Emotional Intelligence and Teacher Effectiveness: Reimagining Pedagogical Competence in Contemporary Education

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Abstract

The increasing complexity and emotional demands of contemporary education necessitate a redefinition of teacher effectiveness beyond traditional instructional competencies. This study aims to examine the role of emotional intelligence (EI) in enhancing pedagogical effectiveness and shaping classroom dynamics. Specifically, it seeks to explore how key EI components—self-awareness, emotional regulation, intrinsic motivation, empathy, and interpersonal skills—contribute to improved teaching outcomes and teacher resilience. Adopting a qualitative and conceptual research design, the study is grounded in an extensive review of established scholarly literature, including foundational frameworks proposed by Goleman (1995) and Mayer and Salovey (1997). The analysis further incorporates a conceptual model adapted from Jennings and Greenberg (2009) to explain both direct and indirect influences of EI on teaching effectiveness through mediating variables such as classroom environment and occupational stress. The findings indicate that emotionally intelligent educators demonstrate enhanced classroom management, increased student engagement, and greater adaptability in addressing diverse learner needs. The study concludes that integrating emotional intelligence into teacher education, institutional policy, and professional development is essential for fostering inclusive, resilient, and human-centered educational systems.

Keywords: Education, Emotional Intelligence, Teacher Effectiveness, Pedagogical Competence, India