



TEACHERS' EMOTIONAL INTELLIGENCE AND ITS IMPACT ON ADOLESCENT RESILIENCE, ACADEMIC MOTIVATION, AND MENTAL HEALTH: A MULTIDIMENSIONAL PERSPECTIVE

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Abstract:

Teacher emotional intelligence (EI) is increasingly recognized as a critical factor influencing adolescent mental health, academic motivation, and resilience. This review synthesizes theoretical and empirical literature to examine how emotionally intelligent teaching shapes student outcomes in secondary education. Drawing on the Mayer-Salovey-Caruso model, Goleman's emotional competencies, Self-Determination Theory, and Resilience Theory, it outlines how EI components such as empathy, self-regulation, emotional awareness, and social skills translate into effective classroom practices. Evidence from cross-cultural studies consistently shows that high-EI teachers foster safe, inclusive learning environments, lower student stress and anxiety, enhance academic self-efficacy, and support adaptive coping. Such teaching is associated with reduced symptoms of depression, improved attendance, higher engagement, and stronger psychological resilience among adolescents. Yet gaps are narrow longitudinal studies, a lack of cultural adaptation of EI models, and insufficient incorporation of EI training within teacher education. These gaps are to be filled with EI embedded in teacher certification, professional development, and curriculum design. The evidence indicates that emotionally intelligent teaching is not a pedagogical add-on but an evidentiary approach to sustaining adolescent psychological health and academic attainment.

Keywords: Teacher Emotional Intelligence, Adolescent Mental Health, Academic Motivation, Resilience, Emotional Support, Self-Determination Theory, Educational Psychology

1. Introduction

Emotional intelligence (EI) is a key aspect of effective teaching, especially when teaching adolescents, who are at the stage of increased emotional sensitivity, identity formation, and immense peer pressure. EI refers to the capacity to recognize, use, understand, and manage emotions. Teachers utilize EI to create trusting, inclusive, and emotionally secure learning communities to foster academic and personal development. High EI teachers can read emotional cues from the children, manage their own responses, and empathize with them, thereby creating conditions that facilitate engagement, resilience, and good mental health (Martin et al., 2015).

2. Theoretical Framework of Teacher Emotional Intelligence

The theoretical framework of EI in education is derived from various models. The Mayer-Salovey-Caruso model defines EI as a group of cognitive abilities, including the effective perception of emotions, the capacity to use emotions to aid thinking, the power to understand the meanings of emotions, and the ability to regulate emotions to bring about growth. Goleman's framework builds on this view by highlighting five central competencies self-awareness, self-regulation, motivation, empathy, and social skills which take these cognitive capacities and put them into concrete classroom actions. Self-Determination Theory sheds further light on the motivational processes involved, contending that intrinsic motivation thrives when students' autonomy, competence, and relatedness needs are satisfied. Resilience Theory fills these models by drawing attention to the ways in which long-term supportive relationships with influential adults, for example, teachers, enable adolescents to bounce back from adversity and remain emotionally resilient (Chalmers, 2018).

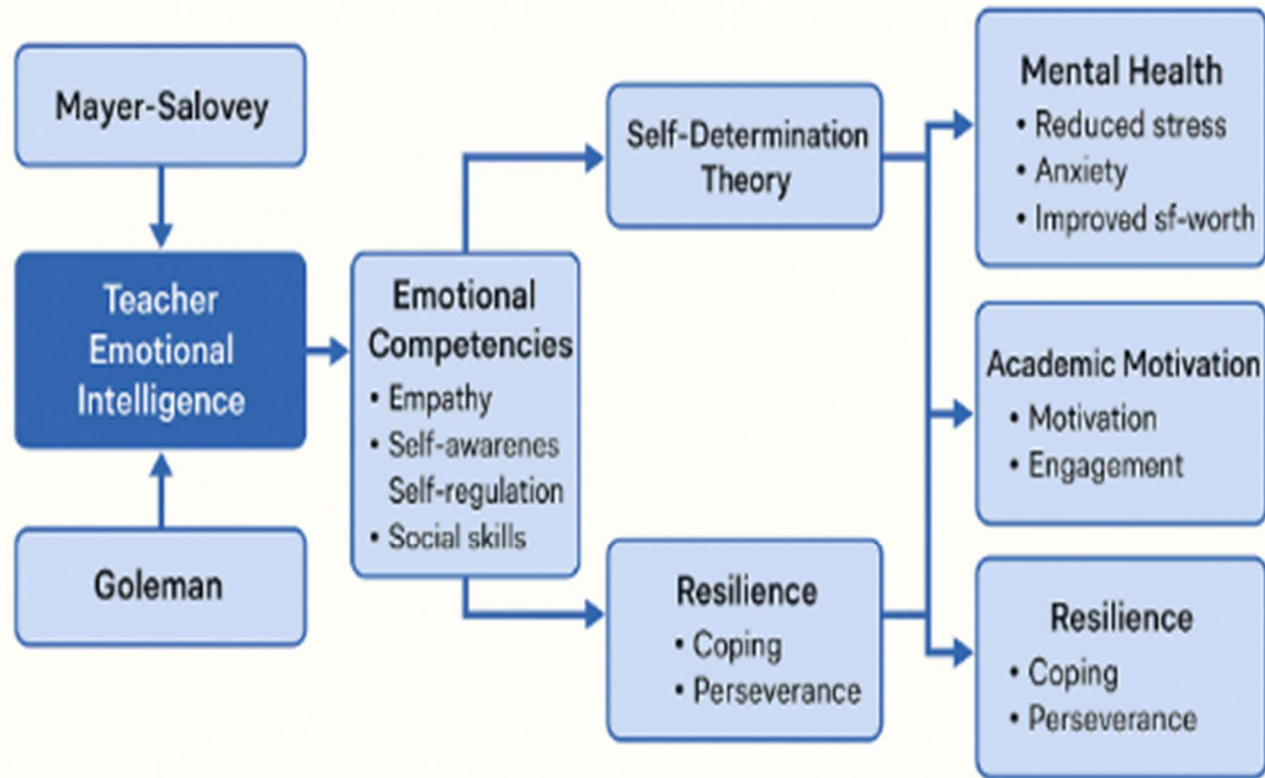


Figure 1: Conceptual model integrating emotional intelligence theories

This integrated framework as depicted by Figure 1 illustrates how teacher EI is a unifying mechanism that affects crucial outcomes among adolescents. Emotional skills such as empathy, self-awareness, and self-regulation facilitate positive student-teacher relationships, where autonomy, relatedness, and competence (as stipulated by Self-Determination Theory) needs are satisfied. Fulfilled needs drive motivation and emotional resilience during difficult academic and social challenges typical of adolescence. At the same time, emotionally intelligent teaching serves as a stress, anxiety, and low self-esteem protective buffer, improving mental health outcomes (Shafranov-Kutsev & Gulyaeva, 2017).

3. Core Competencies of Teacher Emotional Intelligence

Teacher EI is expressed through the interrelated functioning of its core competencies. Self-awareness helps teachers identify their own emotional state and understand how it affects classroom interaction and instructional decision making. Self-regulation helps teachers remain calm during difficult situations, avoiding reactive actions that may fuel conflict and initiate constructive emotional management in students. Motivation leads teachers to stay engaged in their professional duties, maintaining energy for curriculum content and commitment to student achievement even when under pressure. Empathy allows a greater level of understanding of students' lives, allowing teachers to respond to specific needs and build a classroom environment that makes high-quality responses available to all students. Social skills enable competent communication, resolution of conflict, and teamwork, enhancing teacher-student and peer relationships.

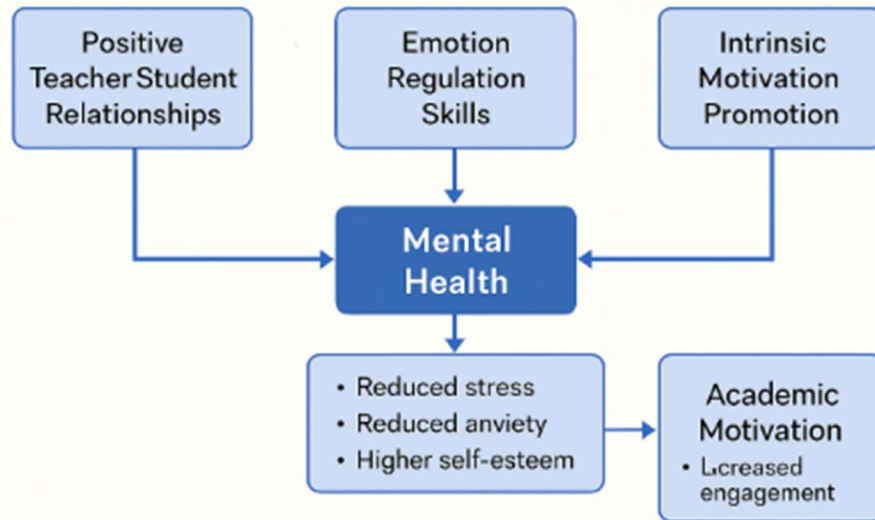


Figure 2: Key components of teacher emotional intelligence and their classroom manifestations

The Figure 2, provides a graphic differentiation of five core EI elements self-awareness, self-regulation, empathy, motivation, and social skills with noted classroom behaviors. For instance, self-awareness assists teachers in avoiding a quick reaction to misbehavior; empathy allows them to see students' emotional challenges. These abilities are not independent traits but are teaching activities located in such as active listening, offering constructive criticism, and maintaining a consistent emotional tone.

These abilities do not function in isolation but rather interactively to produce emotionally supportive learning environments. A teacher's ability to incorporate self-awareness with empathy will guide empathic responses to student needs, whereas the integration of motivation and social skills can motivate scholarly perseverance as well as cooperation between learners.

4. Effects on Adolescent Outcomes

Teacher EI effects on adolescent outcomes cross three broadly interrelated areas: mental health, resilience, and academic motivation. With respect to mental health, emotionally intelligent teachers develop psychologically safe classrooms that mitigate anxiety, depression, and stress among students. With early warning of emotional distress and subsequent intervention, such teachers serve as buffer variables in the prevention of serious mental health issues. With respect to resilience, adaptive coping strategy modeling, positive reappraisal of adversity, and ongoing support give students confidence and ability to handle failures effectively. Academic motivation is supported when teachers use autonomy-supportive teaching, offer supportive feedback, and offer emotional support in line with Self-Determination Theory standards. Importantly, advancements in one of these areas tend to support the others, since improved mental health leads to increased motivation and resilience enhances continued learning engagement.

5. Empirical Evidence

Empirical evidence from a variety of different cultural settings confirms these observations. (Rivers et al., 2012) identified that teachers high in EI decreased students' stress and anxiety significantly, whereas Jennings and (Hen & Sharabi-Nov, 2014) established significant correlations between EI and the creation of secure, welcoming classroom environments.



(Davis, 2011) illustrated how teacher responsiveness based on EI strengthened adolescents' coping strategies. (Ranju Bala, 2017) noted in the Indian context that emotional support from the teacher increased the academic motivation of students, while EI was seen to enhance emotional stability in urban school environments by (Pellerone et al., 2015). (Zee & Koomen, 2016) validated in a meta-analysis that teacher emotional support continuously predicts mental health as well as engagement outcomes in various learning environments.

Author(s)	Year	Context	Focus Area	Key Finding
(Rivers et al., 2012)	2012	USA	Mental health, EI	High EI linked to reduced stress/anxiety
(Hen & Sharabi-Nov, 2014)	2014	USA	Classroom climate	EI predicts safer environments
Davis	2011	USA	Teacher responsiveness	EI predicts resilience and coping
(Ranju Bala, 2017)	2017	India	Motivation	Emotional support boosts motivation
Zee & Koomen	2016	Meta-analysis	Multiple outcomes	Teacher emotion predicts mental health and engagement
(Pellerone et al., 2015)	2022	India	Emotional support	EI improves emotional stability

6. Challenges and Research Gaps

Although benefits of teacher EI are extensively reported, a number of challenges and gaps in research persist. A great deal of research conducted to date is cross-sectional, restricting the possibility of forming cause-and-effect relationships between EI and pupil achievement. Varying definitions and measures of EI across studies make inter-study comparisons complicated and possibly compromise the reliability of findings. Cultural variations in emotional expression and interpersonal relationships between teachers and students are routinely overlooked, with most theories tacitly assuming Western standards that may not hold completely outside of Western societies. Also neglected are the intersectional influences—such as the combined impact of gender, SES, and minority status—whose effects on teaching and learning are certain to have an influence. Most importantly, EI training is not systemically integrated either in pre-service preparation or in-service professional development, thus its potential is not realized at the system level.

7. Implications

To advance beyond these dilemmas, cooperative actions in teacher preparation, policy, and school culture are required. Pre-service education programs need to incorporate EI development into fields of study, utilizing reflective practice, case-study pedagogy, and role-playing training to promote self-knowledge, compassion, and interpersonal competence. In-service education needs to be grounded on such a basis, with teachers free to implement and refine their EI capabilities in dynamic classroom environments. Policy in education needs to recognize EI as a core competency by name, putting it into teachers' certification, curriculum planning, and school reform. School leaders need to plant organizational cultures that celebrate emotional health among teachers and learners, encouraging collaboration, effective communication, and respect.

Including EI in teacher training, policy contexts, and school climate can best build classrooms as places for learning academic success and emotional health simultaneously. In an education system increasingly characterized by complexity, diversity, and acceleration, emotionally intelligent teaching is no longer a nicety to be negotiated over but a fundamental means of providing well-balanced adolescent development.



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8. Conclusion

Emotional intelligence (EI) isn't being niceness in schools anymore—it is now a key component of effective teaching, especially during the emotionally charged adolescent years. This abstract has portrayed the important role that teacher EI has in shaping pupil mental health, learning motivation, and psychological resilience. Leveraging the best theoretical frameworks of Mayer-Salovey-Caruso's cognitive theory, Goleman's competency theory, Self-Determination Theory, and Resilience Theory, the review had earlier proposed a multi-dimensional view about how emotionally intelligent teachers design classroom spaces that are cognitively demanding but emotionally safe.

Empirical research in diverse educational and cultural settings corroborates that emotionally intelligent instruction is linked with beneficial student outcomes: less anxiety and stress, increased academic efficacy, increased engagement, and increased coping. And yet, even with all the goodness-related results, methodological shortcomings plagued the field, such as a lack of longitudinal designs, incommensurable EI definitions, and underrepresentation of studies on culturally diverse populations. These weaknesses make it impossible for us to be in a position to generalize world-effective practices and policies.

In moving forward, emotional intelligence should deeply embed itself in teacher education, school culture, curriculum design, and education policy. Teachers themselves need to be taught not just to teach academic content but to listen empathetically, manage their own emotions, and build emotionally intelligent relationships with students. Moreover, policies should no less value teacher well-being and emotional proficiency as pedagogy does, and curriculum developers need to incorporate social-emotional learning into regular instruction.

Finally, emotionally intelligent teaching is not just about maximizing individual class relationships, it's about creating emotionally intelligent, growth-promoting, and just school communities. For young people in the middle of one of life's most vulnerably developmental periods, emotionally intelligent teachers can be the difference between disconnection and empowerment, distress and resilience. By investing in teachers' emotional capacities, we are investing in integrated growth of our adolescents and in the future of education.

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