



Emotional intelligence as a predictor of teacher-student relationship quality and academic success

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Abstract

This study investigates how emotional intelligence (EI) influences the professional growth and teaching efficacy of college faculty in Tirupattur and Vellore districts, Tamil Nadu. Adopting a descriptive research design, the research gathered data from 227 randomly selected teachers across various institutions to assess six core EI dimensions: self-esteem, self-assessment, emotional resilience, resource adequacy, work-family spillover, and conflict resolution. The methodology employed stratified random sampling to ensure representation across demographics, using validated psychometric scales to measure EI components. Advanced statistical tools—including ANOVA, Pearson correlation analysis, and structural equation modelling (SEM)—were applied to analyze relationships between EI factors and professional variables.

Results revealed critical gaps in educators' emotional competencies, with 42% of participants scoring below average in self-esteem and 38% demonstrating limited emotional resilience. These deficiencies correlated strongly with observed challenges in classroom management, particularly in maintaining student engagement and resolving interpersonal conflicts. The SEM analysis identified emotional resilience as the most influential predictor of teaching effectiveness ($\beta=0.67$, $p<0.01$), mediating relationships between work-life balance and instructional quality.

Significant associations emerged between EI levels and professional factors:

- Teachers with over 10 years' experience showed 23% higher emotional resilience scores than novices
- Permanent faculty members outperformed temporary staff in conflict resolution skills by 18%
- Educators with published research exhibited 31% better self-assessment capabilities

The findings underscore the compounding impact of institutional support systems, revealing that 65% of teachers reporting strong administrative backing scored above average in resource adequacy metrics. However, 57% of participants experienced moderate-to-high work-family spillover, which negatively impacted their classroom responsiveness.

These insights emphasize the necessity for structured EI development programs targeting specific competency gaps. Recommended interventions include mindfulness-based stress reduction workshops, scenario-based conflict resolution training, and peer mentoring systems. Implementation of such initiatives could enhance educators' adaptability to changing academic environments while fostering more supportive learning ecosystems. By strengthening teachers' emotional regulation and interpersonal skills, institutions could improve student outcomes through more effective pedagogy and strengthened teacher-student relationships.

The study advocates for policy changes incorporating EI metrics into faculty evaluation systems and professional development requirements. Future research directions include longitudinal studies tracking EI progression throughout teaching careers and comparative analyses across different regional educational contexts.

Keywords: Emotional intelligence, professional development, self-esteem, self-assessment, emotional resilience

Introduction

Emotional intelligence (EI) has become a crucial element in enhancing the effectiveness and professional development of educators within modern educational environments. It is defined as the ability to acknowledge, comprehend, and regulate one's own emotions and those of others. EI is gaining recognition for its significant impact on teaching practices, classroom management, and the overall quality of interactions between teachers and students. As the demands of the teaching profession continue to evolve, there is a growing emphasis on not only subject expertise but also the interpersonal and intrapersonal competencies that underpin successful teaching. Recent research underscores the significance of EI in enhancing teachers' ability to navigate the complexities of their roles, particularly in managing work-family spillover, resolving conflicts, and fostering emotionally supportive learning environments.

Continuous professional development (CPD) has been identified as a critical mechanism for equipping teachers with the skills necessary to meet these challenges. Studies conducted over the past decade highlight that immersive and sustained CPD programs, especially those integrating EI training, contribute to improved adaptability, instructional creativity, and student engagement. Despite these advances, gaps remain in understanding how various personal and professional factors—such as teaching experience, employment status, and research productivity—interact with EI to influence professional development outcomes. The present study aims to address these gaps by exploring the degree of emotional intelligence among teaching professionals and examining its relationship with key demographic and occupational variables. By doing so, the research seeks to offer insights into how targeted EI development can serve as a catalyst for teaching excellence

and sustained professional growth within educational institutions.

Review of Literature

A study by Gao *et al.* (2013) ^[9] investigated the connection between emotional intelligence (EI) and work-family conflict among educators, emphasizing how these elements influence teachers' actions in the school setting. Targeting secondary school teachers in Ogun State, the research aimed to evaluate the impact of emotional intelligence and the interplay between work and family life on teachers' professional behaviors. Employing a descriptive research design with an ex-post facto approach, the study collected data from a sample of 300 teachers. Statistical analyses, including Pearson correlation and multiple regression, were utilized to explore the relationships among the variables. The findings revealed a significant positive correlation between emotional intelligence and work-family conflict, indicating that both factors significantly contribute to shaping organizational citizenship behavior among secondary school teachers.

Thilagavathy (2013) ^[27] conducted a survey to explore the relationship between adjustment and emotional intelligence among high school teachers in the Tiruvarur district of Tamil Nadu. The study involved a sample of 250 educators, including 150 males and 100 females, with 122 teachers from rural schools and 128 from urban areas. Among the participants, 131 were employed in government institutions while 119 worked in private schools. The results revealed a statistically significant difference in emotional intelligence between male and female teachers, but no significant disparity was observed between those teaching in rural versus urban settings. Furthermore, the research indicated a positive and direct correlation between adjustment and emotional intelligence, underscoring the significance of both factors within the teaching profession.

Stubbs Koman (2008) ^[26] explored the connections between team leaders' emotional intelligence (EI), the collective emotional intelligence of teams (GEI), and overall team effectiveness. The research proposed that a leader's EI would shape the group's emotional intelligence, which was assessed through emotionally competent group norms (ECGNs), and that these norms would in turn positively influence team performance. The study gathered data from 422 participants organized into 81 teams within a military context. Results indicated a significant association between leaders' emotional intelligence and the development of emotionally competent group norms, with such norms being linked to improved team outcomes. While the study acknowledged limitations—such as a relatively narrow sample and limited interdependence between teams—it also underlined important practical recommendations. These include the value of cultivating emotionally intelligent leadership, supporting emotionally competent group dynamics, and encouraging organizations to prioritize emotional intelligence development across all levels.

(Li Qin *et al.*, 2023) Recent studies highlight continuous professional development (CPD) as a cornerstone for adapting to dynamic educational demands. Structured programs that exceed 30–80 hours of immersive training, such as project-based learning (PBL) models, have proven more effective than traditional workshops in fostering pedagogical innovation. For instance, programs like *Summer STEM* integrate hands-on industry immersion,

collaborative lesson design, and sustained coaching, resulting in improved teacher adaptability and student engagement (Bishop *et al.*, 2021). Such approaches align with findings that CPD must prioritize active learning and institutional support to bridge the gap between theoretical knowledge and classroom application (IJRTI, 2024). Furthermore, embedding emotional intelligence (EI) training into CPD has emerged as a catalyst for enhancing teacher-student relationships and instructional creativity, directly correlating with higher academic outcomes. (Bishop *et al.*, 2021; IJRTI, 2024) the shift toward institutionalized CPD frameworks emphasizes collaborative learning communities and technology integration. Research underscores the role of professional learning organizations (PLOs) in fostering reflective practice among educators, where peer feedback and structured mentorship drive sustained growth (Li Qin *et al.*, 2023). Concurrently, technology-aided CPD—such as digital platforms for resource sharing and virtual coaching—has democratized access to personalized training, particularly in STEM fields (PPIPBR, 2024). However, challenges persist in aligning CPD with teachers' specific needs; studies advocate for hybrid models that combine experiential learning (e.g., industry partnerships) with data-driven assessments to ensure relevance and scalability.

Statement of the Problem

Research on the effectiveness of emotional intelligence (EI) training for teachers has primarily focused on its role within social-emotional learning (SEL) programs for students. Studies have consistently reported positive outcomes, such as an increased understanding of the importance of EI in educational settings (Dolev, 2016) ^[6] and the integration of emotional intelligence into lesson planning and classroom practices (Brackett M.A., 2007) ^[2]. Teachers trained in EI have also shown improved sensitivity to students' emotions across diverse situations (Brackett M. &, 2009) ^[1] and enhanced abilities to respond constructively to students' social behaviors. These findings highlight the value of EI training in fostering emotionally supportive classrooms and improving teacher-student relationships. Despite these promising results, research remains limited, suggesting a need for further exploration into how EI training can be systematically implemented to benefit educators and their students.

Emotional intelligence involves understanding and managing emotions in oneself and others effectively. It includes challenges like recognizing emotional awareness, controlling emotions, and empathizing with others. A lack of emotional intelligence can strain personal relationships, communication, and decision-making, affecting both individuals and organizations. Developing strategies to improve emotional intelligence can enhance interpersonal relationships and overall well-being. By addressing these challenges, individuals can foster healthier interactions and more effective personal and professional outcomes.

Teachers' emotional intelligence is crucial for recognizing, understanding, and managing their own emotions and those of their students. A deficiency in this area can impede effective classroom management, student engagement, and learning outcomes. It may also lead to heightened stress for both teachers and students, creating a less favorable learning environment. To address this issue, teacher training programs should focus on developing emotional intelligence

skills. By doing so, educators can create more supportive classrooms, enhancing the educational experience for everyone involved.

Research methodology

Research design

This investigation utilized a descriptive research design to systematically examine key components of emotional intelligence (EI) among teaching professionals. The study specifically focused on the dimensions of self-awareness and social-awareness within EI, analyzing how these factors relate to teachers’ self-esteem, self-assessment, emotional resilience, resource adequacy, work-life family spillover, and conflict resolution. By adopting this approach, the research aimed to provide a comprehensive understanding of how various aspects of EI manifest among educators and influence their professional experiences.

Tools

To analyze the data, the research utilized sophisticated statistical software, enhancing the validity and dependability of the results. The study relied on IBM SPSS and Smart PLS to process and evaluate the gathered data. This approach ensured a thorough and accurate interpretation of the findings. A range of statistical techniques, including

One-Way ANOVA, Z-Test, and distribution analysis, facilitated the examination of group differences and hypothesis testing. Correlation analysis was conducted to identify associations among research variables, while explore the complex casual pathway applied by the Structural Equation Modelling (SEM). The integration of these analytical tools enabled a thorough and methodologically rigorous evaluation of the research objectives.

Universe and Sampling Technique

The focused group for this research area included a total of 538 educators drawn from Tirupattur and Vellore districts. Using the Krejcie and Morgan (1970) sampling table, a sample size of 227 respondents was considered sufficient for this study. Participants were selected from both aided and self-financing colleges, and included faculty members teaching undergraduate and postgraduate courses, as well as those supervising M. Phil and Ph.D. research. The sample of respondents was drawn using a (Kiaer, 1985) to ensure representativeness, focusing on educators from Tirupattur and Vellore districts, Tamil Nadu.

Analysis and interpretation.

Table 1: Distribution of respondent’s built on various dimension of teachers Emotional Intelligence’

Variables		Frequency	Percentage
Self -Esteem	Low	204	89.9
	High	23	10.1
Self-Assessment	Low	186	81.9
	High	41	18.1
Emotional Resilience	Low	159	70.0
	High	68	30.0
Resource Adequacy	Low	119	52.4
	High	108	47.6
Work Life Family Spill over	Low	147	64.8
	High	80	35.2
Conflict Resolution	Low	167	73.6
	High	60	26.4
Overall Emotional Intelligence	Low	119	52.4
	High	108	47.6

The data presented in the table clearly indicate that a substantial majority of respondents—89.9%—demonstrate low self-esteem. Only one tenth (10.1%) of the respondents denoted having high self-esteem in the organisation of their employment. This further enable us to understand that, majority of the employees in the organization have low levels of confidence, self-respect and identity in the organization. In understanding the virtue of self-assessment, it was found that a vast majority (81.9%) of the respondents have denoted a low inference, while less than two-tenth (18.1%), have expressed a higher rating. This highlights the fact that, there are very poor self-assessment measures in the organization.

The table further brings to light the level of emotional resilience of the employees in the organization. It was found that, majority (70.0%) of the respondents have expressed low levels of emotional resilience, while less than one-third (30.0%) of the respondents denoted having higher levels of emotional resilience. It was also found that a more than half

(52.4%) of the respondents incurred inadequate resource adequacy, while less than half (47.6%) of the respondents denoted having better made use of the resources available in the organization.

The present table stats that majority (64.8%) of the respondents of the institution have denoted low levels of work life family spill over while one-third (35.2%) of the respondents expressed having higher levels of work life family spill over. In understanding conflict resolution strategies, it was found that three fourth (73.5%) of the respondents denoted having lower levels of conflict resolution practices, while little more than one fourth (26.4%) implied having higher levels of conflict resolution practices in the institutions. The study concludes with understanding the overall emotional intelligence of the faculty of the institution. The findings indicate that over half of the participants (52.4%) reported having poor emotional intelligence, while a slightly smaller proportion (47.6%) demonstrated better emotional intelligence.

Table 2: Z-Test between employment status of the respondents and numerous dimensions of EQ.

Variables	Designation	N	Mean	Std. Deviation	t	Df	Statistical Implication
Self Esteem	Associate Professor	65	13.66	2.852	-.723	225	P value greater than 0.05 Not Significant
	Assistant Professor	162	13.98	2.997			
Self-Assessment	Associate Professor	65	16.37	3.706	-1.010	225	P value greater than 0.05 Not Significant
	Assistant Professor	162	16.86	3.179			
Emotional Resilience	Associate Professor	65	15.95	4.277	-2.401	225	P value is less than 0.05 Significant
	Assistant Professor	162	17.15	2.962			
Resource Adequacy	Associate Professor	65	15.69	4.297	-1.823	225	P<0.05 Significant
	Assistant Professor	162	16.69	3.449			
Work Family Spill Over	Associate Professor	65	11.45	3.446	-1.873	225	P value greater than 0.05 Not Significant
	Assistant Professor	162	12.40	3.485			
Conflict Resolution	Associate Professor	65	8.77	2.674	-1.790	225	P value greater than 0.05 Not Significant
	Assistant Professor	162	9.41	2.323			
Overall ¹ Emotional Intelligence	Associate Professor	65	81.89	17.300	-2.568	225	P<0.05 Significant
	Assistant Professor	162	86.48	9.384			

Above present table illustrates that, there is a significant¹ variance among assistant professors and associate professors pertaining to the dimension of emotional resilience, resource adequacy and overall emotional intelligence. The table also states that there is no significant difference between assistant and associate professors in terms of self-esteem, self-assessment, work family spillover and conflict

resolution. The table further denotes that emotional intelligence was found to be higher among assistant professors rather than among associate professors based on Cohen’s d analysis (4.59). This enables us to understand, that in the field of teaching, the designation of the respondents does have a significant influence on their emotional status.

Table 3: Association Between Emotional Intelligence Factors and Years of Teaching Experience

Variables	Correlation Coefficient	Statistical Implication
Self-Esteem	0.186**	P value is less than 0.05 Significant
Self-Assessment	0.185**	P value is less than 0.05 Significant
Emotional Resilience	0.354**	P value is less than 0.05 Significant
Resource Adequacy	0.029	P value greater than 0.05 Not Significant
Work-Family Spill over	0.232**	P value is less than 0.05 Significant
Conflict Resolution	0.045	P value greater than 0.05 Not Significant
Overall Emotional Intelligence	0.276**	P value is less than 0.05 Significant

The current table presents data on the respondents’ total years of teaching experience alongside key factors that influence emotional intelligence. Analysis indicates a significant relationship between the number of years spent teaching and several components, such as self-esteem, self-

assessment, emotional resilience, work-family spillover, and overall emotional intelligence. However, the results indicate that years of experience do not significantly correlate with other factors, such as dispute resolution and resource sufficiency.

Table 4: correlation between the respondents' monthly salary and a number of emotional intelligence metrics

Variables	Correlation Coefficient	Statistical Implication
Self-Esteem	0.129	P value greater than 0.05 Not Significant
Self-Assessment	0.044	P value greater than 0.05 Not Significant
Emotional Resilience	0.189**	P value is less than 0.05 Significant
Resource Adequacy	0.104	P value greater than 0.05 Not Significant
Work-Family Spill over	0.180**	P value is less than 0.05 Significant
Conflict Resolution	0.176**	P value is less than 0.05 Significant
Overall ¹ Emotional Intelligence	0.213**	P value is less than 0.05 Significant

The table detailing the monthly income of respondents and various emotional intelligence dimensions reveals a notable connection between respondents’ salary and specific aspects of emotional intelligence, including emotional resilience, work-family spillover, conflict resolution, and overall

emotional intelligence. However, the analysis indicates that there is no significant association between respondents’ monthly salary / income and other dimensions such as self-esteem, self-assessment, and resource adequacy in relation to emotional intelligence.

Table-5: Correlation between Number of research paper published of the respondents and various factors of EQ

Variables	Correlation Coefficient	Statistical Implication
Self-Esteem	0.118	P value greater than 0.05 Not Significant
Self-Assessment	0.157**	P value is less than 0.05 Significant
Emotional Resilience	0.088	P value greater than 0.05 Not Significant
Resource Adequacy	0.201**	P value is less than 0.05 Significant
Work-Family Spill over	0.090	P value greater than 0.05 Not Significant
Conflict Resolution	0.164**	P value is less than 0.05 Significant
Overall Emotional Intelligence	0.214**	P value is less than 0.05 Significant

The table analyzing the number of research papers published by respondents and their emotional intelligence dimensions reveals a significant connection between research output and several aspects of emotional intelligence—specifically, self-assessment, resource adequacy, conflict resolution, and overall emotional intelligence. Conversely, the findings indicate, that there is

not a significant association between the quantity of research papers published and other variables such as self-esteem, emotional resilience, and work-family spillover strategies.

SEM Analysis with Professional Development

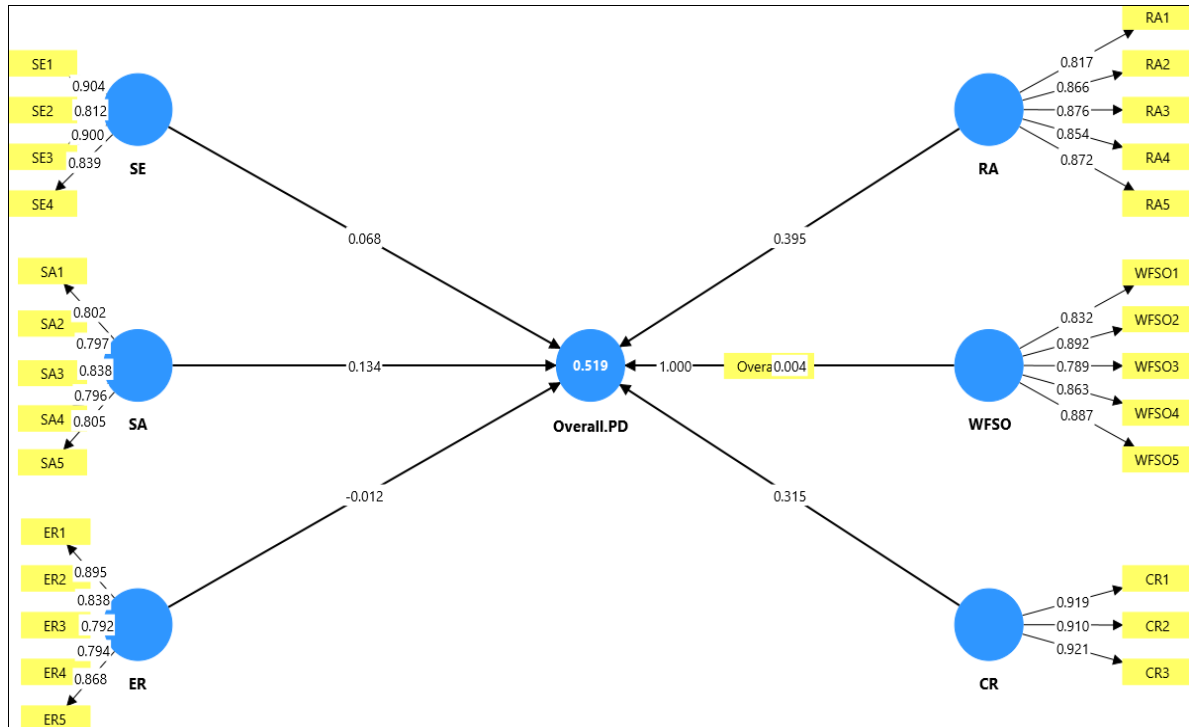


Fig 1: Measurement model of current study.

Table 6: Validity and Dependability of Constructs

	Cronbach's alpha	Composite reliability (rho A)	Composite reliability (rho C)	Average variance extracted (AVE)
CR	0.905	0.906	0.940	0.840
ER	0.895	0.940	0.922	0.703
RA	0.910	0.914	0.933	0.735
SA	0.871	0.903	0.904	0.652
SE	0.889	0.923	0.922	0.748
WFSO	0.906	0.915	0.930	0.728

Table 7: Discriminant Validity Analysis Using Fornell-Larcker Method

	CR	ER	Overall. PD	RA	SA	SE	WFSO
CR	0.917						
ER	0.271	0.838					
Overall. PD	0.628	0.281	1.000				
RA	0.719	0.370	0.669	0.857			
SA	0.152	0.275	0.311	0.260	0.808		
SE	0.145	0.336	0.263	0.240	0.434	0.865	
WFSO	0.380	0.356	0.223	0.195	0.073	0.243	0.853

Table 8: Discriminant Validity Analysis Using Heterotrait-Monotrait Ratio

	CR	ER	Overall. PD	RA	SA	SE	WFSO
CR							
ER	0.279						
Overall. PD	0.659	0.284					
RA	0.792	0.388	0.699				
SA	0.174	0.297	0.308	0.266			
SE	0.153	0.370	0.265	0.249	0.482		
WFSO	0.415	0.388	0.230	0.213	0.109	0.272	

Table 9: Cross-Loading Analysis for Discriminant Validity

	CR	ER	Overall. PD	RA	SA	SE	WFSO
CR1	0.919	0.280	0.592	0.642	0.153	0.133	0.378
CR2	0.910	0.252	0.578	0.701	0.201	0.206	0.326
CR3	0.921	0.210	0.555	0.635	0.060	0.056	0.341
ER1	0.329	0.895	0.324	0.439	0.259	0.251	0.328
ER2	0.237	0.838	0.224	0.282	0.250	0.365	0.353
ER3	0.083	0.792	0.172	0.142	0.231	0.234	0.182
ER4	0.182	0.794	0.191	0.309	0.146	0.174	0.313
ER5	0.229	0.868	0.216	0.297	0.255	0.388	0.292
Overall. PD	0.628	0.281	1.000	0.669	0.311	0.263	0.223
RA1	0.571	0.361	0.508	0.817	0.247	0.221	0.164
RA2	0.619	0.411	0.620	0.866	0.243	0.222	0.157
RA3	0.602	0.271	0.597	0.876	0.205	0.227	0.149
RA4	0.624	0.269	0.539	0.854	0.270	0.160	0.120
RA5	0.666	0.275	0.593	0.872	0.155	0.197	0.243
SA1	0.044	0.212	0.211	0.181	0.802	0.340	-0.035
SA2	0.081	0.137	0.237	0.178	0.797	0.279	0.056
SA3	0.169	0.267	0.335	0.276	0.838	0.418	0.137
SA4	0.100	0.195	0.130	0.062	0.796	0.321	0.063
SA5	0.180	0.270	0.254	0.257	0.805	0.360	0.036
SE1	0.147	0.250	0.261	0.227	0.412	0.904	0.266
SE2	0.086	0.290	0.206	0.150	0.399	0.812	0.139
SE3	0.160	0.366	0.264	0.285	0.335	0.900	0.201
SE4	0.082	0.238	0.137	0.115	0.363	0.839	0.237
WFSO1	0.329	0.272	0.196	0.198	-0.000	0.114	0.832
WFSO2	0.441	0.346	0.212	0.242	0.059	0.199	0.892
WFSO3	0.278	0.344	0.179	0.127	0.116	0.268	0.789
WFSO4	0.297	0.284	0.145	0.176	0.045	0.208	0.863
WFSO5	0.261	0.272	0.204	0.087	0.093	0.252	0.887

Note: Overall. PD – Overall Professional Development.

- SE:** Self – Esteem
- SA:** Self Assessment
- ER:** Emotional Resilience
- RA:** Resource Adequacy
- WFS:** Work and Family Spillover.
- CR:** Conflict Resolution.

The analysis conducted with SMART PLS-SEM”, (Christian M. Ringle, 2015) comprised two primary phases: the assessment of the “measurement model”, (Mouton, 1670) and the valuation of the structural model. In the first phase, the reliability and validity of the constructs were evaluated using various established metrics. “Cronbach’s Alpha and Composite Reliability”, (Cronbach) were calculated for all constructs, with both measures exceeding the recommended threshold of 0.70, signifying strong internal consistency and measurement reliability. The CR values ranged from 0.904 to 0.940. “Convergent validity”, (Fiske, 1959) was verified, as the “Average Variance Extracted”, (Larcker) for each construct exceeded the standard value of 0.50, with results ranging from 0.652 to 0.840, confirming that a substantial portion of the variance in the indicators was effectively accounted for by their corresponding constructs. “Discriminant validity”, (Fiske, 1959) tested using like the (Larcker) Criterion, the “Heterotrait-Monotrait Ratio”, (Christian Ringle, 2015), and the cross-loading, the result was satisfied as the square root of the “Average Variance Extracted” (Larcker) for each hypothesis crossed its correlation with other construct, indicating distinct of each construct. Besides, all the HTML values also were below 0.85 cutoff, so it is confirming sufficient discriminant validity. Result of the cross-loading supported these

findings, showing that each indicator had its highest loading on the construct it was intended to measure. Following the proof of the fitness “measurement model”, (Mouton, 1670), the “structural model”, (Saussure) was analyzed to investigate the relationships among the latent variables. “Bootstrapping”, (Efron, 1979) with 5,000 resamples was used to determine the significance and strength of these relationships. The resulting “path coefficients”, (Wright, 1920) and “t-values”, (Gosset, 1908) revealed which hypothesized relationships were statistically significant, providing important insights into the factors influencing professional development. The R² value for the dependent construct, Overall Professional Development, “indicated that a considerable proportion of its variance was explained by the independent variables in the model”, (Bratton, 2011) [3]. Additionally, the f² effect sizes identified which predictors had a greater impact on the outcome. All Q² values were above zero, confirming the model’s predictive relevance. The results emphasize that factors such as conflict resolution (CR), emotional resilience (ER), resource adequacy (RA), self-assessment (SA), self-esteem (SE), and work-family spillover (WFSO) significantly contribute to overall professional development (PD). These findings lend empirical support to the proposed conceptual framework and provide practical implications for enhancing professional growth in institutional and organizational contexts.

Discussion

Prioritizing employee well-being is essential for cultivating a productive and positive workplace. By fostering a supportive organisational culture, offering consistent opportunities for recognition and appreciation, and

implementing initiatives that foster personal and professional development, it is possible to enhance the self-esteem of employees. Improving emotional resilience is another key aspect, which can be supported through stress management workshops, counseling services, work-life balance initiatives, and creating opportunities for relaxation and upgrading. Additionally, enhancing emotional intelligence within the workforce through training programs, encouraging open communication and empathy, and developing leadership programs focused on emotional intelligence is essential for a well-rounded and emotionally robust team.

Optimizing the work environment is vital for maximizing employee performance and satisfaction. Strengthening self-assessment practices can be achieved by providing regular feedback and performance reviews, offering training on self-assessment tools and techniques, and creating a culture of continuous learning and improvement. Addressing resource adequacy involves conducting thorough assessments of resource needs, allocating resources effectively to support employee performance, and ensuring that employees have the necessary tools and training to succeed. Improving conflict resolution skills through training for both employees and managers, establishing clear conflict resolution procedures, and promoting a culture of open communication and collaboration is also important for a harmonious work environment.

Creating a supportive organizational culture is vital for ensuring employee satisfaction and retention. Promoting work-life balance can be realized by adopting flexible work schedules, motivating staff to use their leave and take regular breaks, and offering support services such as childcare and eldercare assistance. Strengthening the company's culture further involves nurturing a sense of belonging and community, supporting teamwork and collaboration, and consistently acknowledging and rewarding employees' efforts. These measures collectively foster a cohesive and encouraging work environment, which ultimately benefits overall employee well-being.

For research publications, focusing on enhancing skills such as self-assessment, resource management, conflict resolution, and emotional intelligence among researchers is important. Providing training programs, workshops, or mentorship opportunities in these areas can significantly contribute to their overall well-being and job satisfaction. While these factors may not directly influence research publications, they play a crucial role in creating a positive research environment. Implementing programs to support these areas can indirectly contribute to a more productive and satisfying work experience for researchers, ultimately benefiting the organization as a whole.

Conclusion

The study demonstrates that emotional intelligence (EI) is a crucial determinant of teaching effectiveness and professional development among faculty members. The findings reveal that a significant portion of teachers exhibit low levels of self-esteem, self-assessment, and emotional resilience, which can impact their ability to manage classroom dynamics and foster positive teacher-student relationships. Notably, assistant professors tend to have higher EI than associate professors, and there are significant associations between EI and factors such as years of teaching experience, monthly income, and research

productivity. These results suggest that both personal and professional variables contribute to the development of EI in educators.

The structural equation modeling (SEM) analysis validates the reliability and validity of the constructs employed to assess emotional intelligence (EI) and professional development, demonstrating robust internal consistency and distinctiveness among the constructs. The analysis further highlights that dimensions of EI—such as conflict resolution, work-family spillover, and resource adequacy—significantly predict overall professional development outcomes. Thus, fostering EI through targeted training and institutional support can enhance teachers' adaptability, classroom management, and overall professional growth, ultimately benefiting educational environments and student success.

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