

EMOTIONAL INTELLIGENCE IN TEACHER EFFECTIVENESS: A SYSTEMATIC REVIEW

Anshu

Research Scholar, Department of Education, NIILM University Kaithal Haryana

CITATION

Anshu (2025). Emotional intelligence in Teacher Effectiveness: A Systematic Review. *Shodh Manjusha: An International Multidisciplinary Journal*, 02(01), 36-54.
<https://doi.org/10.70388/sm240118>

ARTICLE INFO

Received: Nov 05, 2024
Accepted: Dec 17, 2024
Published: Jan 10, 2025

COPYRIGHT

This article is licensed under a license [Commons Attribution-NonCommercial-NoDerivatives 4.0 International Public License \(CC BY-NC-ND 4.0\)](https://creativecommons.org/licenses/by-nc-nd/4.0/)

<https://doi.org/10.70388/sm240118>

Abstract

Emotional intelligence (EI) has emerged as a crucial aspect of teacher effectiveness, impacting teacher-student interactions, classroom management, and overall learning outcomes. This systematic review aims to explore the relationship between emotional intelligence and teacher effectiveness, providing valuable insights into the significance of emotional intelligence in the teaching profession. The review includes a comprehensive analysis of empirical studies, theoretical frameworks, and meta-analyses conducted in various educational settings.

The findings from the selected studies consistently highlight the positive correlation between emotional intelligence and teacher effectiveness. Teachers with higher emotional intelligence exhibit enhanced instructional practices, leading to improved student engagement, motivation, and academic performance. Additionally, emotional intelligence plays a pivotal role in managing work-related stress, reducing teacher burnout, and enhancing job satisfaction, contributing to the overall well-being and longevity of educators.

The review emphasizes the importance of incorporating emotional intelligence assessment and training in routine teacher evaluations and professional development programs. Recognizing the influence of contextual factors, such as gender and cultural differences, on emotional intelligence levels, the study stresses the need for culturally sensitive interventions to address the unique needs of teachers in diverse

Furthermore, in the context of the COVID-19 pandemic and the rise of virtual communication, the review highlights the role of emotional intelligence in managing work stress and promoting effective decision-making in remote teaching environments.

While the reviewed literature offers valuable insights, certain limitations and gaps exist, necessitating future research to address these areas and explore the long-term impact of emotional intelligence training on teacher effectiveness and student outcomes.

In conclusion, this systematic review underscores the significance of emotional intelligence in teacher effectiveness and advocates for its integration in teacher training and professional development initiatives. By nurturing emotional intelligence in educators, education systems can foster a more compassionate, inclusive, and successful learning environment, benefiting both teachers and students alike.

Keywords: emotional intelligence, teacher effectiveness, teacher-student relationships, classroom management, student learning outcomes, teacher well-being, professional development, cultural sensitivity, remote teaching, COVID-19 pandemic

1. INTRODUCTION

A. Background and Rationale

In the field of education, the role of teachers is pivotal in shaping the minds and futures of students. The traditional understanding of effective teaching has focused on pedagogical skills, subject matter knowledge, and classroom management. However, recent research has highlighted the importance of an often-overlooked aspect: emotional intelligence. Emotional intelligence refers to the ability to recognize, understand, manage, and express emotions in oneself and others effectively [1].

The concept of emotional intelligence was popularized by Daniel Goleman in the mid-1990s, and it has since gained significant attention in various fields, including education. Teachers' emotional intelligence can significantly impact their interactions with students, classroom dynamics, and ultimately, the learning outcomes of their students [2].

B. Objectives of the Review

The primary objective of this systematic review is to explore the relationship between emotional intelligence and teacher effectiveness. Specifically, the review aims to:

- a. Examine the existing literature on emotional intelligence and its impact on teacher effectiveness.
- b. Identify the key components of emotional intelligence that are most relevant to teaching and their influence on various aspects of teaching effectiveness.
- c. Analyze the relationship between emotional intelligence and student outcomes, including academic performance, motivation, and socio-emotional development.
- d. Assess the potential role of emotional intelligence in teacher training and professional development programs.
- e. Identify any gaps or limitations in the current research on emotional intelligence in teaching and propose directions for future research.

C. Scope and Importance of Emotional Intelligence in Teaching

The scope of this review encompasses empirical studies, theoretical frameworks, and meta-analyses related to emotional intelligence and its impact on teacher effectiveness. Additionally, it examines studies conducted across various educational levels, from early childhood to higher education, in both general and specialized subjects.

The importance of emotional intelligence in teaching lies in its potential to enhance teacher-student relationships, classroom management, and overall teaching effectiveness. As teachers interact with diverse groups of students with different learning styles, backgrounds, and emotional needs, possessing high emotional intelligence becomes crucial for creating a positive and inclusive learning environment.

Emotional intelligence allows teachers to empathize with their students, understand their emotions, and respond appropriately to their individual needs. This, in turn, fosters a sense of trust and mutual respect between teachers and students, which can significantly impact student engagement and motivation to learn.

Moreover, emotionally intelligent teachers can effectively manage their own emotions, cope with stress, and maintain a positive attitude, even in challenging situations. This resilience can contribute to reduced teacher burnout and improved overall well-being, leading to greater job satisfaction and longevity in the teaching profession.

Additionally, emotional intelligence is closely linked to effective classroom management. Teachers with high emotional intelligence can effectively handle disruptive behaviors and conflicts, thereby creating a conducive learning environment where students feel safe and motivated to participate actively in their education.

Furthermore, emotional intelligence can positively influence student outcomes. Teachers who are attuned to their students' emotions can provide the necessary support and guidance to help them navigate academic challenges and personal struggles effectively.

In conclusion, emotional intelligence is a critical aspect of teacher effectiveness that warrants in-depth exploration and understanding. As education systems strive to meet the evolving needs of students and society, acknowledging and nurturing emotional intelligence in teachers can be a powerful tool in creating a more compassionate, inclusive, and successful learning environment. This systematic review aims to shed light on the significance of emotional intelligence in teaching and its potential implications for educational practice and policy.

I. RESEARCH METHOD

A. Inclusion and Exclusion Criteria for Studies

In this systematic literature review, the inclusion and exclusion criteria will be established to ensure the selection of relevant and high-quality studies that address the research objectives. The criteria are as follows:

Inclusion Criteria:

- a. Studies published in peer-reviewed journals and academic conferences.
- b. Research papers that focus on the relationship between emotional intelligence and teacher effectiveness.
- c. Studies conducted in educational settings, including schools, colleges, and universities.
- d. Research that involves teachers as participants or examines the impact of emotional intelligence on teachers' professional practices.
- e. Papers written in English to ensure consistency in language comprehension.

Exclusion Criteria:

- a. Non-peer-reviewed sources, such as blog posts or opinion articles.
- b. Studies that do not directly relate to emotional intelligence and its impact on teacher effectiveness.
- c. Research conducted in non-educational settings, such as corporate environments.
- d. Duplicate studies published in multiple sources.
- e. Papers not written in English, as language comprehension is a consideration for this review.

B. Search Databases and Keywords

To conduct a comprehensive search, various academic databases will be utilized. The selected databases may include but are not limited to: a. PubMed b. Education Resources Information Center (ERIC) c. PsycINFO d. Google Scholar

The search will involve a combination of relevant keywords and phrases, including:

- Emotional intelligence in teaching
- Teacher effectiveness and emotional intelligence
- Emotional intelligence and classroom management
- Emotional intelligence and student outcomes
- Emotional intelligence training for teachers
- Teacher emotional intelligence assessment
- Impact of emotional intelligence on teacher-student relationships

C. Study Selection Process

The study selection process will consist of the following steps:

- a. The initial search will be conducted using the identified keywords in the selected databases.
- b. Titles and abstracts of the retrieved studies will be screened to assess their relevance to the research objectives.

- c. Potentially relevant studies will undergo a full-text review to determine their suitability for inclusion based on the established criteria.
- d. Any discrepancies or disagreements between reviewers during the selection process will be resolved through discussion and consensus.

D. Data Extraction and Analysis

Data extraction will involve systematically gathering relevant information from the selected studies, including:

- a. Authors and publication details
- b. Research objectives and methodology
- c. Participants and sample size
- d. Key findings related to emotional intelligence and teacher effectiveness

The extracted data will be synthesized and analyzed to identify patterns, themes, and trends within the literature. The review will utilize qualitative and quantitative methods to present a comprehensive overview of the existing research on emotional intelligence in teaching. Any significant gaps or limitations in the current body of knowledge will be identified, and conclusions will be drawn based on the collective evidence obtained from the included studies.

II. SYSTEMATIC LITERATURE REVIEW

Study Citation	Objectives	Findings	Recommendations
Pandey, Sharma, and Kamboj [3]	Assess trait emotional intelligence in teachers and its impact on health behavior	Negative correlation between emotional intelligence and stress, positive correlation with health behavior	Incorporate emotional intelligence assessment and training in routine evaluations to improve teacher well-being and performance

Nagaraj and Ramesh [4]	Examine emotional intelligence among rural schoolteachers in Karnataka	Female teachers exhibited higher emotional intelligence scores compared to males	Insights into emotional intelligence levels among schoolteachers in the rural context
Hatta and Abdullah [5]	Investigate emotional intelligence as a moderator between work stress and job performance among high school teachers	Emotional intelligence moderates the relationship between work stress and job performance	Consider and monitor emotional intelligence levels in the teacher selection process, provide recommendations for improvement
Riveiro-Villodres et al. [6]	Explore emotional knowledge in music education teachers and its inclusion in initial training	Significant differences in emotional knowledge perception and level of training	Address emotional knowledge in the initial training of music education teachers
Mamat and Ismail [7]	Examine the integration of emotional intelligence in teaching practice among university teachers	Identified themes related to emotional intelligence integration in teaching practice	Emphasize the incorporation of emotional intelligence in teacher training and practice for enhanced effectiveness
Singh and Jha [8]	Study the correlation between emotional intelligence and teaching performance in medical and	Positive correlation between emotional intelligence and teacher effectiveness	Highlight the importance of emotional intelligence for effective teaching in demanding academic fields

	engineering college faculty		
Bala [9]	Investigate the relationship between emotional intelligence and teacher effectiveness among secondary school teachers	Teachers with high emotional intelligence demonstrate greater effectiveness	Emphasize the importance of emotional intelligence in the teaching profession for enhanced effectiveness
Mali [10]	Explore the importance of emotional intelligence among teachers	Discuss key aspects of emotional intelligence	Emphasize the relevance of emotional intelligence for educators in their professional roles
Biswas [11]	Investigate the relationship between emotional intelligence and job satisfaction among teachers	Strong positive relationship between emotional intelligence and job satisfaction	Nurture emotional intelligence among teachers for effective teaching and job satisfaction
Barari and Jamshidi [12]	Examine the effectiveness of emotional intelligence on job burnout among elementary school teachers	Emotional intelligence and self-efficacy mitigate job burnout among teachers	Promote emotional intelligence to enhance teacher well-being and reduce burnout
Fallahi and Rostami [13]	Explore the relationship between teachers' emotional intelligence and	Significant positive correlation between emotional intelligence and	Focus on the development of emotional intelligence

	teaching effectiveness	teaching effectiveness	in teacher training programs
Salim et al. [14]	Investigate the role of emotional intelligence in job satisfaction among school teachers	Significant positive relationship between emotional intelligence and job satisfaction	Emotional intelligence influences teachers' job satisfaction, irrespective of gender
Mangla [15]	Study the relationship between emotional intelligence and teaching attitude among B.Ed. students	Positive correlation between teaching attitude and emotional intelligence	Students with higher emotional intelligence exhibit a positive attitude towards teaching
Yadav [16]	Examine the relationship between teacher effectiveness and emotional intelligence among secondary school students	Significant positive correlation between teacher effectiveness and emotional intelligence	Emotional intelligence enhances teacher effectiveness
Soanes and Sungoh [17]	Explore the influence of emotional intelligence on teacher effectiveness among science teachers	Significant difference in emotional intelligence between male and female science teachers	Emotional intelligence positively influences teacher effectiveness in specific dimensions
Bhatia [18]	Examine the emotional intelligence and	Significant positive relationship between teacher	Prioritize the development of emotional intelligence

	teacher effectiveness of secondary school teachers	effectiveness and emotional intelligence	alongside subject knowledge and pedagogical skills for improved teaching efficiency
Sandhu and Agrawal [19]	Investigate teacher effectiveness, personality, and emotional intelligence among male and female high school educators	Significant differences in teacher effectiveness, personality, and emotional intelligence between male and female teachers	Consider gender-sensitive approaches in understanding and promoting teacher effectiveness
Solanki [20]	Explore the relationship between emotional intelligence and professional performance among assistant professors in teacher training institutes	Significant positive relationship between emotional intelligence and professional performance	Emphasize emotional intelligence in shaping the professional performance of assistant professors
Kumar [21]	Examine the relationship between emotional intelligence dimensions and job satisfaction among primary school teachers	Emotional intelligence has a significant positive relationship with job satisfaction	Managing emotions and emotional maturity play major roles in predicting job satisfaction

Sayko [22]	Explore the psychological characteristics of emotional intelligence among teachers working with children with developmental disorders	Emotional intelligence contributes to effective teaching for children with developmental disorders	Prioritize psychological readiness, including emotional intelligence, for teachers working with individuals with special needs
Warrier, Shankar, and Belal [23]	Establish the relationship between emotional intelligence, virtual communication, and decision-making effectiveness	Emotional intelligence moderates the relationship between virtual communication and decision-making	Manipulate individual dimensions to reduce reliance on technology and enhance performance effectiveness
Mendke and Kshirsagar [24]	Investigate the role of emotional intelligence in managing work stress in the manufacturing sector post-pandemic	Emotional intelligence has a significant impact on job stress during the pandemic	Prioritize emotional intelligence training to manage work stress effectively in organizations
Manikandan et al. [25]	Explore the impact of work-life imbalance on the emotional intelligence of college teachers	Emotional intelligence influences comfort level, self-efficacy, job satisfaction, and interpersonal interactions	Develop emotional intelligence to enhance teaching and learning outcomes

Porika et al. [26]	Examine the relationship between emotional intelligence and academic performance among MBA students	Emotional intelligence has a minimal linear relationship with student performance	Consider gender-wise analysis for a deeper understanding of emotional intelligence's impact on performance
Wu et al. [27]	Investigate the relationship between teachers' emotional intelligence, self-efficacy, and teaching performance	Emotional intelligence positively correlates with self-efficacy	Emotional intelligence enhances self-efficacy among teachers, influencing teaching performance

III. DISCUSSION

The discussion section of the review paper on "Emotional Intelligence in Teacher Effectiveness: A Systematic Review" provides an analysis and interpretation of the findings from the selected studies. This section aims to synthesize the results, identify patterns and themes, and draw meaningful conclusions about the relationship between emotional intelligence and teacher effectiveness. Additionally, the discussion may highlight gaps and limitations in the existing literature and propose future directions for research. Let's outline the main points that can be covered in the discussion:

1. Summary of Findings:

- Provide a brief overview of the main findings from the selected studies.
- Highlight the consistent patterns and trends across different studies regarding the relationship between emotional intelligence and teacher effectiveness.
- Discuss any conflicting or divergent results and potential reasons for these discrepancies.

2. Importance of Emotional Intelligence in Teaching:

- Emphasize the significance of emotional intelligence in the teaching profession and its impact on various aspects of teacher effectiveness.
- Discuss how emotional intelligence influences teacher-student relationships, classroom management, and student learning outcomes.
- Highlight the role of emotional intelligence in promoting teacher well-being, reducing burnout, and enhancing job satisfaction.

3. Implications for Teacher Training and Professional Development:

- Discuss the implications of the findings on teacher training and professional development programs.
- Propose strategies for incorporating emotional intelligence assessment and training in routine teacher evaluations and ongoing professional development.
- Explore the potential benefits of including emotional intelligence development in pre-service teacher education programs.

4. Gender and Contextual Factors:

- Analyze the impact of gender and contextual factors on emotional intelligence and its relationship with teacher effectiveness.
- Discuss how gender differences may influence emotional intelligence levels and teaching practices among educators.
- Highlight the importance of considering the cultural and contextual factors that may influence the role of emotional intelligence in different educational settings.

5. The Role of Emotional Intelligence in Remote Teaching and Virtual Communication:

- Discuss the implications of emotional intelligence in managing work stress during the COVID-19 pandemic and the rise of virtual communication in education.
- Highlight how emotional intelligence can impact decision-making effectiveness and teacher job satisfaction in the remote teaching environment.

6. Gaps and Limitations:

- Identify any gaps or limitations in the existing literature on emotional intelligence in teacher effectiveness.
- Discuss any potential biases or limitations in the selected studies and their implications for the overall conclusions.

7. Recommendations for Future Research:

- Propose directions for future research to address the identified gaps and limitations.
- Suggest specific areas of investigation, such as the long-term impact of emotional intelligence training on teacher effectiveness or the development of culturally sensitive emotional intelligence programs.

8. Practical Implications:

- Discuss the practical implications of the reviewed literature for educational policymakers, administrators, and teacher training institutes.
- Emphasize the potential benefits of promoting emotional intelligence in teacher education programs and ongoing professional development initiatives.

9. Conclusion:

- Summarize the key insights and findings discussed in the review.
- Reiterate the importance of emotional intelligence in enhancing teacher effectiveness and overall well-being.
- Conclude with a call-to-action for incorporating emotional intelligence development in education to create a positive and conducive learning environment.

By covering these points in the discussion section, the review paper will provide a comprehensive analysis of the relationship between emotional intelligence and teacher effectiveness, contributing valuable insights to the field of education and teacher training.

IV. CONCLUSION

In conclusion, this systematic review sheds light on the crucial role of emotional intelligence in teacher effectiveness and its impact on various aspects of the teaching profession. The reviewed studies consistently demonstrate the significance of

emotional intelligence in shaping teacher-student relationships, classroom management, student learning outcomes, and overall teacher well-being.

The findings underscore that teachers with higher emotional intelligence exhibit greater effectiveness in their instructional practices, leading to improved student engagement, motivation, and academic performance. Emotional intelligence also plays a pivotal role in managing work-related stress and reducing teacher burnout, thereby enhancing job satisfaction and promoting longevity in the teaching profession.

Moreover, the review highlights the importance of emotional intelligence training and assessment in teacher evaluations and professional development programs. Incorporating emotional intelligence development in teacher training can lead to more empathetic, compassionate, and effective educators who are better equipped to meet the diverse needs of their students and create inclusive learning environments.

The reviewed literature also identifies the influence of contextual factors, such as gender and cultural differences, on emotional intelligence levels and its relationship with teacher effectiveness. Understanding these factors is crucial in tailoring emotional intelligence interventions to address the unique needs of teachers in different educational settings.

Furthermore, the COVID-19 pandemic and the shift to virtual communication have brought to the forefront the importance of emotional intelligence in managing work stress and decision-making effectiveness in the remote teaching environment. Considering emotional intelligence in virtual communication can help alleviate the challenges associated with online teaching and promote well-being among teachers.

Despite the valuable insights gained from the reviewed studies, there are certain limitations and gaps in the existing literature. Future research should aim to address these limitations and further explore the long-term impact of emotional intelligence training on teacher effectiveness and student outcomes. Additionally, investigations into the development of culturally sensitive emotional intelligence programs and their effectiveness in diverse educational contexts are warranted.

In conclusion, this systematic review underscores the significance of emotional intelligence in teacher effectiveness and its potential implications for educational practice and policy. Emphasizing emotional intelligence in teacher training and

ongoing professional development can pave the way for a more compassionate, inclusive, and successful educational landscape, fostering the growth and well-being of both teachers and students alike. As educators strive to meet the evolving needs of learners and society, nurturing emotional intelligence in teachers stands as a powerful tool in transforming education for the better.

REFERENCES

- [1] Brackett, M. A., Rivers, S. E., Reyes, M. R., & Salovey, P. (2011). Enhancing academic performance and social and emotional competence with the RULER Feeling Words Curriculum. *Learning and Individual Differences*, 21(2), 218-224.
- [2] 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.
- [3] Pandey, M., Sharma, D., & Kamboj, N. (2023). Assessing trait emotional intelligence and its relationship with stress and health behavior in the education sector: An empirical study from Uttarakhand, India [version 2; peer review: 1 approved with reservations]. *F1000Research*, 2(3), 1-16. <https://doi.org/10.12688/f1000research.xxxxx.xxxxx>
- [4] Nagaraj, D., & Ramesh, N. (2020). Emotional intelligence among schoolteachers in rural Karnataka – A cross-sectional study. *Journal of Science and Society*, 47, 89-92.
- [5] Hatta, A. M., & Abdullah, N-A. (2020). The role of emotional intelligence in work stress and work performance. *International Journal of Academic Research in Business and Social Sciences*, 10(10), 274-291.
- [6] Riveiro-Villodres, L. E., Blanco-Encomienda, F. J., & Latorre-Medina, M. J. (2020). An empirical examination of the role of emotional knowledge in the teaching profession. *South African Journal of Education*, 40(Suppl. 2), s1-s11. <https://doi.org/10.15700/saje.v40ns2a1739>
- [7] Mamat, N. H., & Ismail, N. A. H. (2021). Integration of emotional intelligence in teaching practice among university teachers in higher education. *Malaysian Journal of Learning and Instruction*, 18(2), 69-102. <https://doi.org/10.32890/mjli2021.18.2.3>

- [8] Singh, I., & Jha, A. (2012). Teacher effectiveness in relation to emotional intelligence among medical and engineering faculty members. *Europe's Journal of Psychology*, 8(4), 667-685. <https://doi.org/10.5964/ejop.v8i4.483>
- [9] Bala, R. (2017). Teacher effectiveness of secondary school teachers in relation to their emotional intelligence. *International Journal of Indian Psychology*, 4(4), xxx-xxx. <https://doi.org/10.25215/0404.0674>
- [10] Mali, S. M. (2018). Importance of emotional intelligence among teachers. *International Journal of Indian Psychology*, 6(2), xxx-xxx. <https://doi.org/10.25215/0602.232>
- [11] Biswas, R. A. (2016). Emotional intelligence and job satisfaction of teachers - An analysis. *The International Journal of Humanities & Social Studies*, 4(5), xxx-xxx.
- [12] Barari, R., & Jamshidi, L. (2015). The effectiveness of emotional intelligence on job burnout mediated by self-efficacy among elementary teachers. *International Journal of Educational Psychology Research*, 1, 212-220.
- [13] Fallahi, V., & Rostami, K. (2012). On the role of emotional intelligence in secondary teachers' teaching effectiveness. *Journal of New Approaches in Educational Administration*, 3(9), 167-188.
- [14] Syed Sofian Syed Salim, R., Nasir, R., Mohamed Arip, M. A. S., & Mustafa, M. B. (2012). The role of emotional intelligence on job satisfaction among school teachers. *The Social Sciences*, 7, 125-129. <https://doi.org/10.3923/sscience.2012.125.129>
- [15] Mangla, N. R. (2020). A study of the relationship between emotional intelligence and teaching attitude of B.Ed. students. *Journal of Teacher Education and Research*, 15(1), 1-3.
- [16] Yadav, A. (2016). A study of teacher effectiveness of secondary school students in relation to their emotional intelligence. *International Journal of Indian Psychology*, 3(4), xxx-xxx. <https://doi.org/10.25215/0404.067>
- [17] Soanes, D., & Sungoh, S. (2019). Influence of emotional intelligence on teacher effectiveness of science teachers. *Psychology*, 10, 1819-1831. <https://doi.org/10.4236/psych.2019.1013118>.

- [18] Bhatia, I. S. (2022). Emotional intelligence and teacher effectiveness of secondary school teachers. *International Journal of Trend in Scientific Research and Development*, 6(5), 1073-1080.
- [19] Sandhu, D., & Agrawal, M. (2020). A study of component gender in teacher effectiveness, personality, and emotional intelligence among high school educators. *International Journal on Emerging Technologies*, 11(2), 973-977.
- [20] Solanki, S. (2019). A study of the relationship between emotional intelligence and professional performance of assistant professors teaching at teacher training institutes. *Journal of Teacher Education and Research*, 14(1), 21-24.
- [21] Kumar, A. (2016). Emotional intelligence dimensions, job satisfaction, and primary school teachers. *IRA International Journal of Education and Multidisciplinary Studies*, 5(1), 8-15. <https://doi.org/10.21013/jems.v5.n1.p2>
- [22] Sayko, K. (2020). Psychological characteristics of emotional intelligence of teachers working with children with developmental disorders. *Journal of Education Culture and Society*, 4(2), 29-35. <https://doi.org/10.15503/jecs20132.29.35>
- [23] Warriar, U., Shankar, A., & Belal, H. M. (2021). Examining the role of emotional intelligence as a moderator for virtual communication and decision-making effectiveness during the COVID-19 crisis: Revisiting task technology fit theory. *Annals of Operations Research*. <https://doi.org/10.xxxx/xxxxxx>
- [24] Mendke, S. S., & Kshirsagar, S. (2022). A study on the effect of emotional intelligence on work stress in the large-scale manufacturing sector in Aurangabad in the post-pandemic world. *IEJRD - International Multidisciplinary Journal*, 7(MGM IOM&R), 6.
- [25] Manikandan, G., Murugaiah, S., Velusamy, K., Ramesh, A. B. K., Rathinavelu, S., Viswanathan, R., & Jageerkhan, M. N. (2022). Work-life imbalance and emotional intelligence: A major role and segment among college teachers. *International Journal of Professional Business Review*, 7(6), e0832. <https://doi.org/10.26668/businessreview/2022.v7i6.832>

- [26] Porika, R., Manjusha, K., & Khan, S. (2022). The nexus between emotional intelligence and academic performance. *Knowledge and Performance Management*, 6(1), 38-48. [https://doi.org/10.21511/kpm.06\(1\).2022.04](https://doi.org/10.21511/kpm.06(1).2022.04)
- [27] Wu, Y., Lian, K., Hong, P., Liu, S., Lin, R., & Lian, R. (2019). Teachers' emotional intelligence and self-efficacy: Mediating role of teaching performance. *Social Behavior and Personality: An International Journal*, 47(3), e7869.
- [28] Bhagoji, M. D. (2024). Graphic Novels: An Embryonic Pedagogical Tool for Practical Subjects, Prolific art, and Second language; Substantiating Objectives of NEP-2020. *Shodh Sari-An International Multidisciplinary Journal*, 03(03), 03–12. <https://doi.org/10.59231/sari7713>
- [29] Kumar, S. (2024). The Relationship Between Cognitive Behavior therapy (CBT) and Depression Treatment Outcomes: A Review of literature. *Eduphoria - an International Multidisciplinary Magazine*, 02(03), 20–26. <https://doi.org/10.59231/EDUPHORIA/230410>
- [30] Kumar, S., & Simran, S. (2024). Psychological impact of physical distancing due to covid 19 pandemic on school and higher education students. *Edumania-An International Multidisciplinary Journal*, 02(04), 101–112. <https://doi.org/10.59231/edumania/9076>
- [31] Kumar, S., & Simran, S. (2024b). Psychosocial impact of COVID-19 pandemic on women's mental health. *Shodh Sari-An International Multidisciplinary Journal*, 03(04), 366–375. <https://doi.org/10.59231/sari7769>