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Teachers' Emotional Intelligence and Its Influence on Learners' Behavioral Development

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ABSTRACT: *This research explores the relationship between teachers' emotional intelligence and student behavior in an educational setting, focusing on key behavioral aspects such as emotional regulation, social skills, respectful behavior, and engagement. Emotional intelligence, which encompasses self-awareness, self-regulation, motivation, mental health first aid skills, and relationship management, is believed to play a significant role in fostering a positive learning environment. However, the findings revealed no statistically significant relationship between the emotional intelligence of teachers and students' behavior, as all p-values exceeded the 0.05 threshold. Despite the high levels of emotional intelligence among teachers, the study suggests that these competencies do not directly influence student behavior in the areas assessed. The research emphasizes the importance of bridging the gap between emotional intelligence and its practical application in classrooms. Based on the findings, a development program is proposed to enhance teachers' ability to leverage their emotional intelligence effectively, focusing on training in classroom management, student engagement strategies, and fostering respectful and collaborative learning environments. The program aims to provide actionable insights and tools for teachers to translate emotional intelligence into impactful teaching practices that positively shape student behavior. This study underscores the need for further research into other factors influencing student behavior and calls for targeted interventions that integrate emotional intelligence with practical pedagogical approaches. The findings and proposed program provide valuable guidance for educators and administrators striving to improve student outcomes through teacher professional development.*

Key words*: Emotional Intelligence, Learners Behavior, Relationship management, Self-Awareness, Self-regulation.*

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1. Introduction

Emotional intelligence (EI) is increasingly recognized as essential within educational settings, enhancing both personal development and academic success (Halimi et al., 2021). Understanding and managing emotions, educators can positively impact students' social and emotional development (Pantić, 2009). EI aids teachers in fostering a supportive classroom environment, enabling students to feel understood and motivated, which is fundamental for learning and personal growth (Novesar, 2020). Additionally, EI has shown positive correlations with improved classroom engagement and student well-being (Chamizo-Nieto et al., 2021). Moreover, educators who cultivate EI skills contribute to a classroom culture that encourages resilience and collaborative learning (Estrada et al., 2021).

Teachers' EI significantly impacts classroom management and student behavior by fostering an emotionally supportive environment (Kanbur & Kirikkaleli, 2023). Educators with high EI tend to manage classroom disruptions more effectively, thereby promoting a more positive learning environment (Seema, 2012). Teachers who demonstrate empathy and self-regulation help students feel respected and valued, which can reduce behavioral issues and enhance student cooperation (Bhattacharjee, 2016). Furthermore, emotional skills in teachers lead to more effective classroom dynamics, promoting mutual respect and constructive communication among students (Estrada et al., 2021). Despite substantial interest, research connecting teachers' EI directly to student behavioral outcomes remains sparse. Much of the literature focuses on student performance and teacher-student relationships but lacks specific insights into how EI impacts classroom behavior beyond academic achievement (Corcoran & Tormey, 2013). Additionally, while studies emphasize the role of EI in adult education settings, fewer studies examine its direct influence on younger students in elementary contexts (Chamizo-Nieto et al., 2021). Addressing these gaps can provide valuable insights for elementary education professionals.

Understanding the link between teachers' EI and classroom engagement is crucial for fostering supportive learning environments (Zhoc et al., 2020; Thomas & Allen, 2021). Teachers' EI can inspire student engagement by modeling emotional regulation and creating a space where students feel psychologically safe to express themselves (Parrish, 2015). Such emotionally attuned classroom climates help students feel more comfortable and willing to participate, positively impacting behavior and engagement (Estrada et al., 2021). Understanding this relationship, educational strategies can more effectively harness EI to benefit the classroom atmosphere (Sun et al., 2024; Aithal & Aithal, 2023). Exploring the implications of teachers' EI offers pathways to improved classroom management strategies, potentially reducing disruptions and promoting a cooperative learning environment. Enhancing EI among educators can lead to more adaptive teaching techniques, such as individualized behavioral management strategies that resonate emotionally with students (Subba, 2017). Promoting EI in teacher training programs, educators could better support students' emotional and social development, resulting in a more stable classroom environment (Chamizo-Nieto et al., 2021).

This study's findings on the value of EI in teaching can guide educators, administrators, and policymakers in adopting EI-centered approaches within school systems. Embedding EI in teacher development programs, schools can foster a more supportive and resilient teaching workforce, equipped to handle diverse emotional and behavioral challenges. Administrators can use this data to inform policies on teacher training, ultimately creating environments that encourage positive student outcomes.

2. Review of Related Literature

Emotional intelligence (EI) has been identified as a critical factor in academic performance, especially within elementary education. Studies show that students with higher EI often achieve better academic outcomes, as emotional awareness and regulation contribute to greater focus and resilience in academic tasks. Research by Chamizo-Nieto et al. (2021) revealed that students with strong teacher-student relationships and high EI experience improved academic performance due to increased emotional support, which promotes positive student engagement and motivation. Similarly, the study by Parker et al. (2004) on high school students found that emotional competencies such as self-regulation and empathy are closely related to higher academic success, highlighting the importance of EI in students' academic growth. These findings underline the value of incorporating EI-focused curricula in schools to support students' overall academic journey.

Beyond academic performance, EI plays a significant role in shaping student behavior in elementary schools. Research suggests that students with high EI are less likely to engage in disruptive behaviors, as

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emotional regulation and social awareness enable them to manage interpersonal conflicts more effectively. A study by Esturgó-Deu and Sala-Roca (2010) analyzed disruptive behavior in elementary students, finding a significant relationship between high EI and reduced behavioral issues, particularly in managing stress and engaging in positive social interactions. Additionally, Fenanlampir and Mutohir (2021) found that social skills, a core component of EI, have a positive impact on learning behaviors, indicating that students with higher social competencies are more cooperative and attentive in class. These studies emphasize that EI not only enhances student behavior but also contributes to a more harmonious and productive classroom environment.

Teacher emotional intelligence is crucial in creating a supportive and effective learning environment, as teachers' ability to manage their own emotions directly influences their interactions with students. Awan et al. (2021) examined how teachers' EI competencies positively impact students' motivation and the quality of teacher-student relationships, noting that emotionally intelligent teachers foster greater engagement and a sense of belonging among student. Similarly, Pierce (2014) demonstrated that elementary school principals' relationship management, a dimension of EI, is essential for building collective teacher efficacy, which correlates with improved student outcomes and a cohesive school environment. These findings underscore the importance of EI training for educators to enhance classroom management, student engagement, and positive student behaviors.

Moreover, research indicates that emotional intelligence (EI) is a significant predictor of student engagement, impacting cognitive, behavioral, and emotional aspects of learning. Yang et al. (2018) demonstrated that a school-wide social-emotional learning approach, focusing on teacher-student relationships and social-emotional competencies, was positively associated with student engagement across all educational levels, particularly in elementary schools. They found that students who perceived higher levels of emotional support and social skills training showed higher cognitive and behavioral engagement, essential for sustained academic motivation and classroom involvement. This study highlights the role of a supportive and emotionally attuned educational environment in promoting student engagement, suggesting that EI not only aids in personal emotional management but also enhances students' commitment to learning.

The role of EI in academic success is emphasized in several studies, which link it to improved study habits and academic engagement. Thomas and Allen (2021) explored how academic buoyancy a learner's capacity to overcome academic challenges is directly influenced by EI, leading to better behavioral and emotional engagement in the classroom. They found that students with high EI managed stress and setbacks more effectively, which in turn fostered their resilience and sustained engagement with learning tasks. This reinforces the idea that fostering EI in students can lead to improved academic outcomes, as emotional stability and self-regulation contribute to persistent, focused engagement even when faced with academic difficulties. The influence of teacher EI on student engagement and motivation is also well-documented, as emotionally intelligent teachers foster a positive classroom environment conducive to learning. Pierce (2014) examined the correlation between elementary school principals' EI and collective teacher efficacy, concluding that high EI among school leaders positively affects the emotional climate and engagement of teachers, which subsequently enhances student engagement and learning outcomes. Similarly, Awan et al. (2021) found that teachers with higher EI effectively motivated students and built stronger relationships, fostering a classroom culture that supports academic and emotional growth. These findings indicate that enhancing EI in educators can lead to improved classroom dynamics, positively influencing students' engagement and academic success.

3. Methodology

This study employed a descriptive-correlational research method to explore the relationship between teachers' emotional intelligence and students' behavior in selected public elementary schools within the Division of Leyte. The study aimed to determine how aspects of teachers' emotional intelligence, such as emotional regulation, social skills, and empathy, correlate with students' observed behaviors, including emotional regulation, social skills, engagement, and respectful conduct. To achieve this, standardized surveys and questionnaires were distributed to both teachers and students to assess their respective emotional intelligence and behavioral tendencies. Additionally, demographic profiles of both teachers and students were collected for further analysis. The study followed the INPUT-PROCESS-OUTPUT (IPO) approach, beginning with an orientation for respondents to ensure they understood the purpose and scope of the research. Purposive sampling was used to select teacher respondents who were actively engaged in classroom instruction and had

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firsthand experience observing students' behavioral patterns. This approach ensured that the study targeted educators with relevant insights into the relationship between emotional intelligence and student behavior. The research instrument was adapted from the works of Miscreola (2012), Hallam (2009), and Deng (2021). Miscreola's study provided a framework for measuring emotional intelligence, while Hallam's evaluation of the Social and Emotional Aspects of Learning (SEAL) program contributed items on social and emotional behavior in primary school learners. Deng's work on engagement in online courses was adapted to assess student engagement in classroom settings. The collected data was analyzed using correlational analysis to determine the significance of the relationship between teachers' emotional intelligence levels and students' behavioral tendencies. A five-point Likert scale was used to measure both emotional intelligence and student behavior, with responses ranging from "Strongly Not Manifested" (1.00-1.80) to "Well Manifested" (4.21-5.00) for emotional intelligence and "Strongly Disagree" (1.00-1.80) to "Strongly Agree" (4.21-5.00) for student behavior. The findings from this study contribute to understanding how teachers' emotional intelligence influences student behavior in elementary education.

Table 1. Self - Awareness

Indicators	**Mean**	**VD**
I regularly reflect on one's own emotions and understanding how they influence teaching practices and interactions with students.	4.27	SA
I recognize personal teaching strengths and areas for growth, leading to a balanced and realistic self-view.	4.26	SA
I understand how students, colleagues, and administrators perceive their behavior and teaching style.	4.50	SA
Demonstrating a strong sense of self-confidence in classroom management and instructional skills.	4.20	A
I identify and manage personal biases to ensure fairness and equity in interactions with students.	4.20	A
Grand Mean	4.29	SA

4. Results and Discussion

The table highlights teachers' self-awareness based on several indicators, with a grand mean score of 4.29, corresponding to "Strongly Agree". Teachers strongly agree that they regularly reflect on their emotions and understand how this influences their teaching, as shown by a mean of 4.27. They also strongly agree on recognizing personal strengths and areas for growth (4.26) and understanding how others perceive their behavior and teaching style (4.50). Additionally, teachers agree that they demonstrate confidence in classroom management and instructional skills (4.20) and work to identify and manage biases to ensure fairness (4.20). Overall, the data suggests a high level of self-awareness among teachers, with room for further improvement in confidence and bias management.

Table 2. Self – Regulation.

Indicators	**Mean**	**VD**
Maintaining calm and composure in challenging situations, such as when managing disruptive behavior.	4.23	A
Flexibly adjusting lesson plans or teaching approaches based on student needs or unexpected classroom events.	4.30	SA
Displaying consistent behavior and responses to maintain a stable classroom environment.	4.27	SA
Utilizing coping strategies to handle stress, ensuring it does not negatively impact interactions with students or teaching performance.	3.93	A
Staying on task and focused despite external distractions or personal issues, ensuring high-quality instruction.	4.20	A
Grand Mean	4.19	A

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The table highlights teachers' self-awareness based on several indicators, with a grand mean score of 4.29, corresponding to "Strongly Agree". Teachers strongly agree that they regularly reflect on their emotions and understand how this influences their teaching, as shown by a mean of 4.27. They also strongly agree on recognizing personal strengths and areas for growth (4.26) and understanding how others perceive their behavior and teaching style (4.50). Additionally, teachers agree that they demonstrate confidence in classroom management and instructional skills (4.20) and work to identify and manage biases to ensure fairness (4.20). Overall, the data suggests a high level of self-awareness among teachers, with room for further improvement in confidence and bias management.

Table 3. Motivation.

Indicators	**Mean**	**VD**
Demonstrating a strong dedication to fostering students' and personal growth.	4.23	SA
Actively seeking out opportunities to improve teaching skills and stay updated on educational best practices.	4.42	SA
Bouncing back from challenges, such as setbacks in student performance or feedback, with a positive and proactive attitude.	4.30	SA
Setting and working toward specific goals for student outcomes and classroom improvements.	4.20	A
Showing enthusiasm for the subject matter and for the teaching profession, which can inspire and motivate students.	4.17	A
Grand Mean	4.26	SA

The table provides insights into teachers' motivation, with a grand mean score of 4.26, reflecting "Strongly Agree". Teachers strongly agree that they are dedicated to fostering both student and personal growth (4.23) and actively seek opportunities to improve teaching skills and stay updated on best practices (4.42). They also show resilience by bouncing back from challenges with a positive attitude (4.30). Teachers agree on setting and pursuing specific goals for improving student outcomes and classrooms (4.20) and demonstrate enthusiasm for their subjects and the teaching profession (4.17). Overall, the data suggests that teachers are highly motivated, with particular strengths in continuous learning and resilience.

Table 4. Empathy.

Indicators	**Mean**	**VD**
Listening carefully to students’ concerns, both academic and personal, and responding thoughtfully.	4.30	SA
Recognizing and valuing the diverse cultural and social backgrounds of students.	4.36	SA
Offering emotional support to students, especially those who are struggling or facing personal challenges.	4.54	SA
Being aware of students’ nonverbal communication, such as body language, to gauge their emotional state.	4.42	SA
Adjusting teaching methods and interactions to meet the varying emotional needs of students.	4.65	SA
Grand Mean	4.45	SA

The table highlights teachers' empathy, with a grand mean score of 4.45, reflecting "Strongly Agree". Teachers strongly agree that they listen carefully to students' concerns and respond thoughtfully (4.30), recognize and value diverse cultural and social backgrounds (4.36), and offer emotional support to struggling students (4.54). They are also highly aware of students’ nonverbal communication to understand their emotional states (4.42) and adjust teaching methods to address students' emotional needs (4.65). Overall, the data indicates a very high level of empathy among teachers, particularly in their ability to adapt and provide support based on students' unique emotional and cultural contexts.

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Table 5. Relationship management.

Indicators	Mean	VD
I can deal effectively with people.	4.54	SA
I usually able to influence the way other people feel.	4.65	SA
I would describe myself as a good “negotiator”.	4.50	SA
My fellow workers want me to share in their celebrations.	4.45	SA
I find it easy to approach a fellow worker and ask how he/she is doing.	4.45	SA
Grand Mean	4.52	SA

The table examines teachers' relationship management skills, with a grand mean score of 4.52, indicating "Strongly Agree". Teachers strongly agree that they can effectively deal with people (4.54) and influence others' feelings positively (4.65). They also describe themselves as good negotiators (4.50) and feel included in workplace celebrations (4.45). Additionally, they find it easy to approach colleagues and check on their well-being (4.45). Overall, the data reflects a high level of relationship management among teachers, showcasing their ability to foster positive, supportive, and collaborative relationships in their work environment.

Table 6. Emotional Regulation.

Indicators	Mean	VD
The ability to stay calm and focused during challenging tasks, exams, or stressful situations.	4.00	A
Avoiding impulsive actions or comments in response to frustrations, such as waiting to speak rather than interrupting.	4.25	SA
Using healthy ways to manage stress, such as deep breathing, asking for help, or taking a short break.	4.00	A
Handling setbacks or critical feedback constructively without becoming overly discouraged.	4.00	A
Communicating feelings in a balanced way, whether excitement, frustration, or disappointment, without disrupting the classroom.	4.35	SA
Grand Mean	4.12	SA

The table highlights students' emotional regulation skills, with a grand mean of 4.12, indicating "Strongly Agree". Students strongly agree that they avoid impulsive actions, such as waiting to speak rather than interrupting (4.25), and effectively communicate their feelings in a balanced way without disrupting the classroom (4.35). They agree on their ability to stay calm and focused during challenging situations (4.00), use healthy strategies to manage stress (4.00), and handle setbacks or feedback constructively (4.00). Overall, the data suggests that students generally demonstrate good emotional regulation, excelling in thoughtful communication and self-control.

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Table 7. Social Skills.

Indicators	Mean	VD
Paying attention to others when they are speaking, asking questions, and responding thoughtfully.	4.00	A
Participating effectively in group activities by collaborating, sharing responsibilities, and encouraging others.	3.53	A
Using polite language, showing empathy, and avoiding sarcasm or disrespect in interactions.	3.53	A
Providing peers with helpful, positive feedback and accepting feedback from others gracefully.	4.02	A

Working through disagreements with peers calmly and seeking solutions that benefit everyone involved.	3.77	A
Grand Mean	3.77	A

The table outlines students' social skills, with a grand mean of 3.77, corresponding to "Agree". Students agree that they pay attention to others during conversations, ask questions, and respond thoughtfully (4.00). They also provide positive feedback to peers and accept feedback gracefully (4.02). Additionally, students collaborate effectively in group activities (3.53), use polite and empathetic language (3.53), and work through disagreements calmly, aiming for mutually beneficial solutions (3.77). Overall, the data indicates that students demonstrate solid social skills, particularly in communication and resolving conflicts, though there is room for improvement in group collaboration and polite interactions.

Table 8. Engagement.

Indicators	**Mean**	**VD**
Actively participating in class discussions, group work, and activities, showing interest in learning.	4.25	SA
Staying attentive to the lesson and avoiding distractions like side conversations or personal devices.	4.19	A
Continuing to work on tasks, even when they become difficult, showing a commitment to completing them.	4.25	SA
Asking questions and seeking to understand the material beyond just the required content.	4.00	A
Demonstrating an internal drive to learn, showing initiative, and engaging in learning activities independently.	4.00	A
Grand mean	4.14	A

The table presents data on students' engagement, with a grand mean of 4.14, indicating "Agree". Students strongly agree (SA) that they actively participate in class discussions, group work, and activities, showing a strong interest in learning (4.25). They also persist in completing difficult tasks, demonstrating commitment (4.25). Students agree on staying attentive during lessons and avoiding distractions (4.19), asking questions to deepen their understanding (4.00), and showing initiative by independently engaging in learning activities (4.00). Overall, the data indicates that students exhibit a high level of engagement, particularly in participation and perseverance, with consistent effort across all areas.

Table 9. Respectful Behavior.

Indicators	**Mean**	**VD**
Using polite language, such as "please" and "thank you," and showing courtesy toward both teachers and peers.	4.21	A
Listening without interrupting when others are speaking and respecting others' contributions in discussions.	4.00	A
Following classroom guidelines, such as raising a hand before speaking and keeping personal space boundaries.	4.21	A
Handling shared or personal materials and resources respectfully without causing damage.	3.58	A
Demonstrating acceptance of diverse opinions, backgrounds, and ideas and showing kindness to all classmates.	4.21	A
Grand mean	4.04	A

The table provides insights into students' respectful behavior, with a grand mean of 4.04, indicating "Agree". Students agree that they use polite language, such as "please" and "thank you," and show courtesy to teachers and peers (4.21). They also follow classroom guidelines, respect others' contributions during discussions (4.00), and demonstrate acceptance of diverse opinions and kindness to all classmates (4.21). Handling materials respectfully received a lower score (3.58), suggesting an area for improvement. Overall,

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the data shows that students generally exhibit respectful behavior, particularly in language use, courtesy, and acceptance of diversity.

Table 10. Significant relationship between level of emotional intelligence of the teachers and learners emotional regulation.

Constructs	r-value	t-value	P value	Remarks	Decision
Self-Awareness	0.0193	0.1005	0.921	Not significant	Do not reject
Self-regulation	-0.2180	-1.1607	0.256	Not significant	Do not reject
Motivation	-0.4315	-2.4857	0.0694	Not significant	Do not reject
Mental Health First Aid Skills	-0.0194	-0.1008	0.920	Not significant	Do not reject
Relationship Management	-0.0194	-0.1010	0.920	Not significant	Do not reject

The table analyzes the relationship between teachers' emotional intelligence and learners' emotional regulation, focusing on five constructs. The results indicate that none of these constructs show a statistically significant relationship with learners' emotional regulation, as all p-values are above the 0.05 threshold. For instance, self-awareness has a p-value of 0.921, and motivation has a p-value of 0.0694, both suggesting no significant link. Consequently, the null hypothesis was not rejected for any of the constructs. These findings suggest that the emotional intelligence factors studied do not have a substantial impact on learners' emotional regulation.

Table 11. Significant relationship between level of emotional intelligence of the teachers and learners social skills.

Constructs	r-value	t-value	P value	Remarks	Decision
Self-Awareness	0.0488	0.2539	0.801	Not significant	Do not reject
Self-regulation	-0.0706	-0.3676	0.716	Not significant	Do not reject
Motivation	-0.3291	-1.8107	0.0813	Not significant	Do not reject
Mental health first aid skills	0.0765	0.3986	0.693	Not significant	Do note reject
Relationship Management	0.0043	0.0222	0.982	Not significant	Do not reject

The table explores the relationship between teachers' emotional intelligence and learners' social skills, assessing five constructs. The analysis reveals that none of these constructs demonstrate a statistically significant relationship with learners' social skills, as all p-values exceed the 0.05 threshold. For example, self-awareness has a p-value of 0.801, and relationship management has a p-value of 0.982, indicating no meaningful association. Consequently, the null hypothesis was not rejected for any of the constructs. These findings suggest that the aspects of emotional intelligence examined in this study do not significantly influence learners' social skills.

Table 12. Significant Relationship Between Level of Emotional Intelligence of the Teachers and Learners Respectful Behavior

Constructs	r-value	t-value	P value	Remarks	Decision
Self-Awareness	0.0481	0.2501	0.8047	Not significant	Do not reject
Self-regulation	-0.1520	-0.7992	0.4315	Not significant	Do not reject
Motivation	-0.3834	-2.1567	0.1401	Not significant	Do not reject
Mental Health First Aid Skills	-0.0224	-0.1166	0.9084	Not significant	reject
Relationship management	-0.0579	-0.3014	0.7652	Not significant	Do not reject

The table examines the relationship between teachers' emotional intelligence and learners' respectful behavior, focusing on five constructs: self-awareness, self-regulation, motivation, mental health first aid skills, and relationship management. The findings show that none of these constructs had a statistically significant relationship with learners' respectful behavior, as all p-values exceeded the 0.05 threshold. For instance, self-awareness had a p-value of 0.8047, and motivation had a p-value of 0.1401, indicating no significant association. Consequently, the null hypothesis was not rejected for all constructs except for mental health first aid skills, where the decision was to reject, despite its lack of significance. Overall, the results suggest that these dimensions of emotional intelligence do not strongly influence learners' respectful behavior in this study.

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Table 13. Significant Relationship Between Level of Emotional Intelligence of the Teachers and Learners engagement.

Constructs	r-value	t-value	P value	Remarks	Decision
Self-Awareness	7.2434	1.764	0.086	Not significant	Do not reject
Self-regulation	3.8501	0.795	0.432	Not significant	Do not reject
Motivation	-12.7180	-1.604	-1.604	Not significant	Do not reject
Mental Health First Aid Skills	5.5242	1.130	0.266	Not significant	Do not reject
Relationship management	-10.2911	-1.351	0.185	Not significant	Do not reject

The table shows the relationship between teachers' emotional intelligence and learners' engagement. Specifically, the data evaluates five constructs: self-awareness, self-regulation, motivation, mental health first aid skills, and relationship management. None of these constructs showed a statistically significant relationship with learners' engagement, as indicated by p-values greater than 0.05. For example, self-awareness had a p-value of 0.086, and relationship management had a p-value of 0.185, both of which are above the significance threshold. The decision for all constructs was to not reject the null hypothesis, meaning no meaningful link between these aspects of emotional intelligence and learners' engagement was identified based on this data. This suggests that these particular factors of emotional intelligence may not strongly influence how engaged learners are in this context.

5. Discussion

The data highlights a high level of emotional intelligence among teachers across various dimensions, including self-awareness, self-regulation, motivation, empathy, and relationship management. Teachers demonstrate strong self-awareness, regularly reflecting on their emotions, recognizing their strengths and areas for growth, and maintaining confidence in their teaching abilities. They also show good self-regulation, managing stress and staying calm under pressure while adapting to unexpected classroom situations. Teachers are highly motivated, committed to personal and student growth, and resilient in overcoming challenges. Their empathy is exceptional, as they actively listen to students, value diverse backgrounds, and adjust teaching to meet emotional needs. Additionally, teachers excel in relationship management, building positive and collaborative interactions with colleagues and influencing others positively. Overall, the findings indicate that teachers possess well-developed emotional intelligence, crucial for fostering a supportive and effective learning environment. The data shows that learners generally exhibit positive behavior across emotional regulation, social skills, engagement, and respectful behavior. They demonstrate good emotional regulation by managing their emotions thoughtfully, avoiding impulsive actions, and staying calm under pressure. Social skills are evident in their ability to communicate respectfully, collaborate, and resolve conflicts, though there is room for improvement in group collaboration. Learners show high engagement by actively participating in discussions, staying focused, persevering through challenges, and showing initiative in their learning. Respectful behavior is also strong, with students using polite language, following classroom rules, and demonstrating kindness and acceptance of diversity, although careful handling of materials could improve. Overall, learners display constructive and cooperative behavior, creating a positive and supportive learning environment.

The analysis shows no significant relationship between the emotional intelligence of teachers and various aspects of student behavior, including emotional regulation, social skills, respectful behavior, and engagement. Across all constructs such as self-awareness, self-regulation, motivation, mental health first aid skills, and relationship management the p-values exceeded the 0.05 threshold, indicating no statistically meaningful associations. For instance, emotional regulation, social skills, and engagement showed no significant links with any emotional intelligence constructs, and respectful behavior was similarly unaffected. While emotional intelligence is often considered influential in classroom dynamics, the results of this study suggest that the specific emotional intelligence factors examined do not strongly impact student behavior in this context.

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6. Conclusion

Findings showed that the emotional intelligence of teachers, as measured through constructs like self-awareness, self-regulation, motivation, mental health first aid skills, and relationship management, does not have a significant impact on student behavior in terms of emotional regulation, social skills, respectful behavior, or engagement. While emotional intelligence is widely recognized as an important factor in education, this study suggests that its direct influence on these aspects of student behavior may be limited or influenced by other factors not explored in this research. These findings highlight the need for further investigation into other potential contributors to student behavior in the classroom setting.

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