



Teachers' emotional intelligence and students' academic performance and behaviour in selected public secondary schools in Nigeria

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Abstract

This study examined teachers' emotional intelligence and students' academic performance and behaviour in selected public secondary schools in Nigeria. Specifically, it assessed teacher self-awareness, self-regulation, empathy and social skills and their relationships with student motivation, classroom behaviour, academic engagement, academic performance, psychological wellbeing and overall positive outcomes. The study was anchored on Social Learning Theory and Emotional Contagion Theory and adopted a quantitative cross-sectional correlational design. The analytical sample comprised 234 SS2 students representing Nigeria's six geopolitical zones, with student gender and school type included as controls. Study constructs were measured on five-point Likert-type scales. The data pattern showed consistently strong positive associations between teachers' emotional intelligence and student motivation, behaviour, engagement, academic performance, psychological wellbeing and overall positive outcomes. The observed pattern was also consistent with a mediation-oriented model in which motivation, behaviour and engagement provide pathways between teacher emotional intelligence and student outcomes. Because the supplied construct scores exhibit unusually high numerical alignment, the findings are interpreted primarily as strong associations rather than definitive causal or independent dimensional effects. The study concludes that emotional intelligence is an important professional teaching competency and recommends its integration into teacher education, continuous professional development, instructional supervision and classroom-management capacity building.

Keywords: Emotional intelligence, teacher self-awareness, self-regulation, teacher empathy, social skills, student motivation, classroom behaviour, academic engagement, academic performance, psychological wellbeing, public secondary schools, Nigeria

Introduction

Education is not merely a cognitive process through which knowledge and skills are transmitted; it is also an inherently social and emotional process shaped by relationships, interpersonal communication, classroom climate, motivation and the psychological experiences of learners. Within formal schooling, teachers occupy a particularly influential position because their behaviour, attitudes, emotional expressions, communication patterns and responses to students can affect not only what students learn but also how they feel about learning, how they behave in the classroom and how effectively they engage with academic tasks. Consequently, contemporary educational scholarship increasingly recognizes that effective teaching requires more than subject-matter knowledge and pedagogical competence. It also requires the ability of teachers to understand, regulate and appropriately express emotions while recognizing and responding constructively to the emotional needs of students.

Emotional intelligence generally refers to an individual's capacity to perceive, understand, regulate and use emotions in ways that facilitate adaptive thinking, interpersonal relationships, decision-making and behaviour. Salovey and Mayer (1990) ^[12] conceptualized emotional intelligence as the ability to monitor one's own emotions and those of others, distinguish among emotional states and use emotional information to guide thinking and behaviour. Goleman (1995) ^[5] subsequently popularized the concept and emphasized competencies such as self-awareness, self-regulation, motivation, empathy and social skills. Mayer,

Caruso, and Salovey (2016) ^[18] further clarified the ability model of emotional intelligence as a set of emotion-related cognitive abilities.

The relevance of emotional intelligence is particularly pronounced in teaching because teachers work within highly interpersonal environments characterized by continuous emotional exchanges. On a typical school day, teachers must communicate expectations, respond to students' questions, manage disruptions, correct inappropriate behaviour, motivate reluctant learners, resolve conflicts, support emotionally distressed students, manage their own occupational stress and maintain productive classroom relationships. These activities require considerable emotional competence.

Four dimensions of teacher emotional intelligence are particularly relevant to the present study: self-awareness, self-regulation, empathy and social skills. Teacher self-awareness concerns the ability to identify and understand one's emotional state and its influence on teaching. Self-regulation concerns the capacity to control disruptive emotional impulses and remain composed under pressure. Empathy involves understanding and responding appropriately to students' emotions and perspectives, while social skills concern communication, relationship management, conflict resolution and the development of productive interpersonal relationships.

Recent evidence supports the educational relevance of these competencies. Rahman *et al.* (2024) ^[10] found that dimensions of teachers' emotional intelligence positively influenced students' motivation for academic learning.

Bonanno *et al.* (2024) ^[3], in a systematic cross-cultural review, emphasized that teacher-student relationship quality is associated with academic, social, emotional and behavioural outcomes during adolescence. Salter *et al.* (2025) ^[13] similarly found that supportive teacher-student relationships were generally associated with more favourable emotional outcomes among secondary-school students.

One important pathway through which teachers' emotional intelligence may influence student outcomes is learning motivation. Motivation determines the extent to which students initiate learning activities, sustain effort, persevere when confronted with difficulty and attach value to academic achievement. Emotionally intelligent teachers may be better equipped to recognize declining student interest, communicate encouragement, provide supportive feedback and create conditions in which students feel competent and valued (Rahman *et al.*, 2024) ^[10].

Student classroom behaviour represents another potentially important mechanism. Classroom behaviour includes adherence to rules, cooperation, respect, self-control and task orientation. Teachers who regulate their own emotional reactions, demonstrate fairness, communicate clearly and respond empathetically may model the forms of self-control expected from students. This proposition is consistent with Bandura's (1977) ^[2] Social Learning Theory, which emphasizes learning through observation and modelling.

Academic engagement constitutes a third possible explanatory pathway. Engagement refers to students' active behavioural, cognitive and emotional involvement in learning. Engaged learners attend classes, participate in instructional activities, invest effort, sustain attention and complete academic tasks. Tao and Chen (2024) ^[15] showed that student engagement can mediate relationships between teacher communication and academic achievement, reinforcing the importance of engagement as an intermediate educational process.

The ultimate outcome of interest in most educational systems remains academic performance, but performance should not be considered in isolation from motivational, behavioural and psychological processes. Nigerian evidence increasingly points to the relevance of teacher emotional competence. Chukwurah, Wonah, and Iwuala (2025) ^[4] reported that teachers' emotional intelligence significantly predicted students' academic performance in public secondary schools in Calabar Municipality. Sagiru (2025) ^[11] similarly examined teacher emotional intelligence in relation to upper-basic science students' performance in Kano State. Ala, Raji, and Sanni (2025) ^[1] further reported that teacher-student relationship quality significantly predicted academic performance among public secondary-school students in Oyo State.

The issue is especially important in Nigeria because public secondary schools operate across diverse socioeconomic, cultural, linguistic, geographic and institutional conditions. Differences exist between urban and rural schools and across the six geopolitical zones. These conditions may increase the emotional demands placed on teachers and students, making emotional intelligence a potentially important professional resource for maintaining supportive learning environments.

The theoretical explanation for these relationships is strengthened through Social Learning Theory and Emotional Contagion Theory. Bandura (1977) ^[2] proposed

that individuals acquire behaviours and emotional responses partly through observation, modelling and reinforcement. Hatfield, Cacioppo, and Rapson (1994) ^[6] explained emotional contagion as the process through which emotional states may be transferred between people through expressions, tone, body language and social interaction. Together, these perspectives suggest that teacher EI can affect students through both behavioural modelling and affective transmission.

Despite growing interest in emotional intelligence, important gaps remain. Many studies examine students' own emotional intelligence rather than teachers' emotional competence; many focus on a single outcome such as academic achievement; and Nigerian studies are often restricted to a single state, locality or subject area. Comparatively little attention has been given to the mechanisms through which teacher emotional intelligence may translate into student outcomes through motivation, classroom behaviour and academic engagement.

Against this background, the present study examines teachers' emotional intelligence and students' academic performance and behaviour in selected public secondary schools in Nigeria. It conceptualizes teacher EI through self-awareness, self-regulation, empathy and social skills and investigates their relationships with student motivation, classroom behaviour, academic engagement, academic performance, psychological wellbeing and overall positive outcomes. Using 234 SS2 observations representing the six geopolitical zones, the study contributes a geographically broader and multidimensional perspective to the Nigerian literature.

Review of Related Literature

1. Concept of Emotional Intelligence

Emotional intelligence has become an important construct in educational psychology because of its relevance to interpersonal relationships, emotional regulation, motivation, leadership, teaching effectiveness and learning outcomes. Salovey and Mayer (1990) ^[12] defined emotional intelligence in terms of perceiving, understanding and managing emotions, while Goleman (1995) ^[5] emphasized self-awareness, self-regulation, motivation, empathy and social skills. Within teaching, EI concerns teachers' capacity to understand their own emotional experiences, regulate emotional reactions, recognize students' feelings and manage interpersonal interactions constructively.

Emotional intelligence is conceptually distinct from cognitive intelligence. Cognitive intelligence involves reasoning and information processing, whereas emotional intelligence concerns emotional perception, understanding, regulation and interpersonal functioning. Teaching depends on the interaction of both. MacCann *et al.* (2020) and Quílez-Robres *et al.* (2023) ^[9] provide meta-analytic evidence that emotional intelligence is meaningfully associated with academic performance, although much of that literature concerns learners' own EI rather than teacher EI.

2. Dimensions of Teachers' Emotional Intelligence

The present study operationalizes teacher emotional intelligence through four dimensions: self-awareness, self-regulation, empathy and social skills. Self-awareness enables teachers to recognize how personal emotions influence instructional decisions and interactions. Self-

regulation permits teachers to control emotional impulses and maintain composure. Empathy enables teachers to understand students' perspectives and emotional experiences, while social skills support communication, relationship management and conflict resolution. These dimensions are interconnected. Self-awareness provides the basis for recognizing an emotional response; self-regulation determines how that response is managed; empathy directs attention to the emotional experience of the learner; and social skills translate emotional understanding into effective interpersonal action. Rahman *et al.* (2024) ^[10] reported positive links between teacher EI dimensions and students' academic motivation.

3. Students' Learning Motivation

Student motivation refers to internal and external forces that initiate, direct and sustain learning behaviour. Motivated students are more likely to attend lessons, complete assignments, persist with difficult tasks and pursue achievement goals. Teacher encouragement, emotional support, recognition, constructive feedback and fairness can strengthen motivation, while humiliation, neglect or persistent hostility may weaken it. Rahman *et al.* (2024) ^[10] found that teacher EI dimensions significantly influenced academic motivation. Taibolatov *et al.* (2024) ^[14] likewise demonstrated meaningful relationships between emotional intelligence and academic motivation among schoolchildren.

4. Student Classroom Behaviour and Discipline

Classroom behaviour includes compliance with rules, attentiveness, cooperation, respect, self-control and avoidance of disruption. Contemporary perspectives recognize behaviour as relational and contextual rather than exclusively a student characteristic. Teacher self-regulation, empathy and social skills can influence how misconduct is interpreted and managed. Bonanno *et al.* (2024) ^[3] emphasized that teacher-student relationship quality is relevant to adolescent behavioural as well as academic and emotional outcomes.

5. Student Academic Engagement

Academic engagement refers to behavioural, cognitive and emotional involvement in learning. Emotionally supportive teaching can strengthen engagement by increasing students' willingness to participate, ask questions, persist with tasks and seek assistance. Tao and Chen (2024) ^[15] found that engagement mediated aspects of the relationship between teacher communication and academic achievement, supporting its role as an intermediate mechanism.

6. Students' Academic Performance

Academic performance reflects the extent to which students achieve intended educational outcomes. It is influenced by cognitive ability, study habits, socioeconomic conditions, instructional quality, motivation, school resources and teacher characteristics. Emotional intelligence has increasingly been identified as one relevant factor (MacCann *et al.*, 2020; Quílez-Robres *et al.*, 2023) ^[9]. In Nigeria, Chukwurah *et al.* (2025) ^[4] reported that teacher EI significantly predicted student academic performance, while

Sagiru (2025) ^[11] provided further evidence from Kano State.

7. Students' Psychological Wellbeing

Psychological wellbeing includes emotional stability, self-esteem, belonging, confidence, resilience and capacity to cope with academic and social demands. Teachers can influence wellbeing through interpersonal behaviour. Salter *et al.* (2025) ^[13] found that supportive teacher relationships were generally associated with reduced anxiety and more favourable emotional outcomes among adolescents.

8. Overall Positive Student Outcomes

The present study incorporates overall positive student outcome as a broad dependent variable reflecting academic, motivational, behavioural, engagement and wellbeing dimensions. This multidimensional approach recognizes that effective education encompasses more than examination performance. The literature on teacher-student relationships similarly demonstrates consequences across academic, behavioural, social and emotional domains (Bonanno *et al.*, 2024) ^[3].

9. Teacher-Student Relationships as a Relational Context

Teacher-student relationship quality provides an important context through which emotional intelligence may exert its influence. Teachers with stronger emotional competencies are more likely to communicate respectfully, recognize student needs and regulate conflict. Ala *et al.* (2025) ^[1] reported that teacher-student relationships significantly predicted academic performance among public secondary-school students in Oyo State, reinforcing the educational relevance of relational competence.

10. Theoretical Review

Social Learning Theory, associated with Bandura (1977) ^[2], proposes that individuals learn not only through direct experience but also through observation and modelling. Students who observe teachers managing anger calmly, showing empathy, communicating respectfully and resolving conflict constructively may acquire similar behavioural patterns. The theory therefore provides a basis for explaining relationships between teacher EI and student behaviour, motivation and engagement.

Emotional Contagion Theory, associated with Hatfield *et al.* (1994) ^[6], explains how emotional states may spread through facial expression, tone of voice, gestures and interpersonal interaction. Classrooms are emotionally interactive systems in which teacher enthusiasm, calmness, frustration or hostility can influence the emotional atmosphere experienced by students. Teacher EI may help teachers minimize harmful emotional transmission and intentionally cultivate positive classroom climates.

The two theories are complementary. Social Learning Theory emphasizes behavioural observation and modelling, whereas Emotional Contagion Theory emphasizes affective transmission. Together they support the proposed pathway: Teacher Emotional Intelligence → Student Motivation, Behaviour and Engagement → Academic Performance, Psychological Wellbeing and Overall Positive Outcomes.

11. Empirical Review

Rahman *et al.* (2024) ^[10] investigated teachers' EI and students' academic motivation using 415 university students in Bangladesh and found that teacher self-awareness, self-regulation, self-motivation, empathy and social skills significantly and positively influenced motivation. Bonanno *et al.* (2024) ^[3] systematically reviewed teacher-student relationships during adolescence and concluded that relationship quality is relevant to academic, behavioural, social and emotional outcomes. Salter *et al.* (2025) ^[13] found that supportive teacher relationships were generally associated with better emotional outcomes among secondary-school students.

Within Nigeria, Chukwurah *et al.* (2025) ^[4] found that teachers' emotional intelligence significantly predicted students' academic performance in Calabar Municipality. Sagiru (2025) ^[11] examined teacher EI and upper-basic science students' academic performance in Kano State. Ala *et al.* (2025) ^[1] reported a significant relationship between teacher-student relationship quality and academic performance among public secondary-school students in Oyo State. These studies collectively support the relevance of emotional and relational processes to Nigerian secondary education.

12. Synthesis of the Literature and Research Gap

The reviewed literature consistently indicates that emotional intelligence is associated with important educational outcomes. However, many studies examine students' EI rather than teachers' EI, focus on one outcome at a time, do not test mediating mechanisms, or are geographically localized. The present study addresses these gaps by examining four dimensions of teacher EI alongside motivation, behaviour, engagement, academic performance, wellbeing and overall positive outcomes using observations representing all six geopolitical zones of Nigeria.

Methodology

1. Research Design

The study adopted a quantitative cross-sectional correlational research design. This design was appropriate because the study examined relationships among teachers' emotional intelligence, students' motivation, classroom behaviour, academic engagement, academic performance, psychological wellbeing and overall positive outcomes without manipulating the variables.

2. Area and Context of the Study

The study was conducted in selected public senior secondary-school contexts in Nigeria and covered the six geopolitical zones: North-East, North-West, North-Central, South-East, South-South and South-West. Both urban and rural school contexts were represented.

3. Population and Sample of the Study

The analytical sample comprised 234 Senior Secondary School Two (SS2) students. Each observation represented an SS2 student's assessment of relevant teacher emotional-intelligence behaviours and corresponding student-level outcomes.

4. Sampling Procedure

A multistage sampling approach was conceptually appropriate. The six geopolitical zones constituted major

strata, followed by selected public senior secondary-school contexts and SS2 respondents. Because the supplied dataset does not contain school names, states, school identification numbers or detailed respondent-selection records, the methodology does not claim an unverifiable number of schools or a specific random-selection procedure. The defensible statement is that the final dataset contains 234 observations representing all six geopolitical zones and urban/rural contexts.

5. Instrument and Measurement

The measurement framework contained control variables and substantive constructs. Teacher self-awareness, self-regulation, empathy and social skills were the independent variables. Student motivation, classroom behaviour and academic engagement were mediators, while academic performance, psychological wellbeing and overall positive outcome were dependent variables. Substantive constructs were measured on five-point Likert-type scales, with higher values indicating higher levels of the measured construct.

6. Validity and Reliability

The constructs were derived from established emotional-intelligence and educational-outcome literature. Item-level reliability coefficients cannot be validly reconstructed from the supplied dataset because it contains aggregated construct-level scores rather than individual questionnaire items. Reliability coefficients should therefore be reported only from the original instrument-validation records if available and should not be fabricated from the aggregate variables.

7. Method of Data Analysis

Frequencies and percentages were used for categorical characteristics, while means and standard deviations were appropriate for substantive constructs. Pearson correlation was specified for bivariate associations. Regression and mediation-oriented analysis were proposed for relationships between teacher EI and student outcomes, with geopolitical zone, student gender and school type as controls. Statistical decisions were evaluated at the 5% level of significance, with effect sizes and confidence intervals preferred alongside p-values.

8. Mediation Model

The conceptual mediation model was: Teacher EI → Student Motivation, Classroom Behaviour and Academic Engagement → Academic Performance, Psychological Wellbeing and Overall Positive Outcomes. Bootstrapped confidence intervals with 5,000 resamples are appropriate for estimating indirect effects when the underlying data structure permits stable mediation estimation.

9. Methodological Caution

The supplied construct scores exhibit highly regular numerical patterns. The four teacher-EI dimensions move almost mechanically together, creating a substantial risk of multicollinearity if entered simultaneously in a conventional multiple-regression model. The student variables similarly exhibit very strong alignment. A composite teacher-EI score is therefore more defensible for principal mediation analysis than unsupported claims about the unique independent effect of each highly correlated EI dimension.

10. Operationalization of Variables

Variable	Role	Operational Meaning	Measurement
T_EI_SELF	Independent	Teacher self-awareness	1–5
T_EI_REG	Independent	Teacher self-regulation	1–5
T_EI_EMP	Independent	Teacher empathy	1–5
T_EI_SOC	Independent	Teacher social skills	1–5
S_MOTIV	Mediator	Student learning motivation	1–5
S_BEHAV	Mediator	Student classroom behaviour/discipline	1–5
S_ENGAGE	Mediator	Student academic engagement	1–5
S_ACAD	Dependent	Student academic performance	1–5
S_WELL	Dependent	Student psychological wellbeing	1–5
S_OVERALL	Dependent	Overall positive student outcome	1–5
ZONE	Control	Geopolitical zone	1–6
GENDER_S	Control	Student gender	1–2
SCHOOL_TYPE	Control	Urban/rural school context	1–2

Results and Discussion

1. Preliminary Data Review

The analysis was based on 234 valid SS2 student observations. Preliminary inspection showed that the four teacher-emotional-intelligence dimensions move very closely together, while student motivation, behaviour, engagement, academic performance, wellbeing and overall outcome also exhibit highly similar movement. This creates a substantial risk of multicollinearity and requires cautious interpretation of independent dimensional effects.

2. Distribution by Geopolitical Zone

The dataset was structured with 39 observations from each of the six geopolitical zones, representing 16.7% per zone and 234 observations in total. This creates geographical balance within the analytical dataset, although the data should not be interpreted as nationally representative in a strict probability-sampling sense because detailed school-level sampling records are unavailable.

3. General Pattern of Study Variables

Higher ratings of teacher emotional intelligence consistently correspond with higher ratings of student motivation, positive classroom behaviour, academic engagement, academic performance, psychological wellbeing and overall positive outcomes. The study variables therefore move in a strongly positive direction within the supplied dataset.

4. Teacher Emotional Intelligence and Student Motivation

Students reporting higher levels of teacher emotional competence also report stronger motivation toward academic learning. This is consistent with Rahman *et al.* (2024) ^[10], who found positive influences of teacher EI dimensions on students' academic motivation. Emotionally intelligent teachers may recognize discouragement, communicate encouragement and provide feedback in ways that sustain students' willingness to learn.

5. Teacher Emotional Intelligence and Classroom Behaviour

Higher teacher emotional intelligence corresponds with more constructive student classroom behaviour. Teacher self-regulation may reduce escalation during disciplinary incidents, empathy may improve understanding of behavioural difficulties, and social skills may support clear expectations and conflict resolution. This interpretation is compatible with Social Learning Theory because teachers

model the emotional control and interpersonal conduct expected from students.

6. Teacher Emotional Intelligence and Academic Engagement

Teacher emotional intelligence is positively aligned with student academic engagement. Emotionally supportive teachers can create psychologically safer classrooms in which students are more willing to participate, ask questions, attempt difficult tasks and seek assistance. This finding is consistent with the wider evidence that engagement can function as an intermediate mechanism between teacher interaction and academic achievement (Tao & Chen, 2024) ^[15].

7. Teacher Emotional Intelligence and Academic Performance

Higher teacher-EI scores coincide with higher reported academic-performance scores. The result is consistent with Chukwurah *et al.* (2025) ^[4], who found that teacher EI significantly predicted student academic performance in Calabar Municipality, and with Sagiru (2025) ^[11], who reported related evidence from Kano State. The likely mechanism is relational and instructional: emotionally intelligent teachers may manage classrooms more effectively, sustain motivation and create conditions conducive to achievement.

8. Teacher Emotional Intelligence and Psychological Wellbeing

The data indicate a positive relationship between teacher emotional intelligence and students' psychological wellbeing. Empathy, emotional stability and constructive communication can contribute to psychological safety, confidence and belonging. This is consistent with Salter *et al.* (2025) ^[13], whose systematic review linked supportive teacher relationships with more favourable adolescent emotional outcomes.

9. Mediation Interpretation

The observed pattern is consistent with the proposed pathways in which motivation, behaviour and engagement connect teacher EI with academic performance, wellbeing and overall positive outcomes. However, because the variables are exceptionally highly aligned and the design is cross-sectional, the findings should be interpreted as evidence consistent with mediation rather than conclusive proof of temporal or causal mediation.

10. Multicollinearity and Diagnostics

The teacher-EI dimensions are too closely aligned to support strong claims about their unique independent effects in a simultaneous regression model. A composite teacher emotional-intelligence index is more defensible for the principal regression and mediation analyses. Individual dimensions may still be reported descriptively or through bivariate relationships, but claims that one dimension is definitively the strongest independent predictor should be avoided unless supported by stable diagnostic results.

11. Theoretical Discussion

The findings are compatible with Social Learning Theory because students can observe and model teachers’ emotional self-control, empathy and respectful communication. They are also compatible with Emotional Contagion Theory because teachers’ emotional displays can influence the emotional atmosphere of the classroom. Together, the theories explain how teacher EI may shape students through both behavioural modelling and emotional transmission.

12. Overall Interpretation

Taken together, the results indicate that emotional intelligence is an important component of effective teaching in Nigerian public secondary schools. Teacher effectiveness should therefore be understood as an interaction of subject competence, pedagogical competence, and emotional and relational competence. Because of the unusually deterministic structure of the supplied data, exact inferential coefficients should be computed directly from the raw dataset before publication rather than inferred from visible patterns.

Table 1: Distribution of Respondents by Geopolitical Zone

Geopolitical Zone	Frequency	Percentage
North-East	39	16.7
North-West	39	16.7
North-Central	39	16.7
South-East	39	16.7
South-South	39	16.7
South-West	39	16.7
Total	234	100.0

Conclusion and Recommendations
Conclusion

This study examined teachers’ emotional intelligence and students’ academic performance and behaviour in selected public secondary schools in Nigeria using 234 SS2 observations representing the six geopolitical zones. The findings reveal a consistently positive relationship between teachers’ emotional intelligence and student motivation, classroom behaviour, academic engagement, academic performance, psychological wellbeing and overall positive outcomes. The study therefore concludes that emotional intelligence constitutes an important dimension of teacher effectiveness. The observed pattern is consistent with the proposition that motivation, behaviour and engagement provide mechanisms through which teacher emotional competence may be associated with broader student outcomes. The findings are compatible with Social Learning Theory and Emotional Contagion Theory, emphasizing both behavioural modelling and affective transmission. Nevertheless, the unusually strong numerical alignment among the supplied construct scores and the cross-sectional

design require caution: the results demonstrate strong associations within the dataset but do not establish definitive causal relationships or cleanly separable independent effects of the four EI dimensions.

Recommendations

1. Integrate emotional intelligence into teacher education programmes, with explicit training in self-awareness, self-regulation, empathy, interpersonal communication and conflict resolution.
2. Provide continuous EI-focused professional development through Ministries of Education, Teaching Service Commissions, school boards and school administrators.
3. Strengthen teacher self-regulation and classroom-management training, particularly for managing stress, anger, provocation and disciplinary incidents constructively.
4. Promote empathetic teacher-student relationships while maintaining appropriate professional boundaries and academic standards.
5. Use emotionally supportive strategies such as constructive feedback, encouragement, respectful communication and psychologically safe participation to improve motivation and engagement.
6. Include emotional and relational competence as developmental elements of instructional supervision rather than focusing exclusively on lesson preparation and curriculum coverage.
7. Strengthen student psychological wellbeing through guidance and counselling, mentoring and early identification of emotional or behavioural difficulties.
8. Avoid using EI scores as stand-alone recruitment or promotion criteria; emotional competence should form one component of broader teacher-development frameworks.
9. Undertake longitudinal and multilevel research that can establish temporal ordering and account for students nested within teachers, classrooms and schools.
10. Use validated multi-item instruments, retain item-level data, establish reliability and construct validity, and combine student perceptions with teacher assessments, classroom observations and objective academic records in future studies.

Contribution to Knowledge

The study contributes to knowledge by integrating teacher self-awareness, self-regulation, empathy and social skills with multiple student outcomes within one framework. It moves beyond academic performance alone by recognizing motivation, classroom behaviour, engagement and psychological wellbeing as interconnected educational processes. By combining Social Learning Theory and Emotional Contagion Theory, the study provides a framework for understanding both behavioural-modelling and emotional-transmission mechanisms through which teachers may shape students’ educational experiences.

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