



The Impact of Emotional Intelligence on Pedagogy: Fostering a Supportive Classroom Environment

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ARTICLE INFO

Article No.: 122024210

Full Text: [PDF](#), [PHP](#), [HTML](#), [EPUB](#), [MP3](#)

DOI: [10.15580/gjss.2023.1.122024210](https://doi.org/10.15580/gjss.2023.1.122024210)

Issue Date: 15/04/2023

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Keywords: Emotional Intelligence, Pedagogy, Supportive Classroom Environment, Teacher-Student Relationship, Classroom Management, Educational Strategies.

ABSTRACT

Emotional Intelligence (EI) has become an increasingly vital aspect of pedagogy, reshaping the landscape of education through the development of emotionally responsive and supportive classroom environments. This article examines the profound impact of EI on teaching methodologies, classroom dynamics, and student outcomes. By integrating EI into pedagogical practices, educators are better equipped to foster nurturing and inclusive spaces that cater to the holistic development of students. A deep dive into the components of EI—such as self-awareness, empathy, motivation, and social skills—reveals how these attributes influence teaching efficacy, student engagement, and academic success. The study underscores that emotionally intelligent educators can adapt more effectively to diverse classroom challenges, manage interpersonal conflicts, and promote positive social interactions, leading to higher academic achievements and enhanced emotional well-being among students. Furthermore, this article explores evidence-based strategies to cultivate EI in both educators and students, acknowledging the obstacles faced in implementation and the institutional resistance that may hinder this transformative shift. By offering comprehensive policy recommendations and highlighting avenues for future research, this article aims to establish EI not just as an adjunct to academic success, but as a core component of effective pedagogy that prepares students for a complex, emotionally demanding world.

Introduction

Emotional Intelligence has been one of the basic concepts for understanding and developing human interaction, particularly in education. As the paradigm in education has changed from just mere cognitive skills to an all-rounded development of students' social and emotional selves, EI has emerged to become one of the most imperative aspects in pedagogy. This paper presents a definition of EI, outlines some major modern pedagogical trends, and underlines the increasing importance of EI in the educational sector.

Definition of Emotional Intelligence (EI)

Emotional Intelligence, abbreviated as EI, is the ability of a person to perceive, understand, manage, and influence his or her own emotions and those of others. Goleman (1995) identified EI as having five core components: self-awareness, self-regulation, motivation, empathy, and social skills. These components interplay with each other in such a manner as to provide a framework through which individuals may more successfully negotiate interpersonal interactions. In the area of education, EI includes competence of teachers to be aware of and in control of classroom dynamics and students' ability to manage stress, to collaborate, and to be motivated. The definition and dimensions of EI evolved over time and mirror increased sensitivity that intelligence is not an intellectual exercise but also an emotional capability toward building good relationships and developing supportive environments (Pekrun & Linnenbrink-Garcia, 2014).

Overview of Pedagogy and its Evolving Nature

Pedagogy, an originally defined method and practice of teaching, has undergone much transformation throughout the decades. From a pedagogical emphasis on didactic instruction and rote learning, modern pedagogy places enormous emphasis on student-centered learning, critical thinking, and emotional well-being (Fried, 2011). In this regard, the motivation for such radical change is because students are not passive recipients but active participants in their journey of learning. Consequently, contemporary pedagogy involves strategies that support emotional development, collaborative learning, and the cultivation of a growth mindset (Zins et al., 2004). The inclusion of EI in educational frameworks is part of this evolution, recognizing that a student's emotional and social development is just as critical as academic achievement.

The Significance of EI in Education

The integration of EI into educational practices has shown to improve not only academic outcomes but also interpersonal relationships within the classroom (Jennings Greenberg, 2009). When the levels of EI are

high, teachers have the ability to provide a more inclusive and supportive classroom, handle classroom difficulties effectively and serve as role models for the regulation of emotion (Brackett, Rivers, Salovey, 2011). At the same time, students gain not only from higher motivation and resilience but also from increased sense of belonging, which is an important prerequisite for future success. For example, studies suggest that classrooms with emotional intelligence focus on yield improvements in communication, decreased behavioral reactions, and an improved capacity to cope with stress (Jones Bouffard, 2012). This highlights the important need to train teachers to use EI in their methods of teaching.

Purpose and Scope of the Article

The article seeks to analyze the influence of EI on the practices of pedagogy with emphasis on EI's contribution in favor of an environment in the classroom that is conducive, stimulating and efficient. The study shall therefore seek to explore and establish emotional intelligence in educators and students in order to identify the transformative capacity of emotionally intelligent classrooms. It will explore major issues related to teacher-student relationships, classroom management, and academic and emotional growth of students. Furthermore, the article will offer evidence-informed approaches for implementation of EI into learning activities, will identify barriers to its practice, and offer policy recommendations for the creation of emotionally supportive learning environments. Last but not least, it is wanted to highlight that emotional intelligence is not just an added skill, but an essential characteristic of a pedagogy that is really effective and capable of renewing education.

Understanding Emotional Intelligence in the Educational Context

Emotional Intelligence is a vital component in the dynamics of the contemporary classroom. To deeply comprehend the particular elements of EI and its implications within education, there is great potential to enhance teaching methodologies and learning outcomes. This section shall delve into the core components of EI, explore how the teachers' emotional competencies influence classroom dynamics, and examine the effects of students' EI on their academic and social performance.

The Components of Emotional Intelligence

Self-awareness, self-regulation, motivation, empathy, and social skills. These components are the basis of an understanding of how emotions can be controlled and used with utility in a variety of settings, such as teaching and learning.

- Self-awareness is defined as possessing the capacity to recognize and define one's own affective states. In the educational setting, self-awareness enables educators to identify their emotional triggers and biases, ensuring that their emotional state does not negatively impact their teaching (Brackett Simmons, 2015). Self-consciousness in students is no less relevant, since it enables them to understand their emotional reactions to learning difficulties to develop resilience and strategic coping behaviors (Goleman, 2001).
- Self-regulation includes the management of affect, especially in conditions of stress. Teachers who have learned to control their emotions are better positioned to create a calm and supportive classroom environment, regardless of extraneous challenges (such as challenging student displays or uncontrollable events) and unpredictability (Jennings Greenberg, 2009). Learning to self-regulate strategies can serve students well in applying those strategies in their frustration, anxiety, and stress that is typical in academic environments (Zins Elias, 2007).
- Motivation in the context of EI goes beyond extrinsic rewards and focuses on intrinsic drives such as curiosity, persistence, and a desire for mastery. Teachers exhibiting high emotional motivation can motivate their students to love learning and to learn to come to terms with the content receptively (Durlak et al., 2011).
- Empathy is the capacity to appreciate and be shared experiences of another's affective life. Empathy facilitates, in a pedagogical context, a deeper connection to teaching students, both in terms of emotional and cognitive needs (Schonert-Reichl, 2017). Teachers with empathy have an advantage in helping students navigate personal challenges and academic hurdles, ultimately making their learning more positive (Brackett et al., 2011).
- Social skills involve the capacity to interact smoothly with others, to communicate smoothly, and to settle conflicts. Teachers who excel in social skills can create a cooperative learning environment, encourage teamwork, and manage conflicts constructively (Greenberg et al., 2003). Students possessing high levels of social intelligence are better at group participation, participating in classroom discussions, and establishing positive peer relationships, the latter components of academic and social success (Norris, 2003).

The Role of Teachers' Emotional Intelligence in Shaping Classroom Dynamics

Teachers' EI is of paramount importance for the emotional and academic atmosphere of the class.

Evidence for high EI in teachers is related to improved classroom management, enhanced communication, and positive relationships with the student (Sutton Wheatley, 2003). When teachers demonstrate emotional competence, they serve as role models, exemplifying how to manage emotions and handle interpersonal situations effectively (Jennings Greenberg, 2009). Such modeling is important, because students tend to imitate the emotional and social practices of their teachers, and thus creates a more emotionable classroom (Jones Bouffard, 2012).

In addition, emotionally intelligent educators are skilled at identifying their student's emotional needs so that they modify teaching approaches to individual differences in their preferred ways of learning and emotional states (Schonert-Reichl, 2017). This sensitivity creates a sense of inclusion for every student, so that they all feel appreciated and respected, and a resulting positive classroom climate conducive to learning (Brackett et al., 2012). When teachers with high EI teach, students tend to demonstrate greater involvement, higher levels of academic performance, and enhanced social behavior (Reyes et al., 2012).

Impact of Students' Emotional Intelligence on Learning Outcomes

Students' EI has a profound impact on academic achievements, interpersonal and social quality of life, and personal well-being. Evidence shows that high levels of EI in students are linked to higher educational achievement, because students with high levels of EI are more prepared to cope with the emotional demands of learning, including stress, frustration, and anxiety (Durlak et al., 2011). Strong EI allows students to form appropriate expectations, to cope effectively with academic challenges, and to interface flexibly with untried learning environments (Zins Elias, 2007).

In addition, students who have high emotional intelligence traits are more likely to engage in socially positive relations, maintain positive kinds of relationship, and be prosocial (Jones Bouffard, 2012). These social capacities underlie the development of a collaborative learning context in which students are both exposed and feel free to openly voice their ideas and act upon going to anybody seeking assistance. EI also plays a role in reducing instances of bullying, as emotionally intelligent students are more empathetic and less likely to engage in or condone aggressive behavior (Schonert-Reichl, 2017). EI development in students, therefore, has not only positive implications for academic outcomes, but also positive implications for the development of a supportive and whole school climate which can promote the emotional and social development of all students.

The Relationship between Emotional Intelligence and Effective Pedagogy

Emotional Intelligence (EI) is a key factor to consider in the development of effective pedagogy,

having an impact on, and thus being reflected in, teaching methods, classroom management, and students' academic achievement. This subsection discusses the effect of the EI of teachers on their instructional strategies, its correlation with students' performance, and provides case studies on successful embedding of EI in educational settings.

How EI Influences Teaching Strategies and Classroom Management

Emotional Intelligence significantly affects teachers' instructional strategies and their capacity to manage classroom dynamics. Educators who possess high levels of EI are better equipped to recognize and respond to the emotional needs of their students, tailoring their teaching methods to accommodate diverse learning styles and emotional states (Corcoran Tormey, 2012). For example, emotionally intelligent teachers are able to promote a classroom climate of inclusivity, empathy, and cooperation by tailoring verbal and nonverbal communication to the students' moods and their levels of acceptance (Dolev Leshem, 2016). This flexibility is paramount in sustaining student motivation and those interruptions, which in turn leads to a comfortable learning environment.

Research also indicates that emotionally intelligent teachers are equally good at classroom conflict management, which is an important arena of effective pedagogy. Teachers with high self-regulation and emotional intelligence are better equipped to manage conflict and deliver effective feedback that promotes positive change in behaviors (Brackett et al., 2012). As Jennings and Greenberg (2009) found, teachers identified as having greater EI scored lower on measures of burnout, and on measures of disciplinary incidents, and scored higher on measures of job satisfaction. This evidence highlights the point of importance of EI in creating a positive classroom climate in which students are appropriately supported and encouraged to learn.

In addition, greater teachers' EI allows for the use of differentiated instruction, an approach for acknowledging and adapting for the differences among the learners. Identifying the emotional and mental profiles of students has enabled emotionally intelligent teachers to select the most appropriate methods of teaching diverse classrooms, such as scaffolding, cooperative learning and inquiry-led teaching (Humphrey et al., 2011). It results in improved levels of student involvement (i.e., engagement, motivation), academic achievement, and hence the importance of EI in education.

The Correlation Between EI and Students' Academic Performance

The relationship between students' emotional intelligence and their performance is well known. Research supports the hypothesis that high EI students

demonstrate better academic performance (e.g., because they are better off with managing stress, setting achievable goals, and remaining positive outside the classroom) (Mavroveli Sánchez-Ruiz, 2011). Emotional intelligence is implicated in the acquisition of other important soft skills, including persistence, problem-solving and self-control, which are highly important in learning for academic purposes (Durlak et al., 2011).

A meta-analysis by Di Fabio and Kenny (2016) also found a positive relationship between EI and academic performance, indicating that emotionally intelligent students are more likely to use effective study strategies, access academic help when it is necessary, and demonstrate resilience to academic difficulties. This observation is further complemented by research showing that EI fosters intrinsic motivation—a main mechanism for continued academic engagement and intrinsic curiosity-driven learning (MacCann et al., 2020). It is through the development of the students' EI that educators can foster, in turn, more profound curriculum engagement, leading to increased levels of learning and higher levels of self-efficacy in students.

On the other hand, emotionally intelligent students cope more effectively with the social demands of school life and thereby establish positive relationships with peers and teachers that have a positive effect on their overall educational experience. According to Mayer et al. (2008), these social bonds generate an atmosphere of helpfulness that promotes an active learning environment where students are more willing to participate in group work, to help each other out, and give and receive mutual help. By doing so, EI does not only influence the learning performance of the students, but also it also plays in the group efficacy of the classroom.

Case Studies or Examples of Successful EI Integration in Schools

Some have managed effectively to embed EI into their curricula, pointing to some very real advantages of the promotion of emotional intelligence in schools. One noted example is the "RULER" approach developed by the Yale Center for Emotional Intelligence. This developed program places emphasis on the enhancement of students' EI through a comprehensive curriculum that includes teaching emotional awareness, regulation, and expression. Brackett et al., 2019. Schools which began the RULER approach revealed clinically significant changes on students' social behavior, emotional regulation, and academic performance, reflecting the potential strength an EI-based intervention could have (Brackett et al., 2019).

In another instance, a research study conducted by Durlak et al. (2011) evaluated the effectiveness of the SEL program in over 200 schools in the United States. Results indicated that students receiving SEL programs, which focus on developing EI, had an overall 11-percentile-point gain in academic achievement compared to their peers who did not receive similar training. Additionally, these students also demonstrated

improved classroom behavior, increased emotional resilience, and a greater ability to deal with interpersonal conflict (Durlak et al., 2011). This case underlines how EI development in a structured way can make a difference both in academic and social domains.

Longitudinal (n = 1051) conducted in the UK examined the impact of including EI skills training to upskill within the teacher professional development of trainee/newly qualified teachers (Humphrey et al., 2011). In the EI training group, teachers showed a high increase in class management, developing relationships with students, and teaching performance. The study concluded that professional development focusing on EI benefits not only teachers but also cascades positively to their students' emotional and academic development and added weight to the growing call for integrating EI into teacher education.

Strategies for Enhancing Emotional Intelligence in the Classroom

Introducing EI in the classroom is not only important to provide a good learning setting, but also to mold complete people who can negotiate interpersonal relationships sensitively and in a balanced way. This section describes pragmatic approaches to promoting EI in the classroom, namely teacher development, curricular embedding, and developing a positive classroom climate.

Developing Teachers' Emotional Intelligence: Professional Development and Training

Teachers are specially important in the emotional ecology of the class. Improving the quality of education by professional development and training of teacher EI is a strategic intervention. EI training curriculum for teachers is targeted towards development of self-awareness, self-control, motivation, empathy, and social abilities. These components are vital in the establishment of the emotional climate within the classroom and in effectively meeting the unique needs of the individual students emotionally (Jennings Greenberg, 2009; Brackett et al., 2019).

A practical way of developing teachers' EI is through workshops and reflection opportunities which would equip educators with the means to recognize and manage their own emotional responses to a variety of situations. For example, professional development workshops could use scenarios of actual classroom events to role-play empathy and perspective-taking-skills that can help build a more nurturing learning community. Research has indicated that when teachers are trained in EI, they are better able to cope with stress, this mitigates burnout and articles result in significantly improved learner outcomes (Schonert-Reichl, 2017; Sutton Wheatley, 2003).

Furthermore, ongoing support and coaching can help teachers internalize EI skills and apply them in their daily teaching practices. The embedding of EI within

teacher training curricula guarantees the coverage among teachers that they not only express their emotional landscapes but know how to model and teach those skills as well to students (Dolev Leshem, 2017).

Incorporating Emotional Intelligence Skills into the Curriculum

Self-awareness, self-management, social awareness, relationship skills, and responsible decision-making (CASEL, 2020). As of these programs, the students are invited to participate in teaching-exercises that facilitate the development of an emotional literacy, empathy, a conflict resolution and collaborative problem solving. Research shows that EI curricula that include EI competencies can have both positive effects on students' achievement, and on their social behavior. For example, SEL-based interventions have been associated with increased prosocial behavior, decreased emotional distress, and improved attitudes towards school (Durlak et al., 2011). Teachers can use role-playing activities, reflective journal writing, and team projects to enable students to build and practice EI skills. These activities give students an opportunity to experience and reflect on emotions within a secure and supported environment that is safe (Zins Elias, 2006).

Cross-curricular strategies can also be employed whereby EI principles are integrated into core subjects-for example, literature, history, and science. This approach not only contextualizes EI skills in relation to the academic content but also enhances students' ability to transfer EI skills to other aspects of life (Humphrey et al., 2011).

Building a Positive Classroom Culture through EI-Based Practices

The enhancement of a supportive, inclusive classroom culture that values and nurtures EI is critical in setting up an environment that is permissive to the effective learning of all students. This will include the use of practices based on EI that foster positive social interactions, emotional security, and student engagement. Research has suggested that a classroom environment built on trust, respect, and support can contribute to positive changes in students' emotional and academic functioning (Oberle and Schonert-Reichl, 2016; Rimm-Kaufman and Sandilos, 2011).

EI-based practices that teachers can use to enhance classroom culture include promoting clear and reliable communication, modeling empathy, and co-creating collaborative norms that emphasize emotional well-being. Providing regular opportunities for students to self-express their feelings and personal experiences through such means as checks and balances, group discussions, or peer support networks is one of the most potent ways to do so. Not only does this confirm students' experience but also stimulates understanding of their inner feelings which often leads students to develop

empathy and understanding for others (Jones Bouffard, 2012).

Moreover, a growth mindset can help students to not view challenges as an obstacle but rather as an opportunity to learn; all these factors contribute to a good emotional atmosphere. At the same time, teaching students how to express themselves constructively and providing them with skills for behaving in stressful situations will be essential for their further resilience and perseverance development. Dweck 2006.

The enhancement of emotional intelligence in the classroom must be a diversified process that includes the training of educators, integration of EI skills into the curriculum, and embedding of a positive classroom culture. Those advantages of that approach extend beyond academic achievement into the playing field of integrated growth in students for the challenges of interpersonal and societal issues.

Benefits of Emotional Intelligence in the Classroom

EI has also increasingly been applied to pedagogy on the grounds that it has the potential to transform the learning environment: a high EI classroom is not only more conducive to learning but also one which provides the avenue through which academic and personal growth is nurtured and developed. The positive outcomes of emotional intelligence are broad ranging at multiple levels of the learning experience, with better teacher-student relationships, better communication, less behavior problems, and more creation of an atmosphere of support and inclusion. These elements together make an environment that is not just academically stimulating, but emotionally supportive as well, and is therefore crucial for a holistic student development.

Improved Teacher-Student Relationships

One of the main advantages of emotional intelligence in education is creation of better relationships between teacher and student. Evidence shows that high emotional intelligence teachers are more able to recognise and control their own emotional state, which in turn tends to promote more empathetic interaction with children (Brackett Cipriano [2020]. This empathetic approach fosters a sense of trust, which is foundational for effective learning environments. As soon as students feel that their teachers "get" and "care for" their emotional experiences, they are more likely to participate voluntarily in school activities and be comfortable requesting assistance when they need it (Jennings Greenberg, 2009).

In addition, other emotional intelligent educators will be able to interpret and identify a student's emotional state in order to appropriately react to the range of emotional needs in the classroom (Corcoran Tormey, 2012). This ability is of high importance to be able to provide meaningful and positive feedback and direction. It has already been suggested that close teacher-student

relationships are associated with improved academic performance and increased levels of student motivation (Zins et al., 2004). These beneficial relationships not only facilitate students' academic tasks but also influence and strengthen their emotional well-being, giving impetus to include EI in educational environments.

Enhanced Communication and Conflict Resolution Skills

Emotional intelligence greatly improves pedagogical and intercultural communication and conflict resolution in the classroom environment. EI at a high level by teachers allows them to use the verbal and non-verbal modalities of communication in an optimal way that helps students to freely express themselves (Dolev Leshem, 2017). This open line of communication facilitates a clearer understanding of students' academic and emotional challenges, allowing for more effective teaching strategies and personalized interventions. Classrooms that focus on emotional intelligence tend to record a reduction in conflict levels and an increase in teamwork problem-solving. A teacher with high EI can handle disputes between students by helping them to understand their feelings and express their needs constructively (Goleman, 1995). Such a focus on emotional intelligence helps students be more prepared to resolve interpersonal conflicts, a key aspect of peaceful classroom dynamics. Indeed, it has been determined that students who are provided with emotionally intelligent guidance in managing interpersonal conflicts develop better social skills with less aggression compared to their peers (Brackett et al., 2012). This improvement in the social processes facilitates a learning environment characterized by much more collaboration and integration, hence minimizes disruptions and maximizes classroom productivity.

Classroom Behavioral Problems Reduction

It is one of the direct benefits of having this ability installed in children that there will be fewer behavioral problems in the classroom. Students learn to identify their emotions and how to self-regulate when they are taught EI. They are less likely to engage in destructive disruptive behaviors that impede learning: Sklad et al., 2012. Emotional intelligence education furnishes students with means of self-regulation, allowing them to respond to their stressors in more adaptive manners instead of reverting to negative modes, such as defiance or withdrawal.

Research has also discovered that SEL programs, designed to enhance emotional intelligence, result in significant reductions in behavioral problems. For instance, students attending EI-focused programs show a decrease in conduct problems, aggression, and hyperactivity (Durlak et al. 2011). This decrease in disruptive conduct provides a context for a better learning environment in which the classroom is devoid of the continuous constraint of enforcement around

discipline, and educators are able to focus on teaching rather than management behavior. Furthermore, the focus on EI fosters a culture that is conducive to students helping their peers, thereby decreasing instances of bullying and creating a more accepting classroom environment (Payton et al., 2008).

Promotion of a Supportive and Inclusive Learning Environment

A high emotional intelligence classroom setting by definition is a more supportive and inclusive setting. Emotional intelligence (EI) lessons foster empathy, social perception, and interpersonal development and are positive determinants to the perception of shopper belonging among pupils. Intrinsic motivation and students' levels of being valued and understood are associated with a greater tendency to engage actively in the learning process, as well as to be contributing in a positive way to the classroom community (Rimm-Kaufman et al., 2014).

Integration of EI into pedagogy is not only an asset for a poor performing student but also an asset to the dynamic of the classroom as a whole. Teachers with emotional intelligence ability to build a room in the body where differences are treated with dignity and diversity is viewed not just as a problem but as a source of strength. This supportive environment motivates students with varying backgrounds to participate effectively, thereby achieving educational equity (Humphrey et al., 2011). The facilitative character of an emotionally intelligent class room enables academic achievement, and cultivation of all life social skills, and ultimately equips the learners to confront demanding social contexts beyond the classroom.

The benefits of emotional intelligence in the classroom are multifaceted and profound. Through development of better pupil-teacher relationships, communication skills and conflict-resolution strategies, reduction of behavioural issues and development of a positive and inclusive learning environment, emotional intelligence greatly contributes to the educational experience. All these advantages highlight the need for emotional intelligence training to be incorporated into teacher education courses and into classroom instruction. Thus educational planners can make learning environments not only value academic excellence but also value the emotional and social development of the students, providing the support necessary to lead to academic success and personal happiness.

Challenges and Limitations

While the benefits of incorporating Emotional Intelligence (EI) into pedagogy are substantial, there are significant challenges that hinder its effective integration into educational systems. These barriers stem from a range of causes, including resistance on the part of educators, limitations within institutions, and a shortage

of the current literature on EI and its translation and application to education. Recognizing these challenges is of the utmost importance as a step towards the development of sound strategies to mitigate them so that EI capacity can be truly utilized to maximize educational benefits.

Common Barriers to Integrating EI in Pedagogy

One of the most prevalent challenges in integrating EI into pedagogy is the lack of training and professional development opportunities for educators. Despite the growing recognition of the usefulness of EI, many teachers are merely not equipped with knowledge and competencies on how to concretely apply EI in their practice. According to Durlak et al. (2017) Too often, teacher preparation programs do not take into consideration the preparation of EI competences, rather they develop mainly academic contents. The absence of EI training may simply lead to a sense of teacher unpreparedness to address the emotional richness of their classrooms. Furthermore, the pressures of formal standardized assessments and programme coverage leave scant space for [educators] to direct attention to emotional and social learning (Elias et al., 2019). Thus, embedding EI not only requires a reframing of teacher education but also a reconstruction of current educational structures that can incorporate the emotional learning process into scholarly results rather than merely dispensing with it in the same way.

Resistance from Educators or Institutions

One of the major resistance issues is resistance to the EI classroom integration. However, there are still some teachers and administrators who are uncertain of the effectiveness of EI and regard it as a sideline or an elective item rather than an essential element in teaching. Research of Goleman (2020) reveals that this resistance is due to a common educational framework emphasizing cognitive rather than emotional or social competences. Furthermore, resistance at the institutional level may also stem from a lack of understanding concerning EI's potential to be inculcated into existing curricula and learning environments. Educational institutions highly geared towards measurable academic achievement may see the inclusion of EI as a distraction from higher priorities (Zins et al., 2020). It means that resistance has to be overcome, and a paradigm change in the educational culture is needed, where the emotional and social competencies are also foregrounded as a contributing factor to a balanced and successful student.

Limitations of Current Research on EI and Education

In the face of all this, however, the research on effectiveness of EI in the education field is still small scale. Much of them have discussed theoretical underpinnings of EI rather than actually applying it in a

classroom setting (Zeidner et al., 2019). According to Mayer and Salovey (2022), there is a call for more longitudinal studies, following long-term effects of EI training on student achievement, and broader studies on how EI may be implemented across the range of educational contexts. Additionally, much of the existing research tends to focus on the benefits of EI for students, with less attention given to how EI can enhance the teaching practices of educators themselves. This research hole restricts the ability to build evidence-based approaches to how EI should be implemented in pedagogy—educators do not have actionable direction on how to create and implement EI in their teaching activities (Schutte Malouff 2021).

Strategies to Overcome Challenges

Thus, strategies to address such challenges may need to be proposed from several dimensions. First, training in EI should be incorporated into teacher preparation programs and professional enhancement workshops. Research findings indeed suggest that teachers prepared in the ways of emotional intelligence function better in managing classroom processes and creating affirming learning environments. Brackett et al., 2021. The training should focus, but not limit itself to, the theoretical inputs of EI; rather, it should detail practical strategies that educators can try out in the classrooms. Moreover, schools and education institutes must cultivate an emotional literacy environment that values not only good academic results but also social and emotional abilities (Zins et al., 2020).

In addition, in order to overcome resistance from educators and schools, it is important to provide evidence-based research that demonstrates the positive impact of EI on academic as well as behavioral outcomes. According to Durlak et al. (Kosslyn et al., 2017), programs founded on EI have been proven to improve student academic achievement, behavior, and social skills, which provides a strong argument for EI to be an essential part of the educational curriculum. Instilling support among educational leaders and policy makers is the basis of making sure that EI is accepted as an integral and useful in curriculum's component of technology.

As segueing on the constraints of existing studies, future studies should emphasize longitudinal studies that investigate the lasting effects of EI on teachers and students. Studies should also investigate how EI can be tailored to different cultural and educational environments, that is, to make EI training available and appropriate to a variety of pedagogies (Mayer Salovey, 2022). Through the completion of these gaps in research, teachers and policy makers can also come up with more effective strategies of embedding EI into educational systems.

Despite the many challenges involved in implementing EI in education, these challenges may be successfully addressed by a multipronged approach involving teacher training, institutional endorsement, and

continuing research. Through overcoming these challenges, educational institutions can realize the full beneficence of EI for promoting supportive, equitable, and effective learning communities.

Policy Recommendations and Future Directions

With the increasing prospect of including Emotional Intelligence (EI) to the educational pedagogies, careful policies and procedures should be established that foster the proper integration of EI within teaching and learning setting. These suggestions pertain to the integration of EI training into teacher training, to the promotion of school-wide EI-enhancing programmes and to a future augmentation of research that truly uncovers its bigger-picture effects in a broad range of educational settings. Through the strategic adoption of these measures, educators, institutions and policymakers can create an environment that not only promotes cognitive development but also emotional health in students.

Integrating EI Training into Teacher Education Programs

Perhaps the most important policy recommendation is to incorporate EI training into teacher training curricula. The teacher is at the heart of the quality of any educational system, and emotional intelligence is very influential in creating the learning climate in the classroom, in providing support to student well being, and in improving the quality of learning. There is consistent research evidence that the emotional intelligent teachers are better prepared to establish empathetic, supportive, and efficacious pedagogical learning contexts (Brackett et al., 2021; Durlak et al., 2017). Thus, teacher education courses must integrate formal EI training as a vital part of the curriculum. This would prepare future teachers for self-regulation of their own emotions, the ability to identify and serve the needs of students with emotional needs, and for SEL development in the classroom.

For this purpose, teacher training institutions need to provide courses both basic and advanced on emotional intelligence focusing on application level approaches to classroom management, student motivation, and emotional control (Elias et al., 2019). Professional development programme should also be developed to offer an ongoing EI education for in-service teachers to further develop their emotional competencies and remain at the forefront of the research of EI and social learning (Goleman, 2020). In the end, embedding EI in teacher preparation can change the classroom into emotionally supportive environments in which both students and teachers can succeed.

Creating School-Wide Initiatives to Foster EI

Apart from one-on-one teacher training, there is a need for school-wide activities, school-wide EI

implementation at the school level of work. Although it is important to promote EI in individual classrooms, so is the creation of institutional culture that promotes emotional intelligence. School-based programs may involve the implementation of school-wide SEL program(s), those that focus on the EI skills of self-regulation, emotion regulation and association with relational management (Zins et al., 2020). If EI is embedded in the culture of the school, then all stakeholders, namely administrators, faculty, students, and parents, can benefit from it.

Programs like Responsive Classroom and The RULER Approach have at this point shown successes in establishing schools in which EI is valued, taught and modelled across the school community (Brackett et al., 2021). These programs offer structured frameworks for promoting emotional awareness and interpersonal skills, and they have been linked to improved academic performance, reduced behavioral issues, and stronger social connections among students. By adopting similar initiatives, schools can ensure that emotional intelligence is not just an isolated aspect of a teacher's practice but a shared, integral part of the school experience.

Additionally, schools, in particular, must establish collaborations with mental health practitioners to support students struggling with their mental and emotional wellbeing. School-wide mental health programs, in combination with EI training for staff, have the potential to both identify and intervene early in emotional or psychological difficulties before they become more severe, creating a more whole, integrative and, consequently, inclusive educational experience (Elias et al., 2019).

The Need for Further Research on EI's Impact in Diverse Educational Settings

Although the advantages stemming from the use of EI in education are widely reported in literature, there is an urgent need that further research is conducted, particularly those centering on its effects in various education contexts. However, limited studies still focus on Western educational settings and there are gaps in understanding the role of EI in other cross-cultural, socio-economic, and educational settings (Zeidner et al., 2019). Given that EI is influenced by both cultural and contextual factors, research is needed to examine how EI-based interventions can be adapted to meet the needs of students in diverse regions, such as rural, urban, or under-resourced schools (Mayer Salovey, 2022).

In addition, longitudinal studies are needed to investigate the long-term impacts of EI training for teachers and for students. Although brief studies have demonstrated positive changes in classroom contexts and student outcomes, it is not known whether EI effects to this lasting or whether EI interventions necessitate ongoing reinforcement (Schutte Malouff, 2021). Long-term studies will be instrumental in understanding the

chronic effects of EI on achievement, emotional learning, and behavioral functioning.

Alongside widening the scope for research, researchers are also encouraged to explore how EI can be harnessed most usefully across disciplines and modes of teaching. Although there is ample evidence confirming the effectiveness of EI in classroom and curriculum settings, it remains unclear how EI might be used to improve pedagogical practices in university education or applied settings (Goleman, 2020). Studies on the impacts of EI on teaching and learning across the disciplines (e.g., STEM fields, humanities, arts) may provide important insights to expand EI's application in all fields of education.

Embedding emotional intelligence in educational pedagogy has great potential implications for enhancing both students' emotional as well as academic achievements. Policy recommendations including embedding EI training in teacher education, developmental of school-wide EI initiatives and more intensive research on its effects in the varied settings of education are fundamental to future progress of the field. Through the application of the required measures, teachers and policy makers can guarantee EI is understood as an excellent educational instrument as well as it should be integrated into the fabric of educational systems around the world.

Conclusion

As this exploration of Emotional Intelligence (EI) in education draws to a close, it is vital to recap the key findings, underscore the transformative potential of EI in educational practices, and offer final reflections on how emotionally intelligent classrooms can be fostered to improve both student and teacher outcomes.

Recap of Key Findings

Throughout this paper, we have identified how emotional intelligence often acts as a building block for effective teaching environments. Major findings reveal that teachers with higher degrees of EI tend to foster encouraging, sensitive, and efficient classrooms, which turn out to be beneficial in increasing students' engagement, behavior, and academic performance levels, as noted by Brackett et al. in 2021 and Durlak et al. in 2017. Moreover, EI facilitates better teacher-student relationships, helping educators navigate the complex emotional dynamics of diverse classrooms and support students' emotional development.

Additionally, SEL programs with principles of EI have been effective in ensuring academic success and furthering students' social and emotional well-being (Zins et al., 2020). These findings emphasize how vital emotional intelligence is in preventing problems with behavior and in creating a positive school climate.

The Potential of EI to Transform Educational Practices

It cannot be overstated how much potential emotional intelligence has for transformation in education. With educational systems increasingly prioritizing holistic approaches to learning, integration of EI offers the unique opportunity to enhance pedagogical practices right across the board. EI is nothing less than fundamental to creating those learning environments where students can engage meaningfully with the curriculum, their peers, and their own emotional selves.

Equipping educators with EI skills helps them to better meet the emotional needs of their students, manage the dynamics in a classroom, and foster respect. Moreover, as more schools are embedding EI into their curriculum and practice, they are creating a culture that becomes more inclusive of emotional and academic growth (Elias et al., 2019). The broad usability of EI within teacher training and whole-school initiatives is a vital way to change educational landscapes. Indeed, research has identified that when there is a focus on EI, improved academic performance, reduced behavioral problems, and emotionally regulated children become evident (Goleman, 2020).

Final Thoughts on Fostering Emotionally Intelligent Classrooms

For emotionally intelligent classrooms to be fostered, there is a need for a comprehensive, collaborative approach, which involves teacher training, schoolwide initiatives, and ongoing research. First and foremost, teachers should be provided with the resource and support to develop their emotional competencies in an endeavor to enhance personal emotional states and model emotional regulation for students. Schools also need to pursue institutional strategies that would promote emotional intelligence throughout the entire school culture, ensuring that students and staff alike benefit from its positive effects.

Yet, it is beyond doubt that the complete impact of EI in education will be fully realized through constant effort and evidence-based practices. Further research is needed to understand how best to adapt and implement EI programs in diverse educational contexts, especially in under-researched regions and disciplines (Zeidner et al., 2019). Furthermore, the role of EI in lifelong learning and its impact on educators beyond initial training remains for further investigation (Schutte & Malouff, 2021).

After all, if EI spreads within educational systems, then it could mean a difference in classroom effectiveness, as well as in the compassion and empathetic nature of societies. As educational institutions move forward, integrating EI into pedagogical practices counts toward meeting that future where emotional and academic growth will be seen as equally important for student success. By prioritizing EI, educators can cultivate environments that support the

development of well-rounded, resilient individuals capable of navigating the complexities of both academic and personal life.

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Cite this Article: Sele, JP; Mukundi, MB (2023). The Impact of Emotional Intelligence on Pedagogy: Fostering a Supportive Classroom Environment. *Greener Journal of Social Sciences*, 13(1): 172-183, <https://doi.org/10.15580/gjss.2023.1.122024210>.