



Teachers' Emotional Intelligence in Educational Contexts: A Scoping Review of Dimensions, Roles, Impacts, and Factors

Siti Nurbayani, Rama Wijaya Abdul Rozak*, Aida Nurfitriani Lustian,
Ghevira Hakaza Zahara, Vini Agustiani Hadian, Naila Sazkia Romadhoni

Teacher Education, Graduate School, Universitas Pendidikan Indonesia.

*Corresponding Author. Email: ramawijaya@upi.edu

Abstract: This study aims to map the scientific evidence on teachers' emotional intelligence by examining its conceptual dimensions, roles in instructional practice and professional relationships, reported associations with teachers' well-being and work effectiveness, and contextual factors influencing its development and application. The study employed a scoping review based on Arksey and O'Malley's five-stage framework and reported in accordance with the PRISMA-ScR guidelines to examine Scopus-indexed literature published between 2019 and 2025. The data were analyzed using descriptive numerical analysis and inductive thematic analysis of 17 articles that met the predetermined inclusion criteria. The findings revealed six dimensions organized into three layers: self-awareness and emotion management as the intrapersonal core; empathy, social awareness, and relational skills as the interpersonal layer; and professional motivation and values, along with ethical and reflective decision-making, as the value-orientation layer. Teachers' emotional intelligence supports classroom management, teacher-student interactions, and collegial relationships and is associated with lower burnout, higher self-efficacy, and greater work engagement. Its development is shaped by organizational support and school culture, work experience and educational level, gender, socio-cultural context, and institutional policies. However, the evidence remains geographically uneven and is dominated by quantitative, cross-sectional studies. These findings suggest that emotional intelligence development should be systematically integrated into pre-service teacher education and continuing professional development, supported by effective school leadership and institutional policies.

Article History

Received: 27-07-2026

Revised: 30-08-2026

Accepted: 24-09-2026

Published: 20-10-2026

Key Words:

Emotion Regulation;
Teachers' Emotional
Intelligence; Teaching
Self-Efficacy; Work
Engagement.

How to Cite: Siti Nurbayani, Rama Wijaya Abdul Rozak, Aida Nurfitriani Lustian, Ghevira Hakaza Zahara, Vini Agustiani Hadian, & Naila Sazkia Romadhoni. (2026). Teachers' Emotional Intelligence in Educational Contexts: A Scoping Review of Dimensions, Roles, Impacts, and Factors. *Jurnal Paedagogy*, 13(4), 1501-1512. <https://doi.org/10.33394/jp.v13i4.22439>



<https://doi.org/10.33394/jp.v13i4.22439>

This is an open-access article under the [CC-BY-SA License](#).



Introduction

Teaching is an emotionally laden profession: teachers must recognize and manage their own emotions while simultaneously responding to students' emotions in continuous interactions (Jennings & Greenberg, 2009; Tarantul & Berkovich, 2025). This capacity is conceptualized as teachers' emotional intelligence, namely the ability to perceive, understand, manage, and use one's own and others' emotions in instructional practice (Mayer et al., 2004). The prosocial classroom model (Jennings & Greenberg, 2009) positions teachers' emotional capacity as a key determinant of classroom climate, teacher-student relationship quality, and behavior-management effectiveness. Theoretically, emotional intelligence has developed through two traditions: as a measurable cognitive ability to process emotional information (Mayer et al., 2004) and as a set of behavioral competencies enacted in professional practice (Goleman, 1995); both traditions are now integrated into



multidimensional models specific to the teaching profession (Savina et al., 2025). Globally, education policy has shifted toward social-emotional learning (SEL) for both students and teachers. School-based SEL programs improve students' social-emotional skills, behavior, and academic achievement (Durlak et al., 2011), and their successful implementation depends on the social-emotional capacities of the teachers who deliver them (Jennings & Greenberg, 2009); consequently, teacher education programs have begun to address teachers' own social-emotional development, although often implicitly (Hooper & Johnson, 2025; Rósa, 2024). This global policy shift is concretely reflected in Indonesia, where the Ministry of Education and Culture has positioned social-emotional learning as a core competency of the Penggerak Teacher Education Program under the Merdeka Belajar (Freedom to Learn) policy, making teachers' emotional intelligence a national priority for teacher professional development.

Attention to teachers' emotional intelligence has grown alongside increasing occupational pressure. Post-pandemic changes to education systems, administrative workloads, and accountability demands place teachers at high risk of emotional exhaustion; a multi-center study of kindergarten teachers reported a work-related burnout prevalence of 39.7% (Bezie et al., 2025). A three-level meta-analysis of early childhood educators showed that educators' emotional capacity is associated with their own well-being as well as with classroom interaction quality and children's developmental outcomes (Xu et al., 2024). Teachers' emotional intelligence is therefore a matter of educational quality, not merely of individual well-being.

Empirical evidence on the role of teachers' emotional intelligence has grown rapidly. Studies have linked it to teaching self-efficacy and classroom management (Valente, Lourenço, et al., 2020; Valente, Veiga-Branco, et al., 2020), to reduced burnout and occupational stress (J. Chen et al., 2024; Geraci et al., 2023; Yazon & Ang-Manaig, 2019), to job and life satisfaction (Rogowska & Meres, 2022), and to work engagement and student-perceived teaching quality (H. Wang et al., 2025; Yuan et al., 2025; Zhang et al., 2025). A recent review shows that programs targeting emotion regulation, mindfulness, and reflective capacity, together with institutional support, strengthen teachers' emotional intelligence and resilience (Cervellione et al., 2025), and cross-national instruments have begun to emerge (Grazzani et al., 2024).

Nevertheless, this evidence remains incompletely organized. First, the literature is fragmented: individual studies typically examine a single relationship with self-efficacy, burnout, or work engagement without mapping dimensions, roles, impacts, and context simultaneously. Second, the construct is inconsistently defined; emotional intelligence, emotional competence, and social-emotional competence are used interchangeably with different instruments, obscuring which dimensions are most consistent and developable (Rodríguez Hernández et al., 2025; Savina et al., 2025). Third, contextual factors (organizational support, cultural norms, work experience, and gender) are rarely mapped alongside these dimensions, although they determine the transferability of findings across education systems (Lin et al., 2025; X. Wang, 2023; Zhang et al., 2025). Existing reviews have also focused on a single domain, namely psychological resources and interventions (Cervellione et al., 2025). The same fragmentation appears in Indonesian research, which has tested these relationships partially in single contexts, for example the link between emotional intelligence, numeracy literacy, and the pedagogical competence of junior high school mathematics teachers (Sari et al., 2022).

This study aims to map the scientific evidence on teachers' emotional intelligence by examining its conceptual dimensions, roles in instructional practice and professional



relationships, reported effects on teachers' well-being and work effectiveness, and contextual factors influencing its development and application. Teachers' emotional intelligence is used as the principal construct in this study; related constructs in some primary studies, such as emotional competence and social-emotional competence, are treated as operationalizations of teachers' emotional intelligence. The novelty of this study lies in mapping the dimensions, roles, impacts, and contextual factors of teachers' emotional intelligence simultaneously within a single analytical framework, something previous reviews which have tended to focus on only one domain have not undertaken. The resulting evidence map is expected to provide a foundation for strengthening teachers' emotional intelligence, both through the design of teacher education and training programs, including professional-development programs such as the Penggerak Teacher Education Program, and through policy formulation.

Research Method

This study employed a scoping review design following the five-stage framework of Arksey and O'Malley (2005), refined by Levac et al. (2010) and updated through the Joanna Briggs Institute guidance (Peters et al., 2020), with reporting guided by PRISMA-ScR (Tricco et al., 2018). This approach was used to map the scope and characteristics of research on teachers' emotional intelligence and its related constructs within instructional contexts.

Stage 1: Identifying the Research Questions

The research questions were established based on the study's objectives and the *Population–Concept–Context* (PCC) framework. The population comprised teachers from early childhood through secondary levels, both pre-service and in-service. The concepts examined included emotional intelligence and related constructs, encompassing its dimensions, roles, impacts, and contextual factors. The context of the review was limited to instructional practice in formal educational institutions.

Stage 2: Identifying Relevant Studies

The literature search was conducted using the Scopus database on 3 October 2025. The search strategy combined keywords related to ability or competence, emotional intelligence or social-emotional competence, and teacher or educator. The search yielded 1,044 records. Limits were then applied based on the Psychology and Social Science subject areas, the topic of *emotional intelligence*, document type (articles), source type (scholarly journals), English language, and open-access availability, yielding 788 records for the *screening* process.

Stage 3: Study Selection

Selection was carried out by examining titles and abstracts, followed by full-text assessment against the inclusion and exclusion criteria. Included studies involved kindergarten, primary, junior secondary, senior secondary, or equivalent-level teachers within instructional contexts and examined teachers' emotional intelligence, such as self-awareness, emotion management, empathy, social skills, and social decision-making. Studies outside instructional contexts, not directly related to teachers' emotional intelligence, unavailable in full text, or not meeting the relevance criteria were excluded. Of the 788 records, 419 were excluded during *screening*, leaving 369 reports sought for full-text retrieval. Of these, 344 reports could not be retrieved, leaving 25 reports assessed for *eligibility*. Of these 25 reports, eight were excluded for not meeting the relevance or reporting-completeness requirements, leaving 17 articles established as the final data sources.



Stage 4: Data Charting.

Data from the selected articles were recorded using a structured *data charting* form covering article identity, study characteristics, education level, research design, sample, instruments, emotional constructs, key findings, and contextual factors. The *charting* form was used iteratively to accommodate the data-mapping needs that emerged during the review process.

Stage 5: Synthesis and Presentation of Results.

The charted data were synthesized using two approaches: descriptive numerical summary analysis to describe the distribution of study characteristics, and inductive thematic analysis to group findings into thematic categories (Arksey & O'Malley, 2005; Levac et al., 2010). A total of 17 articles meeting the criteria were established as the final data sources. Formal methodological quality appraisal was not used to weight the evidence, as this is optional in a *scoping review*; the final-stage check focused on the relevance and reporting completeness of the studies. The review protocol was not registered in a public registry, and this is noted as a limitation of the study.

Results and Discussion

Research Characteristics

The 17 articles that passed the inclusion stage showed a diverse distribution across geographic region, education level, research design, and thematic focus. A summary of these characteristics is presented in Table 1.

Table 1. Summary of Research Characteristics on Teachers' Emotional Intelligence (2019–2025)

Characteristic	n (%)	Description/Detail
Geographic Distribution		
East Asia (China, Hong Kong)	6 (35.3%)	Emotion regulation, job stress, work engagement
Europe (Portugal, Spain, Italy, Poland)	6 (35.3%)	Self-efficacy, well-being, emotion management
North America (United States)	2 (11.8%)	Emotional intelligence and teaching reflection
Southeast Asia (Philippines)	1 (5.9%)	Emotional intelligence and job stress
Africa (Ghana)	1 (5.9%)	Gender and teaching effectiveness
Cross-national	1 (5.9%)	Validation of a social-emotional competence instrument
Education Level		
Early Childhood/Kindergarten	4 (23.5%)	Early childhood education context
Cross-level/General	4 (23.5%)	Teachers across various levels of formal education
Primary School	3 (17.6%)	Well-being and emotion management of primary school teachers
Senior High School	2 (11.8%)	Self-efficacy and burnout among secondary teachers
Junior–Senior High School	2 (11.8%)	Junior and senior secondary levels
Primary–Senior High School	1 (5.9%)	Across primary to secondary



Higher Education (pre-service teachers)	1 (5.9%)	levels Resilience and emotional reflection among pre-service teachers
Research Design		
Quantitative	15 (88.2%)	Survey, SEM, or correlational analysis
Qualitative	1 (5.9%)	Case study, observation, in-depth interviews
Mixed-Methods	1 (5.9%)	Combination of quantitative and qualitative approaches
Main Research Focus		
EI and teacher well-being	5 (29.4%)	Increased well-being, reduced stress
EI conceptualization and measurement	3 (17.6%)	Construct conceptualization and measurement
EI and burnout	3 (17.6%)	Protective function against emotional exhaustion
EI and work engagement	2 (11.8%)	Dedication and vigor at work
EI and self-efficacy	2 (11.8%)	Predictor of self-efficacy, motivation, and performance
EI and teaching quality	2 (11.8%)	Enthusiasm and student perception

(source: Author's Analysis)

This characteristics map reveals three notable trends that should be considered before turning to the thematic findings. First, evidence production is concentrated in the most recent year: 9 of the 17 studies (52.9%) were published in 2025, indicating that the evidence map remains provisional. Second, the geographic distribution is uneven; East Asia and Europe each accounted for 35.3% of studies, whereas Southeast Asia, Africa, and Latin America were almost unrepresented. Third, quantitative designs dominate (88.2%), with only one qualitative study and one *mixed-methods* study, meaning that understanding of teachers' emotional experience remains largely measurable rather than contextual.

Dimensions of Teachers' Emotional Intelligence

The synthesis of the 17 articles identified six core dimensions of teachers' emotional intelligence: self-awareness, emotion management, empathy and social awareness, relational skills, professional motivation and values, and ethical and reflective decision-making. Based on their function, these dimensions form three layers: an intrapersonal core (self-awareness and emotion management), an interpersonal layer (empathy and social awareness and relational skills), and a value-orientation layer (professional motivation and values and ethical and reflective decision-making). These six dimensions show that teachers' emotional intelligence is not limited to recognizing and managing personal emotions but also encompasses the capacity to build interpersonal relationships, sustain professional motivation, and consider ethical aspects of educational practice. Overall, these dimensions are interrelated in supporting teachers' emotional well-being, the quality of their social relationships, and their professional effectiveness. A detailed synthesis of each dimension is presented in Table 2.



Table 2. Synthesis of Teachers' Emotional Intelligence Dimensions Based on the Literature

No	EI Dimension	Description	References
1)	Self-awareness	Recognition of one's own emotions; personal reflection; understanding of strengths and weaknesses; adaptation of teaching strategies	(Gilar-Corbi et al., 2024; Rodríguez Hernández et al., 2025; Zhao et al., 2025)
2)	Emotion management (<i>self-management/emotional regulation</i>)	Stress control; <i>reappraisal</i> of difficult situations; adaptive emotion; maintaining professionalism	(J. Chen et al., 2024; Geraci et al., 2023; Rogowska & Meres, 2022; X. Wang, 2023)
3)	Empathy and social awareness	Understanding students' and colleagues' emotions; empathetic communication; building a positive climate	(Hooper & Johnson, 2025; Lin et al., 2025; Ura et al., 2025)
4)	Relational skills (<i>relationship management/social skills</i>)	Effective communication; professional collaboration; social support; team collaboration	(Hooper & Johnson, 2025; Valente, Lourenço, et al., 2020; H. Wang et al., 2025)
5)	Professional motivation and values (<i>prosocial motivation/sense of mission</i>)	Moral drive; professional empathy; dedication; meaningful job satisfaction	(Lin et al., 2025; Zhang et al., 2025)
6)	Ethical and reflective decision-making	Moral and social consideration; professional reflection; ethical responsibility	(Hooper & Johnson, 2025; Ura et al., 2025; Valente, Veiga-Branco, et al., 2020)

(source: Author's Analysis)

The Role of Emotional Intelligence in Instructional Practice and Teachers' Professional Relationships

The synthesis shows that emotional intelligence plays a role in classroom management, teacher–student interaction, professional relationships among teachers, and pedagogical decision-making. Teachers with higher emotional intelligence report greater efficacy in classroom management and discipline (Valente, Lourenço, et al., 2020; Valente, Veiga-Branco, et al., 2020) and more positive teacher–student relationships (X. Wang, 2023), while teachers' emotional expression, such as displayed enthusiasm, shapes students' perceptions of teaching quality (H. Wang et al., 2025). Beyond the classroom, teachers' emotional intelligence, operationalized as social-emotional competence, is closely related to, yet distinct from, the multicultural efficacy needed for equitable practice (Ura et al., 2025), and teacher education increasingly supports these capacities through reflective, relationship-oriented practices (Hooper & Johnson, 2025). Emotional intelligence is also associated with teachers' capacity to provide emotional support and with their professional motivation (Lin et al., 2025; Zhang et al., 2025). These findings confirm that emotional intelligence operates not only at the individual level but also shapes the quality of teachers' interactions both within the classroom and in collegial working relationships.

The Impact of Emotional Intelligence on Teachers' Well-Being and Work Effectiveness

At the well-being level, emotional intelligence is associated with reduced burnout and occupational stress (J. Chen et al., 2024; Yazon & Ang-Manaig, 2019), and with greater well-being, life satisfaction, resilience, and work engagement, partly through self-efficacy, job



satisfaction, and resilience (X. Chen & Xie, 2025; Gilar-Corbi et al., 2024; Rogowska & Meres, 2022; Yuan et al., 2025; Zhang et al., 2025; Zhao et al., 2025). In terms of professional effectiveness, emotional intelligence is associated with teacher efficacy, instructional effectiveness, and student-perceived teaching quality (Owusu & Arthur, 2025; Valente, Veiga-Branco, et al., 2020; H. Wang et al., 2025). In the pandemic context, teachers with higher emotional intelligence experienced smaller declines in self-efficacy and work engagement and smaller increases in burnout (Geraci et al., 2023), while supportive leadership and AI-enhanced emotional support have been examined as external resources associated with teacher well-being and lower burnout (Li et al., 2025; Tang & Liao, 2025). Overall, emotional intelligence functions as a foundation of professional competence and simultaneously as a protective factor against psychological pressure and a reinforcing factor for teachers' work effectiveness. However, because most of the evidence derives from cross-sectional research, these relationships cannot yet be interpreted as causal.

External Factors

The literature synthesis shows that teachers' emotional intelligence is shaped not only by individual capacity but also by contextual factors. Five main groups of factors were identified: organizational support and school culture, work experience and education level, gender and demographic factors, socio-cultural context, and institutional policy and emotional intelligence training. Details of each factor are presented in Table 3.

Table 3. External Factors Influencing Teachers' Emotional Intelligence

No	External Factor	Description	References
1)	Organizational support and school culture	Supportive school leadership, through teachers' trust in leaders, is associated with higher teacher well-being.	Li et al. (2025)
2)	Work experience and education level	Experience is associated with emotional stability, but its effect is nonlinear; education level can weaken the relationship between emotional intelligence and work engagement.	Valente, Lourenço, et al. (2020); Lin et al. (2025); Rodríguez Hernández et al. (2025); Zhang et al. (2025)
3)	Gender and demographic factors	Gender moderates the relationships between emotional intelligence and self-efficacy, instructional effectiveness, and critical thinking disposition, possibly reflecting socialized gender roles.	Owusu and Arthur (2025); Zhao et al. (2025)
4)	Socio-cultural context	Regional and rural contexts shape how emotional intelligence translates into work engagement, for example through emotional labor strategies and self-efficacy.	Yuan et al. (2025); Zhang et al. (2025)
5)	Institutional policy and emotional intelligence training	Reflection-based teacher education supports teachers' social-emotional learning, while system-level crises such as COVID-19 lockdowns heighten the protective role of emotional intelligence.	Geraci et al. (2023); Hooper and Johnson (2025)

(source: Author's Analysis)

Discussion

To situate the findings theoretically, the relationships between the six dimensions of teachers' emotional intelligence and external contextual factors were analyzed using Jennings and Greenberg's (2009) prosocial classroom model. The model positions teachers' emotional capacity (termed social-emotional competence in the original model) and well-being as the



starting point that shapes teacher–student relationships, classroom management, and the implementation of social-emotional learning, and thereby a healthy classroom climate, while school and community factors, such as principal leadership, school culture, and education policy, may strengthen or weaken this chain. Five of the six dimensions identified here (self-awareness, emotion management, empathy and social awareness, relational skills, and ethical and reflective decision-making) correspond to the model’s emotional-capacity components, suggesting that emotional intelligence constitutes the individual foundation of the processes it describes. The professional motivation and values dimension extends the model by showing that teachers’ emotional intelligence is also driven by value orientation and a sense of professional calling, not merely by skills. Contextually, organizational support, school culture, and institutional policy and training (Table 3) correspond to the model’s school and community factors, whereas work experience, education level, gender, and socio-cultural context are not explicitly specified in it. Moreover, contextual factors appear not only to influence the level of emotional intelligence but also to moderate its relationships with outcomes, as shown by the weaker association with work engagement among more highly educated teachers and by culture- and gender-specific norms of emotional expression. This study therefore extends the prosocial classroom model in three ways: (1) adding a professional value-orientation layer that drives the use of emotional intelligence; (2) broadening contextual factors from the school level to the individual and socio-cultural levels; and (3) positioning contextual factors as moderators rather than merely antecedents.

Table 2 shows that the three layers are hierarchically related: the intrapersonal core (self-awareness and emotion management) underpins the interpersonal layer (empathy and social awareness and relational skills), while the value-orientation layer (professional motivation and values and ethical and reflective decision-making) directs how both are used. This pattern is consistent with emotion regulation as a central construct in a cross-national instrument (Grazzani et al., 2024) and with a multidimensional conceptual model in which understanding one’s own emotions and regulating them are core teacher competencies (Savina et al., 2025). The value layer also explains why trust in leadership and collegial support are associated with teachers’ well-being and mental health (Li et al., 2025; Rübben, 2025).

Resilience serves as a bridge between this core layer and the value layer. Mindfulness-based interventions have been shown to enhance teachers’ resilience and quality of life (Cervellione et al., 2025), and X. Chen and Xie (2025) found that resilience partially mediates both the negative effect of job stress and the positive effect of emotional intelligence on job satisfaction. Similarly, Tang and Liao (2025) reported that AI-enhanced emotional support systems were associated with lower teacher burnout, which can be read as an attempt to institutionalize this reinforcement in contexts where collegial support remains insufficient.

The concentration of evidence at the early childhood level (4 of 17 studies, 23.5%; Table 1) clarifies this mechanism. Lin et al. (2025) found that kindergarten teachers’ prosocial motivation predicted emotional support competence through a sense of professional mission, with the influence of teaching experience weakening, though not disappearing, as tenure increased. Zhang et al. (2025), with 8,786 kindergarten teachers in western China, showed that emotional intelligence predicted work engagement, while Yuan et al. (2025) found that, among rural kindergarten teachers, this relationship was chain-mediated by emotional labor strategies and self-efficacy. This pattern is consistent with Xu et al. (2024), who linked early childhood educators’ emotional capacity to their own well-being and



children's development, and with the high burnout rate among kindergarten teachers in Ethiopia (39.7%; Bezie et al., 2025). At this level, emotional intelligence thus operates through professional meaning and collective emotion-regulation strategies rather than merely as a personal attribute.

These relationships do not hold uniformly across Tables 1 and 3. Owusu and Arthur (2025) found no significant mediation by self-efficacy or job satisfaction, whereas Zhang et al. (2025) reported that a higher education level weakened the relationship between emotional intelligence and work engagement, and Rodríguez Hernández et al. (2025) found that practicing teachers scored higher than trainee teachers in emotional awareness and emotional creativity. H. Wang et al. (2025) found that not-fully-authentic enthusiasm still enhanced students' perceptions of teaching quality. These discrepancies are more plausibly attributable to socio-cultural context and education system, as summarized in Table 3.

This evidence map reveals four gaps: the dominance of cross-sectional designs, which cannot explain the development of emotional intelligence across a teaching career; uneven geographic representation beyond East Asia and Europe, which is relevant to Indonesia given that domestic research remains limited to small samples and single contexts (Sari et al., 2022); inconsistent terminology and instruments, which hinder cross-study comparison; and scarce evidence on the application of emotional intelligence in everyday educational practice.

Conclusion

This scoping review shows that teachers' emotional intelligence is an important component in supporting teaching quality and teachers' psychological well-being. It is organized in three layers, with self-awareness and emotion management as its intrapersonal core, empathy and social awareness and relational skills as its interpersonal layer, and professional motivation and values and ethical and reflective decision-making as its value orientation. Resilience and institutional support further strengthen it, while variation in findings across contexts shows that the relationship between emotional intelligence and teacher professionalism is shaped by cultural factors, education level, and individual characteristics. Overall, these findings confirm that teachers' emotional intelligence is a multidimensional construct formed through the interaction between personal capacity and professional context.

Recommendation

Practical and Policy Implications

Teacher education institutions should integrate the development of emotional intelligence into pre-service curricula in a structured manner, for example through dedicated courses, reflective practice, and mentoring during teaching practicum, with self-awareness and emotion management as the foundation. Schools should build a supportive work climate through empathetic leadership, collaborative teacher forums, and psychological support mechanisms to prevent burnout. Policymakers, including those managing professional-development programs such as the Penggerak Teacher Education Program, can use the six-dimension map as a basis for designing programs to strengthen teachers' emotional intelligence that are sustainable, practice-based, culturally sensitive, and supported by adequate institutional resources.

Future Research Directions

Future research should use longitudinal designs to trace the development of teachers' emotional intelligence across the career, and cross-cultural designs to test transferability,



particularly in underrepresented regions such as Southeast Asia, Africa, and Latin America. Mixed-methods approaches combining validated instruments with qualitative exploration are needed to capture teachers' emotional experiences in context. Future studies should also examine the moderating roles of gender, cultural norms, education level, and leadership style, and evaluate emotional intelligence interventions experimentally. Subsequent reviews should extend the search to other databases and non-English publications, involve two independent reviewers, and pre-register their protocols. These recommendations also respond to the constraints of the present map, namely reliance on a single database and English-language open-access articles, single-reviewer screening, and predominantly cross-sectional evidence that precludes causal interpretation.

References

- Arksey, H., & O'Malley, L. (2005). Scoping studies: Towards a methodological framework. *International Journal of Social Research Methodology*, 8(1), 19–32. <https://doi.org/10.1080/1364557032000119616>
- Bezie, A. E., Zewude, G. T., Tesfaye, A. H., Yirdaw, A. A., Abie, A. B., & Abere, G. (2025). Work-related burnout and its associated factors among kindergarten teachers: A multi-center cross-sectional study in Ethiopia. *Frontiers in Public Health*, 12, 1453504. <https://doi.org/10.3389/fpubh.2024.1453504>
- Cervellione, B., Lombardo, E. M. C., & Iacolino, C. (2025). Psychological resources and interventions for teachers' emotional competence and well-being: A systematic review. *Frontiers in Psychology*, 16, 1640968. <https://doi.org/10.3389/fpsyg.2025.1640968>
- Chen, J., Lin, C., & Lin, F. (2024). The interplay among EFL teachers' emotional intelligence and self-efficacy and burnout. *Acta Psychologica*, 248, 104364. <https://doi.org/10.1016/j.actpsy.2024.104364>
- Chen, X., & Xie, Q. (2025). The relationship between job stress, resilience, emotional intelligence, and job satisfaction among college teachers. *Scientific Reports*, 15(1), 20390. <https://doi.org/10.1038/s41598-025-08692-x>
- Durlak, J. A., Weissberg, R. P., Dymnicki, A. B., Taylor, R. D., & Schellinger, K. B. (2011). The impact of enhancing students' social and emotional learning: A meta-analysis of school-based universal interventions. *Child Development*, 82(1), 405–432. <https://doi.org/10.1111/j.1467-8624.2010.01564.x>
- Geraci, A., Di Domenico, L., Inguglia, C., & D'Amico, A. (2023). Teachers' emotional intelligence, burnout, work engagement, and self-efficacy during COVID-19 lockdown. *Behavioral Sciences*, 13(4), 296. <https://doi.org/10.3390/bs13040296>
- Gilar-Corbi, R., Perez-Soto, N., Izquierdo, A., Castejón, J. L., & Pozo-Rico, T. (2024). Emotional factors and self-efficacy in the psychological well-being of trainee teachers. *Frontiers in Psychology*, 15, 1434250. <https://doi.org/10.3389/fpsyg.2024.1434250>
- Goleman, D. (1995). *Emotional intelligence: Why it can matter more than IQ*. Bantam Books.
- Grazzani, I., Martinsone, B., Simões, C., Cavioni, V., Conte, E., Ornaghi, V., & Pepe, A. (2024). Assessing teachers' social and emotional competence: The validation of SECTRS in Italy, Latvia, and Portugal. *International Journal of Emotional Education*, 16(1), 70–87. <https://doi.org/10.56300/QIAN8168>
- Hooper, A., & Johnson, K. (2025). Teacher educators' reflections on supporting pre-service and early career educators' social-emotional learning. *Social and Emotional Learning: Research, Practice, and Policy*, 5, 100100. <https://doi.org/10.1016/j.sel.2025.100100>
- Jennings, P. A., & Greenberg, M. T. (2009). The prosocial classroom: Teacher social and emotional



- competence in relation to student and classroom outcomes. *Review of Educational Research*, 79(1), 491–525. <https://doi.org/10.3102/0034654308325693>
- Levac, D., Colquhoun, H., & O'Brien, K. K. (2010). Scoping studies: Advancing the methodology. *Implementation Science*, 5(1), 69. <https://doi.org/10.1186/1748-5908-5-69>
- Li, J., Jiang, N., Li, S., Peng, X., Li, M., Zhang, W., Kong, L. K., & Ju, S. Y. (2025). Spiritual leadership and teacher well-being in primary and secondary schools: The mediating role of teachers' trust in leaders and organizational justice. *BMC Psychology*, 13(1), 766. <https://doi.org/10.1186/s40359-025-03039-7>
- Lin, Y., Lin, Z., Cai, C., Wei, M., & Huang, F. (2025). The relationship between kindergarten teachers' prosocial motivation and emotional support competence: The mediating role of a sense of professional mission and nonlinear moderating effect of teaching experience. *BMC Psychology*, 13(1), 747. <https://doi.org/10.1186/s40359-025-03060-w>
- Mayer, J. D., Salovey, P., & Caruso, D. R. (2004). Emotional intelligence: Theory, findings, and implications. *Psychological Inquiry*, 15(3), 197–215. <https://doi.org/10.1207/s15327965pli150302>
- Owusu, D., & Arthur, F. (2025). Modelling the nexus between mathematics teachers' emotional intelligence and instructional effectiveness: A mediation moderation model using PLS-SEM approach. *Acta Psychologica*, 257, 105119. <https://doi.org/10.1016/j.actpsy.2025.105119>
- Peters, M. D. J., Marnie, C., Tricco, A. C., Pollock, D., Munn, Z., Alexander, L., McInerney, P., Godfrey, C. M., & Khalil, H. (2020). Updated methodological guidance for the conduct of scoping reviews. *JBIM Evidence Synthesis*, 18(10), 2119–2126. <https://doi.org/10.11124/JBIES-20-00167>
- Rodríguez Hernández, A. F., Hernández-Jorge, C. M., & Delgado Hernández, J. (2025). Beyond emotional intelligence: Validation of a model of emotional competence applied to teachers. *Education Sciences*, 15(9), 1157. <https://doi.org/10.3390/educsci15091157>
- Rogowska, A. M., & Meres, H. (2022). The mediating role of job satisfaction in the relationship between emotional intelligence and life satisfaction among teachers during the COVID-19 pandemic. *European Journal of Investigation in Health, Psychology and Education*, 12(7), 666–676. <https://doi.org/10.3390/ejihpe12070050>
- Rósa, B. (2024). In pursuit of social emotional learning in a Swedish pre-service teacher education programme: A qualitative study of intended curriculum. *Teaching and Teacher Education*, 142, 104527. <https://doi.org/10.1016/j.tate.2024.104527>
- Rübben, R. (2025). Emotion management as key to mental health? Teachers' emotions and support systems. *Education Sciences*, 15(7), 886. <https://doi.org/10.3390/educsci15070886>
- Sari, S. P., Natuna, D. A., & Afrianto, A. (2022). Pengaruh kecerdasan emosional dan literasi numerasi terhadap kompetensi pedagogik guru Matematika Sekolah Menengah Pertama (SMP) Negeri Kota Pekanbaru. [The influence of emotional intelligence and numeracy literacy on the pedagogical competence of public junior high school mathematics teachers in Pekanbaru City]. *Jurnal PAJAR (Pendidikan dan Pengajaran)*, 6(1), 290–297. <https://doi.org/10.33578/pjr.v6i1.8379>
- Savina, E., Fulton, C., & Beaton, C. (2025). Teacher emotional competence: A conceptual model. *Educational Psychology Review*, 37(2), 40. <https://doi.org/10.1007/s10648-025-10018-2>
- Tang, Z., & Liao, J. (2025). Unlocking emotional resilience: Exploring the impact of AI-enhanced support systems on EFL teachers' burnout and EFL students' well-being in modern classrooms. *Acta Psychologica*, 260, 105672. <https://doi.org/10.1016/j.actpsy.2025.105672>
- Tarantul, A., & Berkovich, I. (2025). Self-determination theory and teachers' motivations to perform



- emotional labor and emotion work: Qualitative study of narratives about coping with students' discipline problems. *Social Psychology of Education*, 28(1), 39. <https://doi.org/10.1007/s11218-024-09997-x>
- Tricco, A. C., Lillie, E., Zarin, W., O'Brien, K. K., Colquhoun, H., Levac, D., Moher, D., Peters, M. D. J., Horsley, T., Weeks, L., Hempel, S., Akl, E. A., Chang, C., McGowan, J., Stewart, L., Hartling, L., Aldcroft, A., Wilson, M. G., Garritty, C., ... Straus, S. E. (2018). PRISMA extension for scoping reviews (PRISMA-ScR): Checklist and explanation. *Annals of Internal Medicine*, 169(7), 467–473. <https://doi.org/10.7326/M18-0850>
- Ura, S. K., DuBois, J. W., Fletcher, K. E., & Lorah, J. A. (2025). Teacher competencies that promote equity: Examining the relationship between social-emotional competence and multicultural efficacy. *Social and Emotional Learning: Research, Practice, and Policy*, 5, 100121. <https://doi.org/10.1016/j.sel.2025.100121>
- Valente, S., Lourenço, A. A., Alves, P., & Domínguez-Lara, S. (2020). The role of the teacher's emotional intelligence for efficacy and classroom management. *Revista CES Psicología*, 13(2), 18–31. <https://doi.org/10.21615/cesp.13.2.2>
- Valente, S., Veiga-Branco, A., Rebelo, H., Lourenço, A. A., & Cristóvão, A. M. (2020). The relationship between emotional intelligence ability and teacher efficacy. *Universal Journal of Educational Research*, 8(3), 916–923. <https://doi.org/10.13189/ujer.2020.080324>
- Wang, H., Wang, I. Y., Chen, Y., & Burić, I. (2025). Is “faking” emotions always bad? Exploring the relationships between teachers' emotional labor, expressed enthusiasm, and teaching quality. *Teaching and Teacher Education*, 161, 105042. <https://doi.org/10.1016/j.tate.2025.105042>
- Wang, X. (2023). Exploring positive teacher–student relationships: The synergy of teacher mindfulness and emotional intelligence. *Frontiers in Psychology*, 14, 1301786. <https://doi.org/10.3389/fpsyg.2023.1301786>
- Xu, Y., Wang, I. Y., Chen, J., Sun, J., & Li, J. (2024). The associations between early childhood educators' social-emotional competence and a wide range of outcomes: A three-level meta-analysis. *Learning and Individual Differences*, 114, 102521. <https://doi.org/10.1016/j.lindif.2024.102521>
- Yazon, A. D., & Ang-Manaig, K. (2019). Emotional intelligence and occupational stress among Filipino teachers. *Universal Journal of Educational Research*, 7(11), 2303–2313. <https://doi.org/10.13189/ujer.2019.071108>
- Yuan, H., Yan, Z., Zhao, Y., & Lei, J. (2025). The relationship of rural kindergarten teachers' emotional intelligence and work engagement in China: The chain mediation role of emotional labor strategies and general self-efficacy. *BMC Psychology*, 13(1), 154. <https://doi.org/10.1186/s40359-025-02475-9>
- Zhang, Z., Li, Y., Wang, Y., & An, X. (2025). The influence of 8,786 Western China kindergarten teachers' emotional intelligence on work engagement. *Frontiers in Psychology*, 16, 1542911. <https://doi.org/10.3389/fpsyg.2025.1542911>
- Zhao, Y., Ai, L., & Wang, X. (2025). Relationships between emotional intelligence, resilience, and critical thinking disposition among pre-service teachers: A moderated mediation analysis by gender. *Acta Psychologica*, 259, 105314. <https://doi.org/10.1016/j.actpsy.2025.105314>