked to classroom ecology. Social skills ($\beta = 0.24$) were another significant predictor, reflecting teachers' ability to engage collaboratively, communicate clearly, and forge positive relationships. Previous correlational data in secondary contexts found EI linked to classroom ecology.

Effective classroom management is one of the most crucial components of teaching quality, and it is inextricably linked to a teacher's social skills. Social skills refer to the ability to communicate, collaborate, and build positive interpersonal relationships with students, colleagues, and parents. These skills are part of the broader construct of emotional intelligence and serve as a practical tool for establishing authority, fostering mutual respect, and creating a structured yet supportive learning environment. In elementary schools, where students are still developing their own social and emotional competencies, the teacher's social abilities become a model and mediator of positive classroom behavior.

Teachers with well-developed social skills are typically better communicators. They can express expectations clearly, provide constructive feedback, and listen attentively to students' concerns. This clarity in communication helps minimize misunderstandings and prevents small issues from escalating into major disciplinary problems. Moreover, socially adept teachers are more likely to use non-confrontational conflict resolution strategies, reinforcing trust and respect in the classroom. Their ability to de-escalate tense situations, redirect student misbehavior positively, and maintain classroom order is often rooted not in authority alone but in relationship-building. Another important aspect of social skills in classroom management is the ability to build rapport. When teachers take time to know their students personally, show genuine interest in their well-being, and create a climate of psychological safety, students tend to respond with greater cooperation and engagement. Positive teacher-student relationships have been linked to lower incidences of disruptive behavior, higher levels of participation, and improved academic outcomes. Through empathetic interactions and consistent communication, socially skilled teachers foster an environment in which students are more motivated to adhere to behavioral expectations and contribute to a cohesive classroom culture.

Furthermore, social skills enhance collaboration not only with students but also with colleagues and parents. Effective communication with fellow teachers allows for shared problem-solving and consistency in behavior policies across classrooms, which benefits student behavior management. Engaging parents in their children's education through regular, respectful communication strengthens home-school connections and supports student accountability both inside and outside the classroom. Socially skilled teachers also model appropriate behavior for students. Elementary school children often learn social norms and conflict resolution strategies by observing adults. When teachers consistently demonstrate kindness, patience, cooperation, and assertiveness, students are more likely to emulate these behaviors. This modeling plays a vital role in shaping a classroom culture that values respect, inclusion, and emotional safety.

In conclusion, social skills are an essential part of a teacher's classroom management toolkit. They allow teachers to create environments where students feel respected, understood, and motivated to learn. Beyond managing misbehavior, these skills contribute to building a classroom community where positive interactions and emotional regulation are the norm. As such, social skills should be a focal point in teacher education programs, professional development workshops, and performance evaluations. Strengthening these skills can significantly enhance classroom dynamics, promote student achievement, and support teacher effectiveness across all educational levels.

Engagement, Effectiveness, and Pygmalion Effect

The discussion must consider wider psychological constructs. Emotional intelligence supports teacher work engagement, which mediates the relationship between EI and teaching creativity or student outcomes. Teachers with higher EI tend to feel more confident (higher self-efficacy), increasing motivation and improving performance. Moreover, emotionally intelligent teachers likely hold higher expectations of students and foster positive relationships consistent with the Pygmalion effect, where teacher expectations influence student achievement.

In the field of education, student engagement and teaching effectiveness are key determinants of academic success. One often overlooked yet powerful psychological principle that interlinks these variables is the Pygmalion Effect—the phenomenon where higher expectations from teachers lead to improved student performance. Understanding this effect provides valuable insight into how teacher attitudes, emotional intelligence, and classroom behaviors shape student engagement and influence overall teaching effectiveness. Student engagement refers to the degree of attention, curiosity, and interest that students exhibit toward their learning. It is a multidimensional construct encompassing behavioral, emotional, and cognitive involvement in educational activities. High engagement is associated with deeper learning, better academic performance, and stronger retention. However, engagement is not solely a student-driven phenomenon—it is highly responsive to the teacher's expectations, feedback, and instructional methods. When teachers believe in their students' potential,

they tend to create more encouraging, challenging, and supportive environments that invite active participation.

This is where the Pygmalion Effect plays a crucial role. Originating from social psychology, this effect asserts that people tend to perform in ways that confirm the expectations others have of them. In education, if a teacher subconsciously holds high expectations for certain students, they are likely to provide more opportunities, positive reinforcement, and challenging tasks to those students. Conversely, low expectations can result in fewer interactions, limited encouragement, and reduced academic challenge. Over time, these subtle differences in treatment can lead students to internalize those expectations and perform accordingly either positively or negatively. Emotionally intelligent teachers are better equipped to leverage the Pygmalion Effect positively. Through empathy, self-awareness, and social skills, they can identify and overcome biases, regulate their expectations, and project confidence in every student's potential. Such teachers foster a classroom climate where engagement is not reserved for high achievers but is nurtured universally. They communicate belief in students' capabilities both verbally and non-verbally by maintaining eye contact, offering constructive feedback, celebrating small wins, and assigning meaningful tasks.

Teaching effectiveness, then, is enhanced not just through content delivery but also through the interpersonal dimension of teacher-student interaction. Teachers who actively engage all students, regardless of past performance, demonstrate a commitment to equity and high-quality instruction. The Pygmalion Effect becomes a self-fulfilling prophecy positive expectations lead to greater student effort, which in turn leads to improved academic outcomes, reinforcing the teacher's belief in their students' abilities. However, educators must be cautious. The inverse, known as the Golem Effect, occurs when low expectations result in diminished performance. This highlights the ethical and professional responsibility of teachers to reflect on their assumptions and ensure that their expectations do not unintentionally limit student growth. In conclusion, the interplay between engagement, teaching effectiveness, and the Pygmalion Effect underscores the profound impact of teacher mindset and behavior. By cultivating emotional intelligence and maintaining high expectations for all students, educators can unlock learners' potential, enhance classroom engagement, and drive meaningful, equitable educational outcomes.

Educational Implications

Teacher Education: Pre-service and in-service training programs must incorporate emotional competence modules self-awareness, empathy, regulation—to enhance teacher efficacy. **Professional Development:** Applied EI development through workshops, reflective practice, mentorship, and mindfulness interventions (e.g., Patricia Jennings' CARE program) improves classroom climate and teaching quality. **Teacher Evaluation and Recruitment:** EI assessments (e.g., MSCEIT) might supplement recruitment and evaluation criteria. Emotional competencies should be recognized as essential alongside content knowledge. **School Leadership:** Administrators should foster emotionally supportive environments. Positive school climate contributes to teacher retention, wellbeing, and thus improvements in teaching quality.

The relationship between teachers' emotional intelligence (EI) and teaching quality has far-reaching educational implications that extend across teacher training, classroom practices, student development, school culture, and educational policy. As emotional intelligence becomes increasingly recognized as a vital component of effective teaching, stakeholders in education must rethink how they prepare, support, and evaluate teachers within contemporary learning environments. One of the most significant implications is the need to integrate emotional intelligence development into pre-service and in-service teacher education programs. Traditional teacher training has often focused heavily on pedagogical content knowledge and instructional techniques, sometimes neglecting the interpersonal and emotional dimensions of teaching. Given that high EI correlates with better classroom management, stronger student-teacher relationships, and more adaptive teaching strategies, it is essential to include EI training components. These may include modules on self-awareness, emotional regulation, empathy, effective communication, and stress management. Embedding EI in teacher preparation curricula equips future educators with the tools to respond effectively to classroom challenges and diverse student needs.

Emotionally intelligent teachers tend to create emotionally safe, inclusive, and motivating classroom environments. Their ability to manage their own emotions and respond empathetically to students' feelings enhances student engagement, reduces behavioral issues, and promotes psychological well-being. These conditions are critical for student success, especially in elementary education where students are forming foundational attitudes toward learning. Thus, promoting teachers' EI can indirectly improve student academic achievement and emotional development. Schools must support this by

encouraging teachers to reflect on their emotional interactions and by fostering professional collaboration and peer support networks. The teaching profession is emotionally demanding, often leading to stress and burnout. Teachers with high emotional intelligence are better at coping with stress, maintaining motivation, and preventing emotional exhaustion. This has important implications for teacher retention, a persistent challenge in many educational systems. Professional development that focuses on building emotional resilience and social-emotional competencies can help reduce turnover rates and promote sustainable teaching careers. School leaders must also prioritize the emotional well-being of teachers by offering access to mental health resources and cultivating a supportive organizational culture.

The role of school leadership is also shaped by the understanding of emotional intelligence. Principals and administrators who value and model emotionally intelligent behavior can influence the wider school climate positively. When leaders demonstrate empathy, active listening, and fairness, they build trust and enhance collaboration among staff. A school culture that promotes emotional intelligence encourages open communication, shared responsibility, and continuous professional growth. This kind of environment nurtures not only teaching quality but also student social-emotional learning. Educational systems often emphasize standardized metrics of teacher effectiveness, such as test scores and curriculum coverage. However, these metrics may overlook the qualitative aspects of teaching that are deeply influenced by emotional intelligence—such as student-teacher rapport, motivation, and classroom engagement. Schools and policymakers should consider incorporating EI-related indicators into teacher evaluation frameworks. These may include peer observations, student feedback, and self-assessment tools that highlight interpersonal effectiveness and emotional awareness.

The growing recognition of emotional intelligence as a driver of teaching quality aligns with broader educational trends toward holistic education. Incorporating social-emotional learning (SEL) into the curriculum requires emotionally competent teachers who can model and guide emotional development. This has implications not only for what is taught, but also how it is taught. Instructional approaches like inquiry-based learning, project-based learning, and cooperative learning benefit greatly from teachers who can facilitate emotionally intelligent interactions. In sum, the educational implications of emotional intelligence in teaching are profound and multi-layered. Addressing EI as an integral part of teacher development and school culture has the potential to enhance teaching effectiveness, student outcomes, and the overall quality of education. As education continues to evolve to meet the demands of the 21st century, fostering emotionally intelligent educators is not a luxury—it is a necessity.

4. CONCLUSION

The findings of this study affirm the significant and positive relationship between teachers' emotional intelligence (EI) and the overall quality of teaching in elementary schools. Emotional intelligence—encompassing self-awareness, self-regulation, motivation, empathy, and social skills—proves to be a vital competency that enhances not only how teachers manage their classrooms but also how they engage with students, collaborate with colleagues, and adapt to the evolving challenges of the educational environment. Teachers with higher levels of EI are more likely to create emotionally supportive and inclusive classrooms where students feel safe, motivated, and respected. Their ability to empathize with students, regulate their own emotional responses, and maintain positive interpersonal interactions directly contributes to improved student engagement, reduced behavioral problems, and better academic outcomes. Furthermore, emotionally intelligent teachers are better equipped to handle stress, resolve conflicts constructively, and maintain a professional demeanor, which is essential for long-term effectiveness and well-being in the teaching profession. The implications of these findings are far-reaching. There is a pressing need to incorporate EI development into teacher education programs, professional development workshops, and school leadership training. Evaluation systems should also consider emotional intelligence as a factor in measuring teaching effectiveness. Cultivating emotionally intelligent educators is not only a step toward improving classroom instruction but also a means of fostering emotionally resilient learning communities. In conclusion, emotional intelligence should be recognized as a foundational component of effective teaching. Enhancing this competency among elementary school teachers can lead to more meaningful student-teacher relationships, stronger classroom environments, and overall improvements in educational quality. Future research should continue to explore the nuanced impacts of EI on various dimensions of teaching and learning to guide policy and practice in more informed and transformative ways.

REFERENCES

- Ashkanasy, N. M., & Daus, C. S. (2005). Rumors of the death of emotional intelligence in organizational behavior are vastly exaggerated. *Journal of Organizational Behavior*, 26(4), 441–452.
- Bar-On, R. (2006). The Bar-On model of emotional-social intelligence (ESI). *Psicothema*, 18(Suppl), 13–25.
- Boyatzis, R. E. (2009). Competencies as a behavioral approach to emotional intelligence. *Journal of Management Development*, 28(9), 749–770.
- Brackett, M. A., & Katulak, N. A. (2006). Emotional intelligence in the classroom: Skill-based training for teachers and students. In J. Ciarrochi, J. Forgas, & J. D. Mayer (Eds.), *Emotional Intelligence in Everyday Life* (2nd ed., pp. 73–90). Psychology Press.
- Cherniss, C. (2000). *Emotional Intelligence: What it is and Why it Matters*. Consortium for Research on Emotional Intelligence in Organizations.
- Colomeischi, A. A. (2015). Emotional intelligence, satisfaction with life and burnout among university students. *Procedia - Social and Behavioral Sciences*, 180, 1574–1578.
- Day, C., Sammons, P., Stobart, G., Kington, A., & Gu, Q. (2007). *Teachers Matter: Connecting Work, Lives and Effectiveness*. McGraw-Hill Education.
- Elias, M. J., Zins, J. E., & Weissberg, R. P. (2000). *Promoting Social and Emotional Learning: Guidelines for Educators*. ASCD.
- Gardner, H. (1999). *Intelligence Reframed: Multiple Intelligences for the 21st Century*. Basic Books.
- Goleman, D. (1995). *Emotional Intelligence: Why It Can Matter More Than IQ*. Bantam Books.
- Goleman, D. (2006). *Social Intelligence: The New Science of Human Relationships*. Bantam Books.
- Harrod, N. R., & Scheer, S. D. (2005). An exploration of adolescent emotional intelligence in relation to demographic characteristics. *Adolescence*, 40(159), 503–512.
- Jennings, P. A., & Greenberg, M. T. (2009). The prosocial classroom: Teacher social and emotional competence in relation to student and classroom outcomes. *Review of Educational Research*, 79(1), 491–525.
- Joseph, D. L., Jin, J., Newman, D. A., & O'Boyle, E. H. (2015). Why does self-reported emotional intelligence predict job performance? A meta-analytic investigation of mixed EI. *Journal of Applied Psychology*, 100(2), 298–342.
- Kementerian Pendidikan dan Kebudayaan. (2020). *Pedoman Penguatan Pendidikan Karakter (PPK)*. Jakarta: Kemendikbud.
- Leithwood, K., & Jantzi, D. (2006). Transformational school leadership for large-scale reform: Effects on students, teachers, and their classroom practices. *School Effectiveness and School Improvement*, 17(2), 201–227.
- Lopes, P. N., Salovey, P., & Straus, R. (2003). Emotional intelligence, personality, and the perceived quality of social relationships. *Personality and Individual Differences*, 35(3), 641–658.
- Mayer, J. D., Salovey, P., & Caruso, D. R. (2004). Emotional intelligence: Theory, findings, and implications. *Psychological Inquiry*, 15(3), 197–215.
- Mayer, J. D., Roberts, R. D., & Barsade, S. G. (2008). Human abilities: Emotional intelligence. *Annual Review of Psychology*, 59, 507–536.
- Mulyasa, E. (2013). *Menjadi Guru Profesional: Menciptakan Pembelajaran Kreatif dan Menyenangkan*. Bandung: Remaja Rosdakarya.
- Nisa, K., & Fitria, Y. (2020). Hubungan kecerdasan emosional dengan kinerja guru sekolah dasar. *Jurnal Pendidikan Tambusai*, 4(3), 2312–2318.
- Nurhadi, D. (2021). Pengaruh kecerdasan emosional terhadap kualitas mengajar guru. *Jurnal Ilmiah Pendidikan Guru Sekolah Dasar*, 14(1), 55–62.
- Petrides, K. V., & Furnham, A. (2000). On the dimensional structure of emotional intelligence. *Personality and Individual Differences*, 29(2), 313–320.
- Rahmat, M. (2019). Kecerdasan emosional dan profesionalisme guru dalam meningkatkan mutu pendidikan. *Jurnal Edukasi Nusantara*, 1(2), 88–95.
- Salovey, P., & Mayer, J. D. (1990). Emotional intelligence. *Imagination, Cognition and Personality*, 9(3), 185–211.
- Saputra, R., & Anggraini, Y. (2022). Peran kecerdasan emosional dalam meningkatkan kinerja guru SD. *Jurnal Kependidikan dan Pengajaran*, 8(2), 133–140.
- Sutarto, H. (2020). Pengaruh kecerdasan emosional terhadap efektivitas mengajar guru sekolah dasar. *Jurnal Ilmu Pendidikan*, 27(1), 101–110.
- Syamsuddin, S. (2021). Hubungan antara kecerdasan emosional dengan kompetensi pedagogik guru. *Jurnal Pendidikan Karakter*, 11(1), 69–79.