

Influence of Emotional Intelligence of Teachers on the Relationship between Teachers and Students: A Feasibility Review

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ABSTRACT

Through the method of literature review, this paper mainly expounds the feasibility review of the research on the influence of teachers' emotional intelligence on teacher-student relationship. A comprehensive analysis of relevant research from around the world, the practical implications of this research are to help students and teachers gain a deeper understanding of emotional intelligence and build relationships more easily. Meanwhile, it can theoretically provide a reference for further research on the emotional intelligence of undergraduate college teachers and the relationship between teachers and students, especially for government education policy reform. The research is innovative in terms of academic ideas, academic viewpoints, and research methods. In addition, the study also considered its impact from the perspective of social benefits. First, improve the level of education. Second, cultivate students' social emotional ability. Third, promote social stability and development. Fourth, enhance the professional attractiveness of teachers. Finally, enhance the competitiveness of the education system. In summary, this study provides a review of the feasibility of the impact of teachers' emotional intelligence on teacher-student relationships. The research has important practical and theoretical values and can provide important references and inspirations for educational practice, teacher emotional intelligence research, educational policy formulation, academic thought innovation, and social benefits.

Keywords: Emotional intelligence; multi-dimensional; teacher-student relationship; reciprocal model

INTRODUCTION

The purpose of this study is to explore the impact of teachers' emotional intelligence on teacher-student relationships and to demonstrate the feasibility and value of research into it. Teacher-student relationships play a crucial role in educational settings and have a profound impact on student learning and development (Wang, 2022). Emotional intelligence, as a form of emotional intelligence, is closely related to teachers' emotional expression, emotion management and interactions with students. The understanding and application of teachers' emotional intelligence are critical to improving the quality of teaching and learning and promoting students' academic achievement and social-emotional development (Barberis et al., 2023; Skura & Świdarska, 2022).

Since the beginning of the 20th century, some researchers began to separate emotional intelligence ability from IQ and defined them as emotional intelligence usually critical social skills (Ugoani et al., 2015). At the end of the 20th century, people discussed and defined emotional intelligence. People from different cultures have different understandings of it. Salovey and Mayer first defined the concept of emotional intelligence, which became popular in Western countries because of Goleman's books working with emotional intelligence. The research on emotional intelligence abroad has involved various fields and industries. From the initial concept exploration to modelling, then to the measurement scale's development, it has not stopped for 150 years. From extensive multidimensional analysis of emotional intelligence

to specific emotional intelligence analysis and modelling involving different fields, from psychology, sociology, economics, and the human body to education, emotional intelligence has become an interdisciplinary research focus (Goleman, 1999; Monteiro et al., 2021; Rogowska & Meres, 2022; Wang, 2022).

Past research has explored the association between teachers' emotional intelligence and teacher-student relationships to some extent, but there are still some knowledge gaps and research limitations. Therefore, this study aims to fill this gap and to examine in depth the relationship between teachers' emotional intelligence and teacher-student relationships and the mechanisms that influence them. Through a comprehensive literature review approach, we will comprehensively review relevant research findings from around the world and analyse their research methods, findings and application values.

LITERATURE REVIEW

EMOTIONAL INTELLIGENCE OF TEACHERS AND TEACHER-STUDENT RELATIONSHIP

In the research of educational psychology, Jahan et al. (2022) think that students with high emotional intelligence may be more successful than students with low emotional intelligence at personal and academic levels because they can adjust their emotions. People with low emotional intelligence are only aware of their feelings, but they also express sympathy and understand the emotions of people around them. In the past, people thought that emotional intelligence was an intrinsic and quantifiable talent and it could not be changed immediately. However, Shah and others found that emotional intelligence can be improved by teaching, and individual emotional intelligence can be improved. Chamizo-Nieto et al. (2021) found that there is a relationship between emotional intelligence, teacher-student relationship and adolescent academic performance. They describe emotional intelligence as the ability to understand and manage the emotions of ourselves and others, which makes us have more successful personal and professional relationships. The results show that students with high emotional intelligence often have a better relationship with their teachers, and this positive relationship, in turn, can bring better academic performance. Chamizo-Nieto et al. (2021) also investigated the role of happiness (defined as personal growth, positive emotional experience and life satisfaction) in the intermediary relationship among emotional intelligence, teacher-student relationship and academic performance.

There are also many Western scholars who have studied teachers' emotional intelligence. For example, Lucas-Mangas et al. (2022) proved that teachers' emotional intelligence and happiness could activate teachers' work motivation and their ability to perceive and adjust the sources of stress and burnout. For the influence of teachers' emotional intelligence, Schellhorn et al. (2023) studied the importance and trainability of teachers' emotional skills and abilities based on training. The training includes three parts: emotional knowledge, emotional awareness and emotional management. They found that this kind of training has a lasting impact on self-evaluation and objective measurement of emotional regulation (Bar-On, 2006). In addition, they also found that the teachers who participated in the training could effectively control their troubled emotions. There is a reciprocal relationship between teachers' emotions and students' emotions. Teachers' emotions have a direct impact on the relationship between teachers and students and an indirect impact on student's academic performance (Alonso-Tapia & Ruiz-Díaz, 2022). Because teachers' emotional awareness of students' emotions can improve the quality of teachers' feedback to students, emotional understanding is considered to be the key to achieving students' learning goals in teachers' professional environments (Monteiro et al., 2021).

In addition, Aldrup et al. (2022) comprehensively reviewed the literature on the relationship between empathy and effective teaching. From the four dimensions of emotional

intelligence (including self-awareness, self-regulation, social awareness and relationship management), the author investigates the role of empathy in promoting positive teacher-student interaction and improving students' performance. They discussed the influence of emotional intelligence on the relationship or interaction between teachers and students. In addition, they believe that emotional intelligence is an important part of effective teaching because teachers must understand and manage their own and students' emotions. Empathy is a key element of emotional intelligence, which enables teachers to establish contact with students at a deeper level and understand students, thus generating more positive interaction (Aldrup et al., 2022; Tsang, 2022). They also emphasized several types of teacher-student relationships, including authority, tolerance, neglect and authority. They stressed that the authoritative approach had achieved a balance between warmth and support and discipline and control. It is the most effective way to promote positive interaction between teachers and students and improve students' performance. Aldrup and others believe that cultivating teachers' emotional intelligence and using empathy in teaching may give students emotional support and promote their learning and growth.

MEASUREMENT OF EMOTIONAL INTELLIGENCE

In the study of emotional intelligence in the West, many scholars have developed emotional intelligence scales for individuals or groups and classified emotional intelligence according to them: emotional intelligence ability, emotional intelligence characteristics and mixed emotional intelligence (O'Connor et al., 2019). For example, the ability emotional intelligence measurement does not emotional intelligence are participants to make self-reports on various statements. Still, emotional intelligence hires participants to solve problems related to emotions, which can better reflect the individual's ability to understand emotions and operate. Individuals who score higher in the measurement index of idiosyncratic emotional intelligence have a higher level of self-efficacy in emotion-related behaviours and often can manage and regulate their own and others' emotions. Because trait emotional intelligence measures tend to measure typical behaviours rather than maximum performance, they can often predict actual behaviours in a series of situations. Finally, the mixed emotional intelligence measurement, which includes 360-degree evaluation forms such as self-measurement, peer evaluation and organizational evaluation, aims to predict the relevant ability of the evaluated person in a specific place (García-Rodríguez et al., 2023).

The academic emotion theory was put forward by Pekrun et al. in 2011. In the past, the research on achievement emotion usually focused on the emotion related to achievement results, while Pekrun et al. (2011) redefined achievement emotion based on the control value theory of achievement emotion and the expected value theory of emotion and thought that the activity process related to achievement would also produce achievement emotion. For example, some students enjoy the learning process, which does not affect their academic performance. Another example is that some students find the class boring and prefer to study alone. Therefore, Pekrun and others (2011) think that the emotional intelligence theory of Goleman (1998) is still too broad in evaluating people's emotional ability because people play various roles in society, such as teachers, students and parents, and people's emotional intensity varies with different social roles.

Specifically, Pekrun et al. (2011) developed academic emotion theory and achievement emotion questionnaire to explore and evaluate achievement emotion in the school environment. Academic emotion theory is highly valued in academic circles. In recent ten years, many scholars have studied and revised it to adapt to other cultures and languages, studied the performance of the theory in different disciplines, and compared the performance in different countries. For example, Frenzel et al. (2007) studied the cross-cultural academic emotion of German and China mathematics students, and Macías León et al. (2022) explored the academic

emotion of science students. However, most studies are designed for students, aiming to explore the influence of academic emotions on learning. Hong et al.(2016) think that teachers' emotional intelligence also needs attention because teachers' academic emotions will affect teachers' teaching process, which will also involve students' learning. Hong et al.(2016) used exploratory factor analysis to compare the results of Japanese and Korean teachers, respectively. Teachers-related workplace emotions, such as anger, anxiety and enjoyment, are measured by the Achievement Emotion Questionnaire-Teachers (Aemotional intelligence-T) (Frenzel et al., 2010), while Hong et al.(2016) studies suggest that some quantitative tools can evaluate teachers' different emotions. Therefore, their research focuses on developing and revising Aemotional intelligence-T under the specific Asian background. The research can use Pekrun's academic emotion theory and achievement emotion questionnaire to discuss the emotional intelligence of teachers in K school.

REVIEWING OF LITERATURE IN CHINESE CONTEXT

Although books written by Goleman began to be popularized in China and Western countries, the emotional intelligence mentioned by Goleman refers to a person's ability to control himself and others' emotions, which can be mastered through acquired learning (Wang, 2022). Still, the understanding of emotional intelligence differs when it is popular in China. In China, emotional intelligence is regarded as the ability to make others like you and make you succeed. What China people call emotional intelligence is the ability to manage other people's emotions, and innate factors influence this ability. Therefore, research can reverse people's understanding of emotional intelligence in the core concept.

With the deepening of domestic research in recent years, many researchers have discussed emotional intelligence in the scope of school education. For example, in 2017, Zhang Yaqun's "A Preliminary Study of Teacher's emotional intelligence in Classroom" thought that emotional intelligence, that is, emotional quotient, was an index of self-emotional control ability. Teachers need not only excellent professional knowledge and moral literacy but also high emotional intelligence because teachers with high emotional intelligence will show self-confidence, optimism and humour, can think from the perspective of others and have good interpersonal relationships. Hu Jingchun's "Talking about Teachers' emotional intelligence and Its Cultivation" holds that teachers should be not only able to understand and control their own emotions but also be good at perceiving and respecting others' emotions and constantly cultivate their own high emotional intelligence in practice in order to achieve the best teaching effect. In 2022, Li Baobin and others' Research on Emotional Education of New Liberal Arts Based on emotional intelligence Difference Analysis emphasized the importance of teachers' emotional intelligence ability. Teachers' emotional intelligence can predict the ideal type of teacher-student relationship. In 2022, Sha Jingrong and others published their analysis on the mediating effect of teachers' emotional intelligence, emotional regulation strategies and subjective well-being in Lanzhou Northwest University for Nationalities in Frontiers, foreign languages press. They discussed the mediating role of emotional adjustment strategies in the relationship between emotional intelligence and the subjective well-being of college teachers in China. These findings are helpful in better understanding the influence of emotional intelligence and emotional adjustment strategies on teachers' subjective well-being and provide intervention measures for improving teachers' subjective well-being.

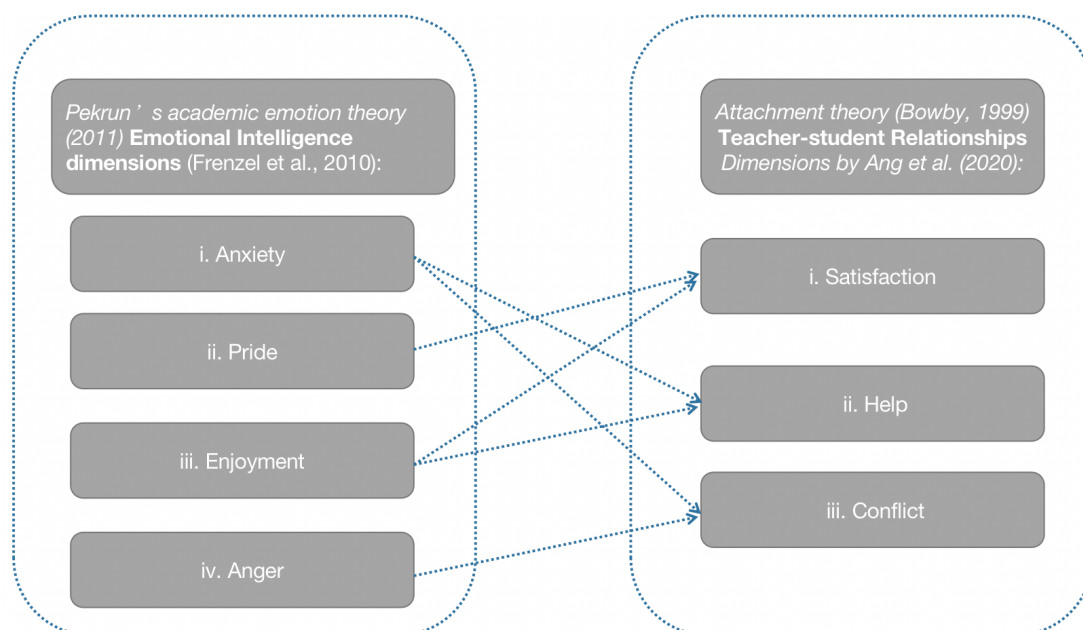
In addition, in the past, many researchers in China and the West tried to define, analyze and classify the teacher-student relationship. They found that the teacher-student relationship differed due to the cultural background, age and experience of teachers and students, so it was difficult to classify all the teacher-student relationships with one standard. The teacher-student relationship is the most basic in school education and teaching activities. The relationship between teachers and students in China has always been a hot topic, and there have been much

research so far. For example, in 2018, Xiamen University's doctoral thesis "A Study on the Relationship between Teachers and Students in China" pointed out that this paper constructed an analysis model of the relationship between teachers and students in universities, developed a measurement tool for the relationship between teachers and students in universities in China, and applied it to the investigation of the relationship between teachers and students in universities in China, so as to obtain relevant data, and then summarized, summarized and analyzed the characteristics and problems of the relationship between teachers and students in universities in China, and then put forward corresponding solutions and predicted the relationship between teachers and students in universities in China. For example, in 2023, Chloe Wang's Research on the Measurement of Harmonious Teacher-student Relationship in Colleges and Universities from the Perspective of Precise Ideological and Political Education, and Ding Yuting's The Mechanism of Promoting Teacher-student Relationship through Active Common Experience: the Mediating Role of Emotional Connection, etc. Although on the development of education from a global perspective, schools pay more attention to teachers' emotional management because teachers' emotional transfer will directly affect students' learning status, vocational education schools attach importance to academic performance but not to the development of students' interpersonal experience and learning skills. For example, in the research of Ye et al. (2019), pointed out that in China, most teachers encourage students to take exams and obtain various certificates or participate in competitions and rarely let students do volunteer work, part-time work or community activities.

SYNTHESIZE THE RESEARCH ACHIEVEMENTS AND LIMITATIONS

Through the study and research of relevant literature, many researchers have made some achievements in many aspects of teachers' emotional intelligence and teacher-student relationship, as shown in Figure 1 below. Teachers' positive emotions will lead to satisfactory and helpful teacher-student status, while negative classroom emotions will lead to conflicting teacher-student status. Although teachers will experience positive and negative emotions in the state of teacher-student relationship with academic help, research shows that in this excessive state, teachers can win students' trust and reach a satisfactory state as long as they go all out.

FIGURE 1. The emotions of teachers affect the relationship between teacher and student.



This has an important influence on deepening the understanding of the connotation and significance of teachers' emotional intelligence and the relationship between teachers and students and promoting the reform of their development. In vocational colleges, the researchers of teachers' emotional intelligence and the relationship between teachers and students have many problems to improve and study deeply. Think from the following aspects:

The first level, which stays in the theoretical stage, has a single perspective, and most of the research results present a summary of knowledge and experience. Although it has a certain theoretical height, its guiding value for specific time operation is not high, its practicability and applicability are not strong, and the education administrative department has not issued documents and emotional intelligence requirements for developing teachers' emotional intelligence in a special sense.

On the second level, although many researchers have studied the teacher's emotional intelligence or the teacher-student relationship, few researchers have confirmed the influence of the teacher's emotional intelligence and the multidimensional teacher-student relationship. And most of the studies are about the relationship between teachers and students in primary schools, junior high schools and senior high schools. Few researchers explore the relationship between teachers and students in colleges and universities and the emotional intelligence of college teachers.

In the third aspect, due to the influence of traditional ideas, people always mistakenly think that emotional intelligence refers to the ability to make ends meet, thus ignoring the role and status of emotions, leading to unclear concepts. The research is not all in-depth and accurate because scholars have their own opinions and there is no relatively uniform standard. Therefore, it is very important to revise the concept.

RESEARCH SIGNIFICANCE

In practice, the study's results can help students and teachers understand emotional intelligence more deeply and establish interpersonal relationships more easily. At the same time, in theory, this study can provide some reference for further studying teachers' emotional intelligence and teacher-student relationship in higher education, especially for reforming government education policy.

PRACTICAL SIGNIFICANCE

In practice, the research results will provide guidance for students. For students, first of all, teachers' high emotional intelligence usually creates a good relationship between teachers and students, thus improving students' learning initiative and enhancing their learning adaptability. In addition, by establishing good interpersonal relationships with teachers, students are more confident in learning interpersonal skills because teachers' emotions and behaviors can motivate students to contribute to their learning process. For example, students with high emotional intelligence teachers can feel support, care and friendliness. Most of them will become positive, optimistic and extroverted in later life. The research can help teachers improve their understanding of EI ability and realize that emotional management in the teaching process can improve teaching efficiency. For example, a supportive teacher-student relationship can be established through mutual understanding because teachers may positively rethink their students. In addition, in the relaxed and friendly learning environment generated by high emotional intelligence, students are more involved in classroom activities, and teachers are more satisfied and fulfilled.

THEORETICAL SIGNIFICANCE

Theoretically, this study is based on Goleman's emotional intelligence theory. It adopts Pekrun's academic, emotional theory, which is more suitable for education, to explore the influence of teachers' emotions on teaching practice. At the same time, the teacher-student relationship is measured according to the classroom affective relationship scale developed by Ang et al. (2020). Finally, the framework of interaction between the teacher-student relationship and the teacher's emotional intelligence in different dimensions is constructed. In addition, for the sake of university development and education policy reform, the research will focus on teachers' emotional intelligence ability and the relationship between students and teachers. Results: Schools should incorporate emotional intelligence into evaluating teachers' abilities, not just consider their academic knowledge and contribution. At the same time, the teacher's emotional intelligence test form and questionnaire adopted in this study will guide the construction of an education quality evaluation system.

In addition, this study will guide university leaders to regard teachers' emotional intelligence as the core strategy to maintain teachers' and students' physical and mental health. It is suggested that the government should bring the cultivation of teachers' emotional intelligence into educational reform.

To sum up, the significance of this study is to put forward the importance of teachers' EI ability and strive to improve teachers' EI ability in various ways to reduce the anxiety of college students due to learning maladjustment and improve the relationship between teachers and students.

DEFINITION OF CORE CONCEPTS

EMOTIONAL INTELLIGENCE

International scholars Salovey and Mayer(1990) defined emotional intelligence as a person's ability to sensitively understand other people's feelings and effectively adjust his own emotions to guide others for a specific purpose. It is described as an ability, ability, skill or tool. Daniel Goleman, Richard Boyatzis, and Peter Salovey believe that Emotional Intelligence refers to a person's ability to recognize, understand, express and manage different emotions of himself and others and adjust their emotions to adapt to a challenging environment. Goleman(1998) thinks that the differences in definitions lead to different EI theoretical models to develop various tools. He believes EI should be evaluated through five dimensions (self-awareness, self-regulation, motivation, social awareness and relationship management). Salovey and Mayer's current model is a problem-oriented measurement method which can be applied to the teaching process to promote the performance of educators and learners. In educational psychology, emotional intelligence is one of the necessary abilities for teachers because teachers can guide students' emotions to move in a controllable direction by objectively perceiving their own and students' emotions.

MULTIDIMENSIONAL TEACHER-STUDENT RELATIONSHIP

The multidimensional teacher-student relationship is between teachers and students in the teaching process. This study is based on a psychological framework put forward by British psychologist Bowlby in the late 1960s. The theory focuses on the bonds and emotional ties formed between people. It can be applied to understand the relationship between teachers and students and consider the motivation and emotional ties between teachers and students. Based on dependency theory, Singaporean scholar Ang (2020) divided the state of the teacher-student relationship into three dimensions (Satisfactory satisfaction, Instrumental help, teaching help, and conflict with conflict). She believes a satisfactory teacher-student relationship is usually intimate, warm, loving and supportive. The teacher-student relationship in the conflict

dimension is negative, unpleasant, and contradictory. In the state of the teacher-student relationship in the dimension of teaching assistance, although teachers' behaviour is positively related to student's academic achievements, teachers and students don't have much investment in emotional communication, so it is between intimacy and conflict and becomes the third dimension.

INTERACTION MODEL

Interaction, explained in psychology, means that when there are two or more independent variables in experimental research, the effect of one independent variable is inconsistent at each level of the other independent variable. The actual impact of one factor changes with the change of another. According to Bandura's interaction theory, he defined the concept of interaction as "the interaction between things". The interaction method can be used to model the interaction between teachers' different emotional intelligence and dimensions of the teacher-student relationship.

RESEARCH INNOVATION

ACADEMIC PHILOSOPHY

With the rapid development of China, the continuous reform and deepening of education, the establishment of the fundamental task of Lide Shuren education and the emotional intelligence requirements for high-level and high-quality development of colleges and universities, college teachers can not always rely on professional knowledge and teaching knowledge to meet the emotional intelligence requirements of the state for the development of college teachers, let alone meet the learning expectations of different students from session to session. Teachers in colleges and universities should persist in learning and keep learning to improve their development. In addition, the diversified teacher-student relationship needs to be paid more attention to in the university environment because the beneficial teacher-student relationship is helpful to the smooth development of teaching activities and improves the teaching effect. Improving the emotional intelligence of vocational undergraduate teachers' emotional intelligence requires not only the individual efforts of teachers but also the guidance and support of educational administrative departments and schools. Therefore, improving teachers' emotional intelligence to promote good teacher-student relationships is beneficial to the overall construction of teachers in vocational colleges to put forward the corresponding interactive model of emotional intelligence and teacher-student relationship and the optimization strategy of teachers' emotional intelligence ability development.

ACADEMIC IDEAS

It can be concluded that the emotional intelligence ability of vocational, undergraduate teachers is closely related to establishing the teacher-student relationship. Besides professional knowledge and teaching ability, teachers' emotional management ability and application effect will affect the establishment of teacher-student relationships to some extent. Therefore, it is innovative to study the improvement of teachers' abilities from the perspective of promoting the development of vocational teachers' emotional intelligence.

RESEARCH METHODS

The research can collect and sort out relevant information extensively. On the basis of a good grasp of the research status quo of the emotional intelligence development of college teachers,

we use the Chinese academic emotional intelligence questionnaire designed by Pekrun and the teacher-student relationship-student version questionnaire designed by researcher Ang (2020), which has good reliability and validity and has completed the cross-cultural test. In addition, a more in-depth interview method is adopted to understand the current situation of emotional intelligence ability and teacher-student relationship of undergraduate teachers, which is innovative to some extent.

SOCIAL BENEFITS

IMPROVE THE EDUCATION LEVEL

Cultivating teachers' emotional intelligence can improve teachers' emotional management and social skills and help teachers better deal with the challenges and pressures in teaching (Rogowska & Meres, 2022). emotional intelligence improvement helps create a positive learning atmosphere, promotes students' participation and learning motivation, and improves the quality of education and students' academic performance (Monteiro et al., 2021). The education department is the institution responsible for education policy and planning. By promoting the cultivation of teachers' emotional intelligence, the country can improve teachers' comprehensive quality and professional ability, further improve the quality of education, and thus enhance the country's overall competitiveness and human resources advantages (Castillo-Acobo et al., 2022).

CULTIVATE STUDENTS' SOCIAL-EMOTIONAL ABILITY

The cultivation of teachers' emotional intelligence can be a model and example for students' emotional intelligence cultivation (Skura & Świdarska, 2022). Through the demonstration and guidance of teachers, students can learn and develop social-emotional abilities such as emotional management, social skills and interpersonal relationships, which are of great significance to students' personal growth and future career development (Dong et al., 2021).

PROMOTE SOCIAL STABILITY AND DEVELOPMENT

Education is essential to the country's social stability and sustainable development. Improving the teacher-student relationship and education level can reduce unfairness, provide emotional intelligence educational opportunities, and promote social-emotional intelligence security and harmony (Dong et al., 2021).

ENHANCE TEACHERS' PROFESSIONAL ATTRACTION

By cultivating teachers' emotional intelligence, the education department can improve teachers' professional satisfaction and happiness. This will increase the stability and attractiveness of teachers, attract more outstanding talents to engage in education and enhance the quality and reputation of the entire education system (Skura & Świdarska, 2022).

ENHANCE THE COMPETITIVENESS OF THE EDUCATION SYSTEM

An education system with high emotional intelligence will be more competitive. The attention and investment of the education department in cultivating teachers' emotional intelligence will bring positive returns, including improving students' grades, developing creativity and innovative spirit, and cultivating globally competitive talents for the country and region (Eliot & Hirumi, 2019).

CONCLUSION AND FURTHER RECOMMENDATION

The aim of this study was to explore the impact of teachers' emotional intelligence on teacher-student relationships and to assess its application and academic value. Through a comprehensive literature review approach, we comprehensively reviewed relevant research from across the globe and provided an in-depth analysis of the association between teacher emotional intelligence and teacher-student relationships. The findings suggest that there is an association between teacher emotional intelligence and the state of teacher-student relationships. In addition, this study reveals the important role of teacher emotional intelligence in teaching practice and suggests some societal benefits.

Although past studies have initially explored the relationship between teachers' emotional intelligence and teacher-student relationships, there are still some research gaps that need to be further explored. Future research could therefore adopt a longitudinal research design to determine the extent to which teachers' levels of emotional intelligence affect the state of different types of teacher-student relationships. Such a study could help us to better understand the specific dimensions of teachers' emotional intelligence and its different effects on teacher-student relationships. In addition, future research could expand the sample size to cover teachers and students from different grades, disciplines and educational backgrounds to obtain more comprehensive findings. At the same time, qualitative research methods can be combined to explore in depth the mechanisms and mediating variables between teacher emotional intelligence and teacher-student relationships.

In summary, research on the relationship between teachers' emotional intelligence and teacher-student relationships is necessary and valuable. Future research should adopt a longitudinal design to explore in depth the impact of teachers' levels of emotional intelligence on different teacher-student relationship states, while strengthening the exploration of qualitative research, expanding sample size, and focusing on emotional intelligence development and interventions for educational practice. These efforts will further enhance the depth and breadth of teacher emotional intelligence research and provide stronger support and guidance for practice and policy development.

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