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The Impact of Emotional Intelligence on Teachers Self Efficacy and Academic Achievement

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Abstract

For over thirty years, scholars have highlighted the importance of emotional intelligence in individuals' ability to adapt their behavior and navigate various situations that impact their lives. Emotional intelligence encompasses recognizing emotions, comprehending their meanings and interconnections, and applying this understanding to reasoning and problem-solving. Self-efficacy is the belief in one's capacity to act and effectively manage life's challenges. Academic achievement assesses the extent to which a student, teacher, or institution meets their educational objectives, reflecting the progress and milestones that pave the way for future opportunities. This study investigates the influence of emotional intelligence on teachers' self-efficacy and academic success, positing that it affects their self-efficacy, subsequently impacting academic performance. Additionally, the research not only emphasizes the inspiring potential of emotional intelligence in fostering self-efficacy but also underscores the necessity of prioritizing teachers' emotional intelligence to enhance academic achievement. It outlines key strategies for increasing teachers' emotional intelligence, ultimately leading to favorable outcomes.

Keywords

Emotional Intelligence, Self-Efficacy, Academic Achievement, Research, Strategies

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1. Introduction

In 1985, Payne introduced the concept of emotional ignorance (EI), highlighting the lack of awareness of one's emotions and those of others, contributing to various social problems (Hein, 2005). This concept is increasingly relevant today, emphasizing the need to promote emotional intelligence as its counterpart. Emotional intelligence is not just a solution but a beacon of hope in both personal and professional environments (Curci et al., 2014). It improves relationships, enhances workplace productivity, and is crucial for success. By focusing on emotional intelligence, individuals can effectively navigate complex situations and foster collaboration, which benefits society (Curci et al., 2014; Gharetepeh et al., 2015).

Over the past thirty years, research has shown the importance of emotional intelligence in academic outcomes (Aritzeta et al., 2016). This evidence highlights the impact of emotional intelligence on education and leadership, equipping teachers with the tools to handle challenges effectively. The importance of emotional intelligence for teachers is increasingly recognized in education worldwide (Asrar-ul-Haq et al., 2017). The pivotal role of teachers in developing emotional intelligence skills is crucial, as they are not just facilitators but key players in students' academic journeys (Doley & Leshem, 2016). Targeted training is essential, however, to empower teachers to cultivate emotional intelligence, creating an environment promoting emotional growth and well-being (Campo et al., 2015; Pozo-Rico & Sandoval, 2020).

Emotional intelligence (EI) is crucial for policy makers, aiming to foster a safe and nurturing learning environment. Research (Jeloudar et al., 2011; Jennings & Greenberg, 2009; Anderson & Dumas, 2014; Skourdoumbis, 2018; Srinivasan, 2015) underscores the significance of EI in promoting holistic student development. Insufficient levels of EI can hinder teaching effectiveness and student engagement, making it imperative for policymakers to prioritize its enhancement. Higher EI enhances interpersonal interactions and enriches teachers' and students' overall educational experience. Consequently, policymakers must ensure that EI remains a primary focus (Rodrigo-Ruiz, 2016; Skourdoumbis, 2018).

Given the emotionally demanding nature of teaching, teachers must develop strong EI skills to meet student needs and manage classroom dynamics effectively. Research by Powell and Kusuma-Powell (2010) suggests that teachers with low EI may unintentionally pass stress onto their students, leading to insecure learning environments. In contrast, teachers with high EI, cultivated through targeted training, can inspire and motivate their students, creating safe and supportive classrooms (Henderson, 2013). Therefore, policymakers need to recognize the importance of EI in educators' professional development and allocate adequate resources to cultivate these essential skills. Such investment can significantly enhance student outcomes, emphasizing the need for policymakers to prioritize EI training (Skourdoumbis, 2018). Subsequently, Skourdoumbis (2018) study investigated the influence of emotional intelligence on teachers' self-efficacy and academic success, positing that it affects their self-efficacy and subsequently impacts academic performance (Pool & Qualter, 2012). The present study, however, emphasizes the inspiring potential of emotional intelligence in fostering self-efficacy and underscores the necessity of prioritizing teachers' emotional intelligence to enhance academic achievement, which differs from previous research. It outlines key strategies for increasing teachers' emotional intelligence, ultimately leading to favorable outcomes, thus bridging a significant gap in the existing EI research studies (Harris et al., 2022; Henderson, 2013).

Numerous studies (Campo et al., 2015; Doley & Leshem, 2016; Pozo-Rico & Sandoval, 2020; Srinivasan, 2015; Taxer & Frenzel, 2015) have substantiated the idea that the emotionally demanding nature of teaching requires educators to develop strong emotional intelligence (EI) skills in order to effectively address student needs and manage classroom dynamics. Research by Powell and Kusuma-Powell (2010) indicates that teachers with low EI may inadvertently transmit stress to their students, leading to insecure learning environments. In contrast, educators with high EI—particularly those who undergo targeted training—are capable of inspiring and motivating their students, thus creating safe and supportive classroom atmospheres (Henderson, 2013). Therefore, it is crucial for policymakers and senior administrators to recognize the importance of EI in the professional development of educators and to allocate the necessary resources to cultivate these essential skills (Pozo-Rico & Sandoval, 2020; Srinivasan, 2015).

In contrast to previous research, this study highlights the inspirational potential of emotional intelligence in enhancing self-efficacy, emphasizing the urgent need to prioritize teachers' EI training to improve academic achievement. This study also outlines key strategies for increasing teachers' emotional intelligence, ultimately leading to positive outcomes and addressing a significant gap in EI research (Harris et al., 2022; Henderson, 2013).

2. Literature Review

This literature review aims to establish a robust foundation for future educational research by examining studies that focus on strategies to enhance teachers' emotional intelligence and self-efficacy, ultimately resulting in positive academic outcomes (Curci, 2014). It emphasizes the importance of empowering educators to cultivate greater self-awareness and emotional intelligence through mindfulness practices such as meditation, reflective exercises like journaling, and professional development programs centered on empathy and emotional understanding. By fostering a supportive environment, both students' academic performance and overall well-being can be positively impacted (Cabello et al., 2017). Enhancing teachers' emotional intelligence can lead to significant and lasting improvements in students' learning experiences and contribute to a more positive school climate (Rodrigo-Ruiz, 2016; Srinivasan, 2015).

Emotional intelligence, a topic of increasing relevance in education, is not just a buzzword; it is a concept supported by research that indicates that teachers with strong emotional intelligence positively influence themselves and their students (Curci et al., 2014). The influence of educators' emotional intelligence can be observed in various aspects, including classroom performance, teaching effectiveness, overall well-being, student-teacher relationships, and student academic achievement (Gharetepeh et al., 2015). As emotional intelligence continues to gain traction in education, it becomes clear that it is not just a trendy term but a transformative tool with the potential to profoundly impact the lives of educators and their students. Research, such as that by Curci et al. (2014), demonstrates that teachers with high emotional intelligence can create positive environments that foster learning and personal growth. The effects of emotional intelligence on educators are far-reaching: it enhances their teaching practices, promotes overall well-being, and, most importantly, shapes educational outcomes, making it a crucial factor in the success of the educational system (Cabello et al., 2017; Iannucci & Mirabella, 2013).

Several studies (Campo et al., 2015; Dolev & Leshem, 2016; Pozo-Rico & Sandoval, 2020; Smith, & Watt, 2016; Tuluhan & Yalcinkaya, 2018) found that integrating emotional intelligence into education poses specific challenges, including the necessity for comprehensive training and continuous support. Nevertheless, the benefits of this approach are significant. Research conducted by Mirabella (2013) and Rust (2014) supports the claim that educators with high emotional intelligence are better equipped to foster healthier relationships with their students, enhancing academic performance and achievement. This connection between emotional intelligence and stronger teacher-student relationships emphasizes the crucial role of emotional intelligence in the overall development of both teachers and students. It highlights the vital contribution of educators in this journey and helps them feel appreciated. Moreover, the studies of Cristovao (2017) found that a teacher's ability to comprehend and manage their emotions is pivotal in shaping students' academic performance, motivation, self-efficacy, and emotional well-being. This interconnectedness between emotional intelligence, academic performance, and student well-being underscores the importance of investing in emotional intelligence training for educators. It also highlights the urgency of addressing this issue, as it can lead to a more positive and effective educational environment (Cristovao, 2017, Rust, 2014).

A comprehensive review of the relevant literature identified a crucial gap in understanding how emotional intelligence (EI) training affects teachers' self-efficacy and their students' academic achievement. This gap is of utmost importance as it hinders our ability to fully utilize the potential of EI training to enhance teachers' self-efficacy and, in turn, improve student performance. Various studies have explored the relationship between teachers' emotional intelligence and student academic success (Ahmad et al., 2014; Cristovao et al., 2017; Gharetepeh et al., 2015; Pozo-Rico & Sandoval, 2020; Rust, 2014; Srinivasan, 2015; Wang, 2021; Zee & Koomen, 2016). For example, Srinivasan (2015) investigated the impact of teachers' emotional intelligence on student achievement and found that emotional intelligence plays a more significant role in enhancing academic success than cognitive intelligence (Pozo-Rico & Sandoval, 2020; Wang, 2021).

Although much of the existing research on emotional intelligence has focused on its effects on student performance (Alam & Ahmad, 2018; Bond & Manser, 2009; Timostsuk & Ugaste, 2012), a notable gap remains in exploring strategies to increase emotional intelligence and the influence of teachers' emotional intelligence on essential aspects of student well-being. These aspects include emotional intelligence itself, self-efficacy, motivation, social skills, and learning outcomes in higher education. Additionally, Dolev and Leshem (2016) suggested that emotional intelligence is not a fixed trait but a skill that can be developed over time. This is an empowering concept for educators, as it suggests they can improve in this area, thereby improving their teaching practices and the overall educational experience. The benefits of nurturing emotional intelligence extend to teachers and students, contributing to a

positive learning environment. However, there are also gaps in the relevant literature regarding the correlation between a teacher's emotional intelligence and that of their students (Pozo-Rico & Sandoval, 2020). Addressing this gap is crucial for stakeholders in higher education, as it may lead to better teaching strategies and improved support systems for students (Harris et al., 2022; Skourdoumbis, 2018).

2.1 Historical Framework of Emotional Intelligence

Emotional intelligence, a concept that has gained significant attention in recent years, has been examined in various forms throughout literature and research. Its origins can be traced back to the late 1970s and early 1980s, when the esteemed psychologist Howard Gardner introduced the pioneering theory of multiple intelligences (Christodoulou et al., 2017). According to Gardner (1983), the theory of the theory of multiple intelligences suggests that individuals possess eight or more distinct forms of intelligence, each representing diverse ways of processing information and interacting with the world around them. Among these types of intelligence, intrapersonal and interpersonal intelligence stand out as the ones most linked to emotional intelligence. Intrapersonal intelligence involves the capacity to recognize and understand one's own internal states—such as desires, intentions, moods, and motivations, while interpersonal intelligence emphasizes the ability to perceive and interpret the emotions and motivations of others (Gardner, 2006b). Together, these intelligences form the foundation of emotional intelligence, equipping individuals with the tools to navigate their own feelings as well as empathize and connect with those around them (Christodoulou et al., 2017; Gardner, 1983).

In 1985, Wayne Payne's groundbreaking dissertation introduced the concept of emotional intelligence, examining its various developmental aspects (Hein, 2005). These concepts included the language of emotions, different emotional dimensions, the roles and functions of emotions in human life, and the physiological connections to emotions, which refer to the bodily changes that occur in response to emotional stimuli (Rodrigo-Ruiz, 2016). Payne's central argument was that individuals make sense of their emotional experiences through the lens of their own understanding and perceptions (Hein, 2005). This idea, which emphasizes the subjective nature of emotional interpretation, has evolved into a cornerstone of the field of emotional intelligence, influencing how we comprehend and manage our emotions in both personal and social contexts (Hein, 2005; Neck & Krishnakumar, 2014).

The journey of cultivating emotional intelligence is transformative, enabling individuals to effectively navigate their emotional landscapes and promote personal growth (Boyatzis et al., 2019). For those with limited awareness, distinguishing between objective reality and personal interpretations can be quite challenging. Payne underscores the significance of heightened awareness in fostering emotional intelligence, framing it as a skill that can be developed over time (Hein, 2005). Moreover, Bar-On, R. (2014) characterized emotional intelligence as an essential facet of social intelligence, involving the ability to monitor one's own emotions and those of others. It includes the recognition and expression of feelings, responding with empathy, and engaging in prosocial behaviors that enhance interpersonal relationships. The capacity to manage and influence emotional responses not only improves problem-solving skills but also supports positive mental health. Goleman (1995) further popularized this concept, emphasizing the impact of emotions on behavior and relationships. Goleman accentuated the importance of recognizing and managing both personal emotions and those of others, empowering individuals to positively shape their interactions and cultivate a sense of control in their relationships, fostering a deeper sense of connection and understanding among individuals (Bar-On, 2014; Boyatzis et al., 2019).

According to Goleman (1995) and Reuven Bar-On (2014), emotional intelligence encompasses a dynamic set of emotional and social skills that enhance our ability to adapt and thrive in changing environments. Bar-On (2014) defines emotional intelligence as a collection of interconnected competencies that differentiate it from social intelligence, which focuses on managing interpersonal relationships. While social intelligence involves the ability to understand and navigate social situations, emotional intelligence pertains to comprehending and managing one's own emotions as well as the emotions of others (Bar-On, 2006). When cultivated, emotional intelligence fosters empathy, strengthens relationships, and equips individuals with critical thinking skills, making it essential for navigating uncertainties in an ever-evolving world.

Moreover, the studies of Ashraf et al. (2017) found that emotional intelligence is vital for both personal and professional success and comprises five key components: self-awareness, self-regulation, intrinsic motivation, empathy, and social skills. Self-awareness allows individuals to recognize their emotions and strengths, whereas self-regulation enables them to manage their responses in challenging situations (Perez, 2011). Self-awareness can also foster intrinsic motivation, promoting personal growth (Bratton, 2011). Empathy is a cornerstone of emotional

intelligence, enhancing connections through understanding and sharing others' feelings. Social skills also facilitate effective communication and conflict resolution (Ashraf et al., 2017; Perez, 2011).

Bar-On's research underscores the empowering effects of emotional and social intelligence on performance, self-actualization, and overall well-being (Ryback, 2012). Cultivating these competencies is crucial for both personal and professional development, motivating individuals to lead fulfilling lives (Bar-On, 2014). Similarly, Hasson (2014) highlights how emotional intelligence enhances personal well-being and interpersonal relationships. The ability to recognize and manage one's own emotions, as well as interpret the feelings of others, not only improves quality of life but also fosters self-confidence (Greenberg, 2015). More importantly, it strengthens the connections we share with others. Individuals with strong emotional intelligence communicate effectively and navigate social dynamics adeptly, which is vital in professional environments. This heightened emotional awareness deepens relationships and significantly contributes to overall fulfillment and life satisfaction (Bar-On, 2014; Greenberg, 2015).

3. The Vital Role of Emotional Intelligence for Teachers

Ahamad et al. (2014) emphasizes the importance of emotional intelligence in education, which involves recognizing and managing one's own emotions while influencing others. These emotional intelligence skills are essential for educators, as they enhance students' creative thinking and innovative abilities. Teachers who exhibit warmth and strong emotional skills can inspire and motivate students, enriching their learning experiences and contributing positively to society (Asrar-ul-Haq et al., 2017). Moreover, Alam and Ahmad (2018) underscores the need for teachers to understand their students' intelligence to develop effective teaching strategies and foster engagement. High emotional intelligence allows educators to connect with students' interests, creating a positive learning environment and strengthening trust and respect between teachers and students. Ashraf et al. (2017) describes teachers as both knowledge providers and supportive leaders, emphasizing that their role goes beyond imparting information. Effective educators inspire students and help them reach their full potential through self-reflection and empathy, which enhance emotional intelligence and strengthen classroom connections (Ahamad et al., 2014); Asrar-ul-Haq et al., 2017).

Emotional intelligence is an essential tool for educators as teachers with high emotional intelligence go beyond traditional roles and serve as mentors, guides, and confidants (Henderson, 2013). Educators can recognize when a student is displaying withdrawn behavior and initiate private conversations, creating a safe space for the student to express themselves. This ability to connect with students on an emotional level nurtures their emotional and social development (Pozo-Rico & Sandoval, 2020). By addressing these crucial student needs, educators establish a solid foundation for learning, facilitate conflict resolution, and offer vital guidance throughout the educational journey (Alam & Ahmad, 2018). According to Powell and Kusuma-Powell (2010, 2012), emotional intelligence is critical in creating safe classroom environments. Teachers with high emotional intelligence significantly enhance learning, both physically and psychologically. Their capacity to understand and respond to students' emotions fosters trust and improves teaching effectiveness. Moreover, teachers with higher emotional intelligence are better equipped to manage stress, a typical professional challenge (Henderson, 2013; Pozo-Rico & Sandoval, 2020)

A study by Timostsuk and Ugaste (2012) explored the emotional dynamics in novice teachers' professional identities. It revealed that positive and negative emotions significantly impact teaching experiences, with negative emotions exerting a more substantial influence. Conversely, positive emotions assist new teachers in overcoming challenges, maintaining objectivity, and choosing effective instructional strategies (Bar-On, 2014). Furthermore, Callahan (2016) underscored the importance of senior educators in supporting novice teachers as they navigate their emotional experiences, highlighting the potential for improvement. Rust (2014) also indicated that understanding one's emotional experiences and those of others is not merely a skill but a necessity for teachers. This emotional awareness helps educators navigate the uncertainties of their profession and fosters stronger relationships with students and colleagues (Timostsuk & Ugaste, 2012). Therefore, developing emotional intelligence and self-regulation skills should begin early in teacher education, with support from practice supervisors (Mattern & Bauer, 2014). Santiago-Poventud et al. (2015) also emphasized that higher levels of self-regulation enhance teachers' relationships with students and colleagues. To effectively understand emotions in diverse educational settings, novice teachers must remain adaptable and recognize the unpredictability of their work (Timostsuk & Ugaste, 2012).

Several studies (Ahamad et al., 2014; Ashraf et al., 2017; Asrar-ul-Haq et al., 2017; Mattern & Bauer, 2014) have underscored the significance of emotional intelligence in a teacher's capacity to effectively convey knowledge. These studies have demonstrated that higher levels of emotional intelligence correlate with increased self-efficacy and

enhanced personal well-being. Similarly, Ashraf et al. (2017) explored the connection of higher levels of emotional intelligence to teaching effectiveness and ethical principles. They found a positive correlation between teachers' emotional intelligence and their adherence to ethical principles, particularly in areas such as competence and collaboration with parents, with dual relationships showing the most significant connection. Enhancing emotional intelligence can lead to better ethical decision-making in teaching (Ashraf et al., 2017). Additionally, Baltaci and Demir (2012) reported a significant negative correlation between intrinsic anger and emotional intelligence, except in cases involving empathy and independence. This inverse correlation suggested that higher levels of emotional intelligence are associated with lower levels of anger. Such insights underscore the importance of developing emotional intelligence within teacher training programs. Buric et al. (2016) examined emotion regulation strategies among teachers, identifying avoidance and self-reflection as critical for alleviating stress, frustration, and burnout. Furthermore, Taxer and Frenzel (2015) observed that teachers' emotions, including anger and anxiety, vary depending on the subject matter and student demographics, indicating the need for targeted intervention programs to enhance emotional well-being in specific educational contexts (Ashraf et al., 2017; Mattern & Bauer, 2014).

3.1 Teacher Emotional Intelligence and Effective Classroom Management

Teachers' emotional intelligence, which refers to the ability to understand and manage both their own emotions and those of others, is a crucial factor that significantly impacts their effectiveness in managing classroom environments (Bar-On, 2014). A study conducted by Jeloudar et al. (2011) emphasizes a strong statistical correlation ($p < 0.05$) between teachers' emotional intelligence and the discipline strategies they employ. This significant finding highlights the essential role that emotional intelligence plays in shaping educators' approaches to classroom discipline, with research indicating that it accounts for an impressive 95% of the influence on their methods. Furthermore, Jeloudar et al. (2011) study revealed that emotional intelligence enhances teachers' abilities to manage behavior and contributes to their overall success in the educational setting. The considerable impact of emotional intelligence on classroom management dynamics underscores the importance of prioritizing this critical aspect in teacher training (Dolev & Leshem, 2016; Pozo-Rico & Sandoval, 2020).

Notably, Tuluhan and Yalcinkaya (2018) assert that emotional intelligence skills are not solely innate; they can be developed through dedicated effort, ultimately leading to great achievements in the classroom. They advocate for the creation of targeted teacher training programs aimed at enhancing these vital emotional intelligence skills. These skills can be intentionally improved through "deliberate learning practices and self-reflection on classroom interactions" (Jeloudar et al., 2011, p. 101). Understanding the complex role of emotions in behavior management is essential for teachers, particularly those who may not fully recognize its significance (Alam, & Ahmad, 2018). Moreover, the Research highlights that emotional intelligence encompasses a range of skills, including empathy, self-awareness, and self-regulation (Jeloudar et al., 2011, Mattern & Bauer, 2014).

Additionally, Garner et al. (2013) explored the relationship between emotion regulation styles, dispositional empathy, and perceptions of appropriate emotional responses among aspiring educators. Their research aimed to determine whether these factors could predict future teachers' attitudes toward bullying and their responses to instances of peer conflict. The findings revealed a noteworthy connection: teachers who demonstrated greater empathy and support for victims were significantly more likely to show commitment to fostering emotional competence—defined as the ability to recognize, understand, and manage one's own emotions and those of others—within their classrooms. However, the study found that the various elements related to emotion regulation did not significantly predict attitudes toward bullying among prospective teachers. These results highlight the importance of integrating emotional intelligence into teacher education curricula and promoting social and emotional practices in the classroom. Such an approach could be key in reducing the risk of new teachers becoming ineffective, emotionally exhausted, or leaving the profession prematurely (Callahan, 2016; Garner et al., 2013).

3.2 Teacher Emotional Intelligence and Student Motivation

The emotional intelligence of teachers is a critical factor in shaping student motivation and engagement in the learning process (Haruthaithanasan, 2018). A comprehensive study conducted by Spergel (2010) involved high school graduates who participated in a focus group to reflect on their past teachers' influence on their motivation to learn and how these experiences affected their lives after graduation. The results were enlightening: most participants expressed gratitude and admiration for teachers who ignited their passion for learning, noting that these educators displayed exceptional emotional intelligence. In contrast, some students recounted negative experiences

stemming from unconstructive behaviors exhibited by certain teachers—such as harsh criticism, an inappropriate tone, or perceived unfair treatment (Spiegel, 2010). These adverse interactions resulted in feelings of anxiety, a sense of failure, passive-aggressive responses, helplessness, and withdrawal from the learning environment. The findings suggest that educators, researchers, and policymakers have a significant role in shaping the future of education. By understanding the impact of teachers' emotional intelligence, teachers and administrators can work towards creating a more positive and engaging learning environment (Furrer, et al., 2014).

In another insightful study by Alavinia et al. (2012), researchers utilized Bar-On's (1997) Emotional Intelligence Inventory alongside Gardner's (1985) Attitude Motivation Test Battery and found a positive correlation between the emotional intelligence of 26 teachers specializing in English as a Foreign Language (EFL) and the motivation levels of their students. This correlation implies that as a teacher's emotional intelligence increases, their learners' motivation levels also rise, as revealed in the study by Ashraf et al. (2017). Furthermore, the research highlighted that teachers' interpersonal skills had the most significant connection with student motivation, indicating that educators who excel in building positive relationships and understanding their students are particularly effective in inspiring their pupils (Alavinia et al., 2012; Bar-On's (2014).

A study conducted by Aritzeta et al. (2016) explored the significance of emotional intelligence within educational settings. The research, which involved a sample of 794 adolescents, revealed that the collective emotional intelligence of a classroom—encompassing the emotional awareness and skills of both teachers and students—can significantly impact academic performance (Aritzeta et al., 2016). By utilizing the Trait Meta-Mood Scale (TMMS) to assess emotional intelligence levels, the study found a clear correlation: higher levels of collective emotional intelligence in the classroom were associated with improved academic outcomes. These compelling findings underscore the vital role emotional intelligence plays in enhancing individual student motivation and provide a solid foundation for educators seeking to boost student self-efficacy (Aritzeta et al., 2016).

3.3 Teacher Emotional Intelligence and Student Academic Achievement

Several research studies (Aritzeta, 2016; Iannucci & Mirabella, 2013; Pozo-Rico & Sandoval, 2020; Rust, 2014; Srinivasan, 2015) highlight the significant influence of teachers' emotional intelligence on their students' academic success. Rust (2014) found a correlation between sixth-grade math students' performance and their teachers' emotional intelligence, especially in self-actualization and stress management. This study serves as a foundation for further exploration of emotional intelligence in student-teacher relationships. A Portuguese bibliometric study by Cristovao, et al. (2017) identified a positive link between emotional intelligence skills and academic achievement, suggesting that enhancing these skills can improve students' retention and ease their transition from high school to university. Furthermore, Srinivasan (2015) concluded that teacher emotional intelligence plays a more crucial role than traditional IQ in student achievement, with a slight positive correlation between the two ($r = 0.05$). However, it is important to note that these studies have limitations, such as small sample sizes and potential confounding variables, which may affect the generalizability of the findings. Despite these limitations, the studies indicate the potential benefits of training teachers in emotional intelligence to enhance student outcomes (Cristovao, et al., 2017; Pozo-Rico & Sandoval, 2020).

In a study conducted by Smith and Watt (2016), the emotional intelligence of 20 young skill trade adults transitioning to university from high school to university students was investigated. The results, which carry significant practical implications, demonstrated a robust correlation between emotional intelligence and academic success, particularly in adaptability, intrapersonal skills, and stress management. The study revealed participants who excelled academically (with GPAs of 80 or higher) showcased stronger emotional skills than their less successful peers (with GPAs of 59 or lower). Similarly, Bond and Manser (2009) redesigned a college course to enhance first-semester students' emotional and social competencies. Study participants who achieved 80% or higher in high school exhibited greater emotional intelligence and self-control. Additionally, students maintaining an average of 75% or higher who received training in emotional intelligence demonstrated improvements, whereas those below this threshold and those who did not participate in training experienced declines in emotional intelligence (Bond & Manser, 2009; Smith & Watt, 2016).

Elhaj (2015) examined the relationship between emotional intelligence and English language performance among private secondary school students in Khartoum. Employing a mixed-methods approach, the researcher gathered data from a random sample of 330 students, as well as conducting interviews with five English teachers. The Bar-On Emotional Quotient Test results were correlated with the students' academic scores in English and analyzed using

SPSS, supplemented by content analysis of the interviews (Elhaj, 2015). The study revealed a significant positive correlation between emotional intelligence and academic performance in English. However, it also indicated room for development, as many secondary students demonstrated insufficient emotional intelligence skills. Overall, the study findings underscored the vital role of teachers in promoting emotional intelligence and advocated for its integration into the English language curriculum to improve learning outcomes (Elhaj, 2015).

Lekaviciene and Antiniene (2016) conducted an extensive study examining the relationship between emotional intelligence (EI) and academic achievement. The research involved a sample of 1,430 students aged 17 to 27 and focused on essential factors such as self-awareness, self-regulation, and the ability to recognize and manage emotions in oneself and others. To ensure the validity of their findings, the researchers employed various well-established measures to assess these factors. The results revealed a significant discovery: students with higher academic performance also tended to score higher in emotional intelligence (Lekaviciene & Antiniene, 2016). This finding highlights the importance of emotional intelligence across diverse academic disciplines, a point likely to engage and captivate the audience. Interestingly, students who encountered difficulties in language and science exhibited lower levels of emotional awareness and regulation (Lekaviciene & Antiniene, 2016). Conversely, students at advanced educational levels displayed enhanced emotional intelligence and improved problem-solving abilities in emotional contexts. The research established a strong positive correlation between academic achievement and emotional intelligence, with proficiency in mathematics and language emerging as key indicators. Notably, science students excelled in understanding their own emotions, while language students demonstrated superior skills in managing the emotions of others (Lekaviciene & Antiniene, 2016).

4. The Significance of Teacher Self-Efficacy in Student Learning

Teacher self-efficacy is crucial in shaping students' educational experiences (Gharetepeh et al., 2015). When educators believe in their ability to impact their students positively, they create an environment that motivates and supports them. High self-efficacy leads to innovative teaching methods, increased student engagement, and a stronger classroom community (Smetackova, 2017). Confident teachers encourage their students to embrace challenges and reach their full potential, making teacher self-efficacy vital for educators and their students. Albert Bandura defines self-efficacy as the belief in one's capabilities to perform tasks. This belief significantly affects a student's learning experience and plays a key role in reducing stress (Bauer & Troesch, 2017). Research by Martinez-Monteagudo et al. (2019) found that higher self-efficacy is associated with lower stress levels and greater academic success, with self-efficacy being a stronger predictor of outcomes. Focusing on the relationship between self-efficacy and stress can help educators feel more at ease and in control. Additionally, self-efficacy is linked to self-regulated learning and academic achievement (Bauer & Troesch, 2017; Martinez-Monteagudo et al., 2019).

A long-term study on teacher self-efficacy revealed positive correlations between students' academic adjustment and teachers' well-being (Zee & Koomen, 2016). Additionally, a study by Ahamad et al. (2014) demonstrated that teacher self-efficacy positively affects high school students' motivation to achieve, as teachers with high self-efficacy believe they can engage even the most unmotivated students. Similarly, Kang (2017) found that self-efficacy beliefs enhance academic achievement among undergraduate students. Overall, teacher self-efficacy is crucial in shaping students' educational experiences. When educators are confident in their ability to positively impact, they foster an environment that encourages and supports student growth (Kang, 2017; Wang, 2021).

In summary, teachers with a robust sense of self-efficacy tend to demonstrate enhanced planning skills, superior organizational abilities, and a vibrant enthusiasm for their work (Daniilidou et al., 2020). This strong self-belief often fuels their perseverance and resilience, enabling them to navigate and overcome challenges effectively increasing their academic achievement while decreasing burnouts (Smetackova, 2017). Furthermore, educators with higher levels of self-efficacy are more open to exploring and integrating innovative teaching strategies into their practice (Kang, 2017). Teachers with higher levels of self-efficacy also show a heightened commitment to supporting low-achieving students, creating an inclusive environment that fosters growth and learning for all (Wang, 2021). The interplay between emotional intelligence and self-efficacy is profound and distinct. They play crucial roles in the learning process and significantly influence student-teacher dynamics. A research study conducted by Morales et al. (2020) highlighted that both emotional intelligence and self-efficacy are critical predictors of job-related stress experienced by teachers, with self-efficacy emerging as the more dominant predictor. Similarly, a study by Gharetepeh et al. (2015) emphasized the importance of these two constructs in impacting students' academic

performance, suggesting that elevated levels of emotional intelligence can enhance self-efficacy among learners (Morales et al., 2020; Wang, 2021).

Further exploration by Senel et al. (2014) proposed a model examining the interrelationships between emotional intelligence, general self-efficacy, and teachers' self-efficacy beliefs. Their findings robustly supported this model, revealing significant correlations among the three variables. Notably, the connection between self-efficacy and teachers' efficacy beliefs, alongside emotional intelligence, was powerful. As teachers developed emotional skills such as empathy and self-awareness and enhanced social competencies like communication and relationship-building, their beliefs in their efficacy correspondingly increased (Morales et al., 2020). This suggests that educators with well-developed social skills will positively influence their professional self-efficacy beliefs. The implications of this model indicate valuable potential for advancing emotional and professional training for teachers within educational programs, ultimately enriching the overall teaching and learning experience (Kang, 2017; Senel et al., 2014).

5. Implication for Practice

The findings of this study underscore the critical need for integrating emotional intelligence education and training within academic curricula. Goleman's extensive research in 1996 revealed that providing teachers with training in emotional literacy significantly enhances their attitudes toward teaching. The study found that over 90% of educators who participated in this training expressed high satisfaction and a strong desire to incorporate new knowledge and skills into their teaching methodologies. Given these overwhelmingly positive outcomes, it is essential to weave emotional intelligence education and training into the very fabric of academic programs for students, undergraduate teacher training courses, and ongoing professional development initiatives for educators. This integration not only nurtures teachers' emotional intelligence but also empowers them to make a more profound and lasting impact on the well-being of their students and themselves, contributing to significant improvements across the entire education system.

This study strives to shed light on the myriad effects that emotional intelligence can exert within the academic realm. It illustrates the potential benefits for students and educators when they collaborate to cultivate an understanding of emotional intelligence and develop associated skills. Enhancing these abilities plays a crucial role in fostering more stable and enriching learning environments, which lays the groundwork for meaningful personal growth and healthier interpersonal relationships among all stakeholders involved.

Furthermore, Zoe and Koomen (2016) initially proposed that future research should broaden the scope of emotional intelligence assessments. They suggested including elements such as self-efficacy related to emotional functioning, the transient aspects of emotional intelligence, and the persistent dual factors that contribute to its development. In line with this vision, this study aims to expand the existing research literature, particularly concerning the intricate relationship between emotional intelligence and self-efficacy. According to Halliwell et al. (2021), "self-efficacy for emotional functioning" refers to an individual's belief in their capacity to achieve desired outcomes in emotional situations. Lastly, Schutte et al. (2009) suggested that emotional intelligence inherently encompasses emotional self-efficacy, which relates to individual perceptions and beliefs about one's emotional capabilities and overall functioning within various emotional contexts.

Teacher education programs should incorporate emotional intelligence training to help educators develop self-awareness, empathy, and emotional regulation skills. This includes providing ongoing workshops and mentoring programs focused on emotional intelligence to enhance teachers' coping strategies and resilience. Furthermore, policymakers should recognize the critical role of EI in shaping teacher performance and create policies that prioritize emotional support and well-being programs, which requires allocation of more resources to provide emotional support for teachers and acknowledge that their well-being directly affects student outcomes.

Conclusion

The implications of this study for practice indicate that emotional intelligence (EI) significantly enhances teachers' self-efficacy and academic achievement. By fostering emotional intelligence at individual and institutional levels, educational stakeholders can create a more effective, resilient, and inclusive student-centered learning environment. This collaborative approach highlights the importance of investing in the cultivation of emotional intelligence, which yields extensive benefits for teachers, students, and the education system. Furthermore, this study's findings suggest that teachers and academic administrators should enhance training curricula by integrating targeted lessons focused on intentionally cultivating emotional intelligence. Recognizing the significant benefits of improving emotional

intelligence competencies among frontline academic supervisors and senior administrators is essential. This recognition may lead to timely recommendations for incorporating emotional intelligence training into doctoral-level school curricula and licensed professional academic programs, ensuring a more emotionally intelligent future for education.

Additionally, addressing specific personal and work-related stressors that negatively impact self-efficacy is crucial. While this study did not identify a significant negative correlation between social distress (stress arising from relationships and the social environment) and emotional intelligence, this does not discount the potential influence of stressors on teachers' and students' emotional intelligence, self-efficacy, and academic achievement. Punyasavatsut (2019) noted that heavy workloads increase teacher stress and job dissatisfaction. Ratanasiripong et al. (2022) emphasized that a deeper understanding of emotional intelligence, self-efficacy, and associated stress factors can promote resilience and enhance self-efficacy among teachers. Additionally, resilience is critical in boosting teacher motivation, another vital component of emotional intelligence (Haruthaithanasan, 2018). These recommendations offer a hopeful path forward, enriching the understanding of emotional intelligence and the challenges teachers face, laying a foundation for future research on educators and students. Heightened awareness of emotional intelligence will become a fundamental aspect of teacher training, ultimately positively impacting the overall functioning of schools and their communities.

The implications of this study for practice underscore the urgent need to invest in emotional intelligence (EI), which significantly enhances teachers' self-efficacy and academic achievement. By fostering emotional intelligence at both the individual and institutional levels, educational stakeholders can create a more effective, resilient, and inclusive student-centered learning environment. This collaborative approach highlights the importance of investing in the cultivation of emotional intelligence, which yields extensive benefits for teachers, students, and the education system.

Furthermore, this study's findings suggest that teachers and academic administrators should enhance training curricula by integrating targeted lessons focused on intentionally cultivating emotional intelligence. Recognizing the significant benefits of improving emotional intelligence competencies among frontline academic supervisors and senior administrators is essential. This recognition may lead to timely recommendations for incorporating emotional intelligence training into doctoral-level school curricula and licensed professional academic programs, ensuring a more emotionally intelligent future for education.

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These recommendations aim to enrich the understanding of emotional intelligence, and the challenges teachers face, laying a foundation for future research on educators and students. Heightened awareness of emotional intelligence will become a fundamental aspect of teacher training, ultimately positively impacting the overall functioning of schools and their communities.

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