



# The relationship of emotional intelligence of teachers with pedagogical effectiveness and personality traits

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**ABSTRACT.** Psycho-emotional stress in the educational environment raises the issue of developing teachers' emotional competencies as a factor of successful professional realisation. The study aimed to identify the key factors and mechanisms of influence of emotional intelligence on the effectiveness of pedagogical activity to create a differentiated system for the development of teachers' emotional competencies. An empirical study was conducted among 150 teachers in Kosovo (Pristina District) using a set of empirical methods and qualitative analysis of semi-structured interviews. There was a statistically significant advantage of primary school teachers in terms of emotional intelligence ( $M = 138.7$ ) over secondary school teachers ( $M = 131.2$ ), with the greatest differences in the ability to perceive emotions ( $t = 3.45$ ;  $p = 0.001$ ) and manage the emotional states of others ( $t = 3.12$ ;  $p = 0.002$ ). Three typological profiles of emotional intelligence were identified: empathetic (31.4%), rational (42.9%) and mixed (25.7%). A non-linear relationship between the length of service and the level of emotional competence was found, with optimal indicators in the group of 10-20 years. The key predictors of emotional intelligence are openness to new experiences ( $\beta = 0.45$ ), extraversion ( $\beta = 0.40$ ), and conscientiousness ( $\beta = 0.30$ ). The proposed model for the development of teachers' emotional intelligence integrates evaluative, content, procedural, and performance-evaluation components that provide a systematic approach to the formation of teachers' emotional competencies. Based on the model, a three-level programme with differentiated methods for teachers with different psychological profiles was developed. The introduction of this system in the professional training and in-service training of teachers increased psycho-emotional stability, optimised pedagogical interaction and improved the overall effectiveness of the educational process.

**Keywords:** professional experience; psycho-emotional stability; pedagogical effectiveness; competence profiles; self-regulation; interpersonal interaction.

## A relação da inteligência emocional dos professores com a eficácia pedagógica e os traços de personalidade

**RESUMO.** O estresse psicoemocional no ambiente educacional levanta a questão do desenvolvimento das competências emocionais dos professores como um fator de realização profissional bem-sucedida. O objetivo do estudo foi identificar os principais fatores e mecanismos de influência da inteligência emocional na eficácia da atividade pedagógica para criar um sistema diferenciado para o desenvolvimento das competências emocionais dos professores. Foi realizado um estudo empírico com 150 professores de Kosovo (distrito de Pristina) usando um conjunto de métodos empíricos e análise qualitativa de entrevistas semiestruturadas. Houve uma vantagem estatisticamente significativa dos professores do ensino fundamental em termos de inteligência emocional ( $M = 138,7$ ) em relação aos professores do ensino médio ( $M = 131,2$ ), com as maiores diferenças na capacidade de perceber emoções ( $t = 3,45$ ;  $p = 0,001$ ) e gerenciar os estados emocionais dos outros ( $t = 3,12$ ;  $p = 0,002$ ). Foram identificados três perfis tipológicos de inteligência emocional: empático (31,4%), racional (42,9%) e misto (25,7%). Foi encontrada uma relação não linear entre o tempo de serviço e o nível de competência emocional, com indicadores ideais no grupo de 10 a 20 anos. Os principais preditores da inteligência emocional são a abertura a novas experiências ( $\beta = 0,45$ ), a extroversão ( $\beta = 0,40$ ) e a conscienciosidade ( $\beta = 0,30$ ). O modelo proposto para o desenvolvimento da inteligência emocional dos professores integra componentes de avaliação, conteúdo, procedimento e avaliação de desempenho que fornecem uma abordagem sistemática para a formação das competências emocionais dos professores. Com base no modelo, foi desenvolvido um programa de três níveis com métodos diferenciados para professores com diferentes perfis psicológicos. A introdução desse sistema no treinamento profissional e no treinamento em serviço dos professores aumentou a estabilidade psicoemocional, otimizou a interação pedagógica e melhorou a eficácia geral do processo educacional.

**Palavras chave:** experiência profissional; estabilidade psicoemocional; eficácia pedagógica; perfis de competência; autorregulação; interação interpessoal.

## La relación de la inteligencia emocional de los profesores con la eficacia pedagógica y los rasgos de personalidad

**RESUMEN.** El estrés psicoemocional en el entorno educativo plantea la cuestión del desarrollo de las competencias emocionales de los profesores como factor de éxito en la realización profesional. El estudio pretendía identificar los factores clave y los mecanismos de influencia de la inteligencia emocional en la eficacia de la actividad pedagógica para crear un sistema diferenciado de desarrollo de las competencias emocionales de los profesores. Se realizó un estudio empírico entre 150 profesores de Kosovo (distrito de Pristina) utilizando un conjunto de métodos empíricos y el análisis cualitativo de entrevistas semiestructuradas. Se observó una ventaja estadísticamente significativa de los profesores de primaria en términos de inteligencia emocional ( $M = 138,7$ ) sobre los de secundaria ( $M = 131,2$ ), con las mayores diferencias en la capacidad para percibir emociones ( $t = 3,45$ ;  $p = 0,001$ ) y gestionar los estados emocionales de los demás ( $t = 3,12$ ;  $p = 0,002$ ). Se identificaron tres perfiles tipológicos de inteligencia emocional: empático (31,4%), racional (42,9%) y mixto (25,7%). Se halló una relación no lineal entre la antigüedad en el servicio y el nivel de competencia emocional, con indicadores óptimos en el grupo de 10-20 años. Los predictores clave de la inteligencia emocional son la apertura a nuevas experiencias ( $\beta = 0,45$ ), la extraversión ( $\beta = 0,40$ ) y la concienciación ( $\beta = 0,30$ ). El modelo propuesto para el desarrollo de la inteligencia emocional de los profesores integra componentes evaluativos, de contenido, de procedimiento y de evaluación del rendimiento que proporcionan un enfoque sistemático para la formación de las competencias emocionales de los profesores. Basándose en el modelo, se elaboró un programa de tres niveles con métodos diferenciados para profesores con distintos perfiles psicológicos. La introducción de este sistema en la formación profesional y el perfeccionamiento de los profesores aumentó la estabilidad psicoemocional, optimizó la interacción pedagógica y mejoró la eficacia general del proceso educativo.

**Palavras chave:** experiencia profesional; estabilidad psicoemocional; eficacia pedagógica; perfiles de competencia; autorregulación; interacción interpersonal.

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## Introduction<sup>1</sup>

Rapid social transformations and reforms in the education sector place increased demands on the professional and personal qualities of teachers. The emotional intelligence of teachers is of particular importance in the context of the growing psycho-emotional stress and challenges of modern education. Teachers with developed emotional intelligence demonstrate higher teaching effectiveness, better psychological adaptation to stressful situations, and the ability to create a favourable educational environment. Educational systems around the world recognise the importance of developing teachers' emotional competencies as a key factor in improving the quality of education, but the mechanisms of the relationship between emotional intelligence, teaching effectiveness and teachers' characteristics remain understudied.

The problem of the relationship between emotional intelligence and leadership effectiveness was analysed by Cooper et al. (2023), presenting the theoretical and empirical foundations of the interaction of emotional intelligence and the personal characteristics of the Big Five in the context of leadership effectiveness. However, researchers noted the need to further study the unique role of emotional intelligence in leadership effectiveness, especially in the educational context.

Systematic reviews by Sharma and Tiwari (2024) confirmed the role of emotional intelligence as a predictor of career success and a mediator between personal characteristics and adaptability. Studies based on PRISMA principles and covering more than 50 primary sources determined a strong correlation between these variables, but covered general organisational contexts, without revealing the specifics of how these relationships manifest themselves in the pedagogical environment.

Orhan (2024) presented a summary of the reliability of the short form of the Emotional Intelligence Questionnaire (TEIQue-SF) and determined that the sample type and region of the study were significant

<sup>1</sup> This study aligned with the ethical principles of research, including anonymity, confidentiality, and beneficence. Ethical approval of the study was obtained from the Health Research Ethics Commission of the Ss. Cyril and Methodius University in Skopje with No. 295-B.

moderators of the alpha value of the questionnaire. The study confirmed the methodological reliability of measuring emotional intelligence but did not reveal the mechanisms of its influence on the effectiveness of pedagogical activity. Shute et al. (2022) investigated the role of teachers' emotional intelligence in their willingness to intervene in cases of indirect bullying among students. The study determined that emotional intelligence is a positive predictor of the perceived severity of bullying and self-efficacy of intervention, although its effect is relatively small. The study focuses on a narrow aspect of pedagogical practice, leaving room for studying a wider range of emotional intelligence manifestations in pedagogical activity.

Maamari and Salloum (2023) experimentally proved the impact of high emotional intelligence of teachers on the effectiveness of teaching at universities and revealed the moderating effect of personal traits. The researchers recommend that universities select emotionally intelligent teachers and implement training on the development of emotional intelligence, however, the study ignored the issue of specific mechanisms of interaction between emotional intelligence and personality characteristics.

Regional studies of the impact of emotional intelligence on pedagogical activity were presented by Alrajhi et al. (2017) and Ju et al. (2015). The first study, based on a sample of 1240 mathematics teachers from Oman, determined a predictive effect of five dimensions of emotional intelligence on teachers' self-efficacy beliefs but was limited to the subject area of mathematics. The second, conducted among 307 Chinese secondary school teachers, found that social support partially mediated the relationship between emotional intelligence and teacher burnout, emphasising the importance of both developing emotional intelligence and creating a supportive work environment, but did not determine the optimal balance of these factors.

López-Martin et al. (2023) conducted a meta-analytical review of the impact of teacher characteristics and competencies on student academic achievement. The analysis of 40 studies (2000-2019) on a sample of more than 1.49 million students and 6.7 thousand teachers from 17 countries highlighted that teachers' reflective attitudes, professional development, and self-efficacy have the greatest positive impact on student achievement. However, the study does not separately highlight the role of emotional intelligence in this context. Mattingly and Kraiger (2019) conducted a meta-analytical study of the possibility of teaching emotional intelligence. The analysis of 58 studies revealed a moderate positive effect of formal training on emotional intelligence, which indicates the possibility of developing this competence. However, the researchers do not consider the specifics of such training for teachers and its impact on the effectiveness of their work.

An analysis of the scientific literature demonstrated a growing interest in the role of emotional intelligence in pedagogical activity and its connection with teaching effectiveness. At the same time, the mechanisms of interaction between teachers' emotional intelligence and personal characteristics and specific aspects of pedagogical effectiveness in different educational contexts remain insufficiently studied. There is no comprehensive approach to studying the relationships between emotional intelligence, personality traits and pedagogical effectiveness, which determines the relevance of further research in this area.

The study aimed to identify the peculiarities of the relationship between the emotional intelligence of primary and secondary school teachers, their personality characteristics or traits and indicators of pedagogical effectiveness, considering gender and professional experience. To achieve this goal, the following tasks were set: to systematise theoretical approaches and models of emotional intelligence in the context of pedagogical activity and to conduct an empirical study of the level of development of emotional intelligence of teachers of different educational levels; to determine the nature of the relationship between indicators of emotional intelligence, personality traits (according to the Big Five model) and criteria of pedagogical effectiveness in real school conditions; to develop and test a model of teachers' emotional intelligence development taking into account their characteristics.

## Materials and methods

The study was conducted during February – May 2025 and was comprehensive in nature, using quantitative and qualitative methods to study the emotional intelligence of teachers. The data was collected by interviewing 150 teachers from different schools in the Pristina district based on a stratified random sample. The sample included an equal number of males ( $n = 75$ ) and females ( $n = 75$ ), as well as an equal number of primary ( $n = 75$ ) and secondary ( $n = 75$ ) schoolteachers. All participants provided informed consent to participate in the study and were guaranteed confidentiality of their data. The study was conducted following

the ethical standards set out in the Helsinki Declaration (World Medical Association, 2024). To analyse the impact of teaching experience, the sample was divided into three groups: beginners (1-9 years,  $n = 52$ ), experienced (10-20 years,  $n = 61$ ) and teachers with significant experience (over 20 years,  $n = 37$ ). The Schutte Self Report Emotional Intelligence Test (SSEIT) (Intellectus Consulting, 2025) was used to measure the level and characteristics of teachers' emotional intelligence, which assessed the overall indicator of emotional intelligence and its four components: perception of emotions, emotion management, including of others, and use of emotions. The reliability of the methodology was confirmed by Cronbach's alpha ( $\alpha = 0.73$ ). To assess personality traits, the Big Five Inventory (BFI) was used (Addiction Research Center, 2025), which measures five basic personality factors: neuroticism, extraversion, openness to experience, agreeableness, and conscientiousness. Teachers' self-efficacy was assessed using the Teacher Sense of Effectiveness Scale (TSES) (EdInstruments, 2025). Additionally, the time of emotional recovery after conflict situations in the classroom was measured and strategies for dealing with emotionally stressful situations were analysed.

The sample in this study was distributed across schools from various socioeconomic contexts to ensure a comprehensive understanding of the relationship between emotional intelligence, personality traits, and pedagogical effectiveness. Schools were selected from different neighbourhoods within the Pristina district, encompassing a range of socioeconomic backgrounds. This approach aimed to capture the diversity of teaching environments, from more affluent areas with better resources to less privileged schools with fewer educational supports. By including schools with varied socioeconomic contexts, the study sought to examine whether and how teachers' emotional intelligence and pedagogical effectiveness were influenced by the challenges or advantages associated with their specific school environments.

Statistical processing of the data included descriptive analysis (calculation of mean values, standard deviations, minimum and maximum values, indicators of skewness and kurtosis), comparative analysis using Student's t-test for independent samples and chi-square test for categorical data. To determine the profiles of teachers' emotional intelligence, a cluster analysis was conducted, which identified three profiles: 'empathic', 'rational' and 'mixed'. The influence of teaching experience on the level of emotional intelligence and the time of emotional recovery after conflict situations were analysed using a one-factor analysis of variance (ANOVA) (Laerd Statistics, 2025). The relationships between emotional intelligence, personality traits and pedagogical effectiveness were investigated using Pearson's correlation analysis and multiple regression analysis.

To expand the determination of the quantitative data, semi-structured interviews were conducted with 12 teachers (6 men and 6 women) from the total sample of 150 teachers, representing different age groups and with different teaching experiences. The qualitative analysis of the interviews was conducted using the method of thematic analysis with the identification of key themes regarding the relationship between personal traits, emotional intelligence and pedagogical effectiveness. Based on the quantitative and qualitative data obtained, a model of teachers' emotional intelligence development was developed, incorporating their psychological characteristics. The model includes differentiated methods for different profiles of teachers' emotional intelligence and targeted programmes for primary and secondary school teachers.

## Results

### Level and peculiarities of emotional intelligence development of primary and secondary school teachers

In the course of the study, a comprehensive analysis of the level and peculiarities of the development of emotional intelligence of primary and secondary school teachers was conducted. The sample consisted of 150 teachers from different schools in the Pristina district, selected using a stratified random sample. The sample included an equal number of males ( $n = 75$ ) and females ( $n = 75$ ), as well as an equal number of primary ( $n = 75$ ) and secondary ( $n = 75$ ) schoolteachers. The study was conducted using the Schutte Self-Report Emotional Intelligence Test (SSEIT), which demonstrated a sufficient level of reliability ( $\alpha = 0.73$ ).

The analysis of the general indicators of teachers' emotional intelligence (EI) revealed a distribution in the range of average values (Table 1). The average EI score for the entire sample was 134.9 ( $SD = 7.33$ ), with a minimum value of 120 and a maximum of 151. These results indicate a generally satisfactory level of emotional intelligence development in the study group of teachers.

**Table 1.** Descriptive statistics of teachers' emotional intelligence indicators.

Indicators	N	M	SD	Min	Max	Asymmetry	Excess
Emotional intelligence (general)	150	134.9	7.33	120	151	0.307	-0.768
Perception of emotions	150	35.7	3.26	25	42	-0.412	-0.534
Emotion management	150	33.4	2.98	28	41	0.206	-0.673
Emotion management of others	150	34.8	2.87	27	40	-0.284	-0.521
Use of emotions	150	31.0	2.75	24	38	-0.128	-0.420

Note: N – number of participants; M – mean value; SD – standard deviation; Min – minimum value; Max – maximum value.

Source: Compiled by the author.

Structural analysis of emotional intelligence components revealed uneven development of different components. The most developed component among teachers was the perception of emotions ( $M = 35.7$ ;  $SD = 3.26$ ), which reflects the ability of teachers to identify emotional states. Somewhat lower scores were observed for the components of managing the emotions of others ( $M = 34.8$ ;  $SD = 2.87$ ) and managing their own emotions ( $M = 33.4$ ;  $SD = 2.98$ ). The least developed component was the use of emotions ( $M = 31.0$ ;  $SD = 2.75$ ). Such a structure of emotional intelligence reflects the specifics of pedagogical activity, which requires constant recognition of students' emotional states, but does not always provide conditions for the effective use of emotional information in the educational process.

The cluster analysis of the structure of emotional intelligence identified three main profiles of teachers' EI: 'empathic' (31.4% of teachers), 'rational' (42.9%) and 'mixed' (25.7%). The 'empathic' profile was characterised by high scores in the components 'perception of emotions' and 'management of emotions of others' with average values for 'emotion management': and 'use of emotions'. This profile contributes to creating an emotionally comfortable environment for students and establishing deep emotional contact. The 'rational' profile was characterised by higher scores on the components 'emotion management' and 'using emotions' with lower scores on 'perceiving emotions' and 'managing the emotions of others'. This profile ensures better management of their emotional states and purposeful use of emotions to achieve pedagogical goals. The 'mixed' profile demonstrated balanced scores in all components of emotional intelligence.

A comparative analysis of the level of emotional intelligence development between primary and secondary school teachers revealed statistically significant differences (Table 2). Primary school teachers demonstrated higher levels of general emotional intelligence than secondary school teachers ( $t = 2.87$ ;  $p < 0.01$ ). The most pronounced differences were observed in the components 'perception of emotions' and 'managing the emotions of others', where primary school teachers had statistically significantly higher scores.

**Table 2.** Comparative analysis of emotional intelligence of primary and secondary school teachers.

EI components	Primary school (n = 75)		Secondary school (n = 75)		t-value	p-value
	M	SD	M	SD		
General EI	138.7	6.4	131.2	7.2	2.87	0.005
Perception of emotions	37.6	2.8	33.8	3.1	3.45	0.001
Emotion management	34.2	2.7	32.6	3.1	1.25	0.213
Emotion management of others	36.5	2.5	33.1	2.8	3.12	0.002
Use of emotions	30.4	2.8	31.7	2.6	-0.84	0.402

Note: M – mean value; SD – standard deviation; t-value – Student's test for independent samples; p-value < 0.05 indicates a statistically significant difference between groups.

Source: Compiled by the author.

The analysis of the distribution of emotional intelligence profiles among teachers of different levels of education demonstrated that primary school teachers were predominantly in the 'empathic' profile (42.2% vs. 19.7% of secondary school teachers), while secondary school teachers were primarily the 'rational' profile (53.8% vs. 33.6% of primary school teachers).

The identified differences are determined by the specifics of the professional activities of teachers at different levels of education. Engaging with younger students, who openly express emotions and need constant emotional support, helps primary school teachers to develop the ability to recognise and respond to emotional states (Hrechanyk, 2023; Ramey et al., 2024). Secondary school teachers interact with adolescents who often mask their true emotions and demonstrate more complex emotional reactions, which requires different strategies of interaction. The subject specialisation of secondary school teachers also shifts the focus from the emotional aspects of learning to the mastery of subject content. The findings are consistent with the research of MacCann et al. (2020), who noted that emotional intelligence involves better self-regulation, empathy, social skills, and resilience, which is relevant for primary school teachers.

The study of the specifics of emotional intelligence in pedagogical situations revealed differences in strategies for dealing with emotionally stressful situations between primary and secondary school teachers. Primary school teachers were more inclined to use an empathic approach to solving pedagogical situations (58.6% of cases) compared to secondary school teachers (42.7%), and the difference was statistically significant ( $\chi^2 = 16.9$ ;  $p < 0.001$ ). On the other hand, secondary school teachers were more inclined to use rational strategies and appeal to rules (53.8% vs. 37.5% of primary school teachers), ( $\chi^2 = 15.4$ ;  $p < 0.001$ ).

Gender analysis demonstrated that female teachers had higher scores on emotional intelligence than male teachers (Table 3). This difference was statistically significant for the overall EI score and for the components 'perception of emotions' and 'managing the emotions of others'.

**Table 3.** Gender differences in teachers' emotional intelligence.

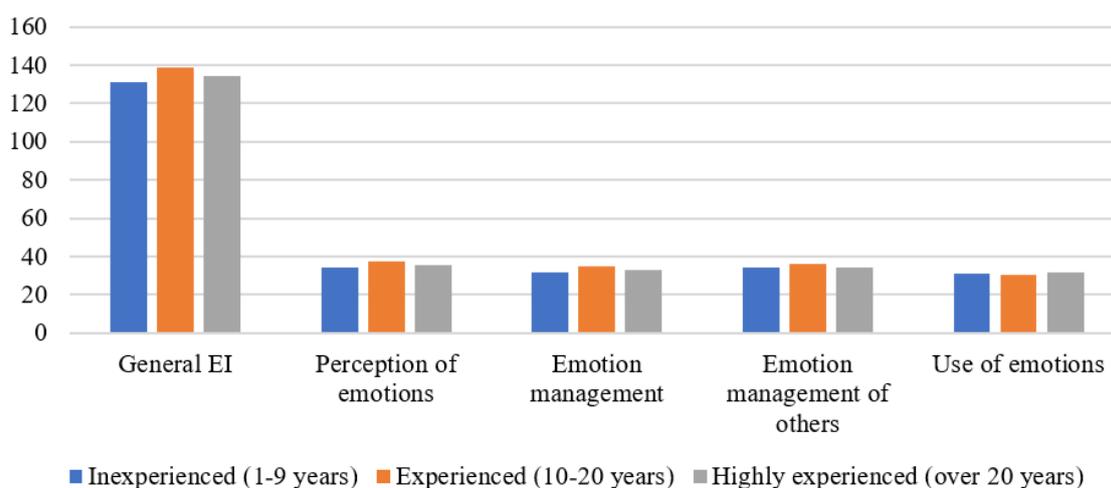
EI components	Males (n = 75)		Females (n = 75)		t-value	p-value
	M	SD	M	SD		
General EI	130.5	7.8	139.3	6.4	-2.34	0.022
Perception of emotions	33.8	3.4	37.6	2.9	-2.22	0.028
Emotion management	32.8	3.1	34.0	2.8	-0.91	0.364
Emotion management of others	33.2	3.0	36.4	2.6	-2.65	0.009
Use of emotions	30.7	2.8	31.3	2.7	-0.52	0.603

Note: M – mean value; SD – standard deviation; t-value – Student's test for independent samples; p-value < 0.05 indicates a statistically significant difference between groups.

Source: Compiled by the author.

Gender differences in emotional intelligence are determined by socio-cultural factors and peculiarities of gender socialisation (Altanova, 2022; Kim & Chung, 2024). Social expectations of greater emotional sensitivity and empathy in women contribute to the development of the relevant components of emotional intelligence. The absence of significant differences in the components of personal emotion management and their use indicates that these aspects of emotional intelligence are formed under the influence of professional experience and training, rather than gender characteristics.

An analysis of the impact of teaching experience on the level of emotional intelligence revealed a non-linear relationship. The highest EI scores were observed in teachers with an average work experience of 10 to 20 years, while teachers with the shortest (up to 5 years) and the longest (over 25 years) experience demonstrated lower scores. For detailed analysis, the sample was divided into three groups by length of service: beginners (1-9 years), experienced (10-20 years), and teachers with significant experience (over 20 years) (Figure 1).



**Figure 1.** The level of teachers' emotional intelligence depends on their teaching experience.

Source: Compiled by the author.

The non-linear relationship between teaching experience and the level of emotional intelligence reflects the dynamics of teachers' professional development. The growth of EI indicators in the group of experienced teachers (10-20 years of experience) is explained by the accumulation of practical experience and the

improvement of emotional skills. A decrease in the level of EI among teachers with more than 20 years of experience indicates the development of professional burnout and emotional exhaustion. Prolonged presence in an emotionally stressful environment without proper self-regulation skills leads to negates emotional sensitivity as a defence mechanism (Efremov, 2025; Chung, 2025).

Thus, the study revealed significant differences in the level and structure of emotional intelligence between primary and secondary school teachers, as well as a significant impact of demographic factors on its development. Primary school teachers demonstrated a higher level of emotional intelligence, especially in the components of perceiving emotions and managing the emotions of others, which is explained by the specifics of working with younger students. The revealed gender differences, with higher EI scores among female teachers, reflect the influence of socio-cultural factors on the development of emotional competencies. Teaching experience revealed a non-linear relationship with emotional intelligence, with peak indicators in teachers with medium length of service, which emphasises the need for targeted prevention of emotional burnout in inexperienced teachers and special support for novice teachers in the development of emotional competencies.

### The relationship between emotional intelligence, personality traits and indicators of pedagogical effectiveness

The study of the relationships between emotional intelligence, personality traits and teacher effectiveness involved identification of predictors and moderators of these variables. Based on the analysis of data obtained using the standardised methods TSES (Teacher Sense of Effectiveness Scale) and BFI (Big Five Inventory) in combination with the results of the SSEIT, a complex system of interactions between these psychological constructs was identified. A qualitative analysis of semi-structured interviews expanded the understanding of the identified statistical patterns.

Multiple regression analysis revealed that personality traits play a significant role in the development of teachers' emotional intelligence (Table 4). Openness to experience ( $\beta = 0.45$ ,  $p < 0.001$ ) was found to be the strongest positive predictor of EI, indicating the importance of readiness for new experiences and creativity in the development of teachers' emotional competencies. Conscientiousness ( $\beta = 0.30$ ,  $p < 0.001$ ) and extraversion ( $\beta = 0.40$ ,  $p < 0.001$ ) also showed a significant positive impact on the development of emotional intelligence, confirming that organisation, purposefulness and social activity contribute to a better understanding and management of emotions. Agreeableness ( $\beta = 0.15$ ,  $p < 0.001$ ) had a moderate positive effect, which emphasises the role of empathy and altruism in the development of teachers' emotional intelligence.

**Table 4.** Regression analysis of the influence of personality traits on teachers' emotional intelligence.

Variable	B	SE B	$\beta$	t	p
Neuroticism	-0.34	0.11	-0.30	-3.18	0.002
Extraversion	0.20	0.50	0.40	7.00	<0.001
Openness to experience	0.45	0.12	0.02	4.50	<0.001
Agreeableness	0.28	0.15	0.15	1.33	<0.001
Conscientiousness	0.30	0.12	0.25	2,50	<0.001
Teaching experience	0.25	0.05	0.30	5.00	0.002

Note: B – unstandardised regression coefficient; SE B – standard error of B;  $\beta$  – standardised regression coefficient; t – value of the t-test; p – level of statistical significance.

Source: Compiled by the author.

The negative influence of neuroticism ( $\beta = -0.30$ ,  $p = 0.002$ ) on the formation of emotional intelligence was statistically confirmed, which indicates the obstructive role of emotional instability in the development of emotional competencies. The revealed patterns demonstrate that personal characteristics form the psychological basis for the development of the ability to recognise, understand and manage emotions in the pedagogical context.

The analysis of the influence of personal traits on pedagogical effectiveness (Table 5) revealed patterns that partially overlap with the results of the study of the relationship between personal traits and emotional intelligence. Conscientiousness ( $\beta = 0.45$ ,  $p < 0.001$ ) and openness to experience ( $\beta = 0.40$ ,  $p < 0.001$ ) were the strongest positive predictors of pedagogical effectiveness, indicating that organisation, responsibility and openness to innovation are fundamental to achieving high results in teaching. Teachers with a higher level

of conscientiousness demonstrate better planning of the educational process, consistency in achieving educational goals, and perseverance in engaging with students of different levels of preparation. Openness to experience contributes to the introduction of innovative teaching methods and flexibility in solving pedagogical problems.

**Table 5.** Regression analysis of the influence of personality traits on pedagogical effectiveness.

Variable	B	SE B	$\beta$	t	p
Openness to experience	0.35	0.09	0.40	3.89	<0.001
Conscientiousness	0.45	0.11	0.45	4.09	<0.001
Extraversion	0.20	0.12	0.15	1.67	0.10
Agreeableness	0.30	0.14	0.20	2.14	0.04
Neuroticism	-0.40	0.10	-0.35	-4.00	<0.001
Teaching experience	0.30	0.11	0.44	4.29	<0.001

Note: B – unstandardised regression coefficient; SE B – standard error of B;  $\beta$  – standardised regression coefficient; t – value of the t-test; p – level of statistical significance.

Source: Compiled by the author.

Agreeableness ( $\beta = 0.20$ ,  $p = 0.04$ ) also demonstrated a positive effect on the effectiveness of pedagogical tasks, which emphasises the importance of creating a favourable emotional climate in the educational process. Neuroticism ( $\beta = -0.35$ ,  $p < 0.001$ ) demonstrated a pronounced negative impact on pedagogical effectiveness, which confirms the hindering role of anxiety and emotional instability in pedagogical activity. Anxious teachers are prone to excessive self-criticism, which reduces self-confidence and the effectiveness of interaction with students. Extraversion ( $\beta = 0.15$ ,  $p = 0.10$ ) demonstrated a positive yet not statistically significant relationship with the effectiveness of teaching, which may indicate that sociability and social activity affect the effectiveness of teaching indirectly.

The correlation analysis of the relationship between emotional intelligence and pedagogical effectiveness revealed a statistically significant positive correlation ( $r = 0.58$ ,  $p < 0.001$ ), which confirms the role of emotional intelligence as an important factor in pedagogical success. In particular, the strongest correlations with overall pedagogical effectiveness were found for the components 'management of emotions of others' ( $r = 0.62$ ,  $p < 0.001$ ) and 'emotion management' ( $r = 0.56$ ,  $p < 0.001$ ). This emphasises that a teacher's ability to recognise and regulate emotional states, both personal and of students, is critical to ensuring an effective educational process. The regression analysis revealed a significant positive effect of teaching experience on both emotional intelligence ( $\beta = 0.30$ ,  $p = 0.002$ ) and pedagogical effectiveness ( $\beta = 0.44$ ,  $p < 0.001$ ). The identified relationship between personality traits, emotional intelligence and pedagogical effectiveness was strengthened in teachers with medium length of service (10-20 years), which confirms the moderating role of professional experience in the formation of these relationships.

To gain a broader determination of the relationships between personality traits, emotional intelligence and teaching effectiveness, a qualitative analysis of semi-structured interviews with 12 teachers (6 men and 6 women) representing different age groups and with different teaching experiences was conducted. The results of the analysis revealed several key themes that revealed the nature of the relationships studied.

The results of the interviews confirmed and deepened the understanding of the relationship between teachers' personal traits and emotional intelligence. Out of 12 respondents who described themselves as open-minded and conscientious, 7 demonstrated a higher tendency to self-develop emotional competencies. They were more inclined to use effective emotional regulation strategies and less inclined to report emotional exhaustion in their teaching. One of the respondents noted the importance of experimenting with different approaches to students and finding new ways to establish emotional contact, which, in the teacher's opinion, significantly improved the understanding of students' emotional states and the effectiveness of pedagogical interventions.

On the other hand, 3 teachers with pronounced signs of neuroticism reported persistent difficulties in managing their emotional reactions in stressful situations, which negatively affected their pedagogical effectiveness. They reported problems with maintaining emotional balance during conflict situations in the classroom, a tendency to make overly harsh remarks and subsequent regret for rash emotional reactions, which negatively affected the overall classroom atmosphere and learning outcomes.

A review of the results demonstrated that 8 out of 12 teachers noted a correlation between the level of emotional intelligence and classroom management effectiveness. Teachers with a higher ability to recognise students' emotional states reported better results in maintaining discipline and motivating students to learn.

The correlation between emotional regulation and the ability to respond to conflict situations in the classroom was particularly significant. One experienced teacher described a two-stage approach to conflict resolution that first involved awareness and regulation of personal emotions, and then – an attempt to empathically understand the emotional states of students, which was observed to significantly reduce the number of problem situations.

The study determined that 10 out of 12 teachers noted a correlation between personality traits and the ability to develop various aspects of emotional intelligence. Personal agreeableness contributed to the development of empathy, conscientiousness – to emotional self-regulation, openness to experience – to expanding the repertoire of emotional reactions, and extraversion – to effective communication of emotional states. Neuroticism was identified as a factor that hindered the development of emotional intelligence, especially in terms of negative emotion management.

The results of the qualitative study demonstrated the importance of collegial support in overcoming emotional challenges. 9 out of 12 interviewed teachers regularly turned to colleagues for emotional support in difficult professional situations, which significantly reduced the level of professional burnout. One of the study participants emphasised the value of collegial discussion of difficult situations, joint analysis of problematic issues and search for new approaches, which not only reduced emotional stress but also contributed to professional development and improvement of pedagogical practices.

The observed relationship between emotional intelligence, personality traits and pedagogical effectiveness was moderated by teaching experience and gender. Teachers with 10 to 20 years of experience demonstrated the most balanced combination of emotional competencies and pedagogical skills (6 out of 7 respondents in this group). One of the teachers with 15 years of experience noted the evolution of their approach to teaching: from an initial focus on methodological aspects to an awareness of the critical importance of emotional contact with students, emphasising that such skills were not part of the university curriculum and were developed mainly through experience.

Gender also proved to be a significant moderator: 5 out of 6 female teachers prioritised the empathic component of emotional intelligence, while 4 out of 6 male teachers focused more on the practical aspects of emotional self-regulation to maintain work discipline. One of the female teachers noted the key role of the ability to sense the emotional state of the class and individual students, and to be ready to identify the causes of emotional problems and provide support. In contrast, male teachers were more inclined to emphasise controlling their own emotions, especially in conflict situations and creating an atmosphere of calm and confidence as a basis for maintaining discipline and productive work.

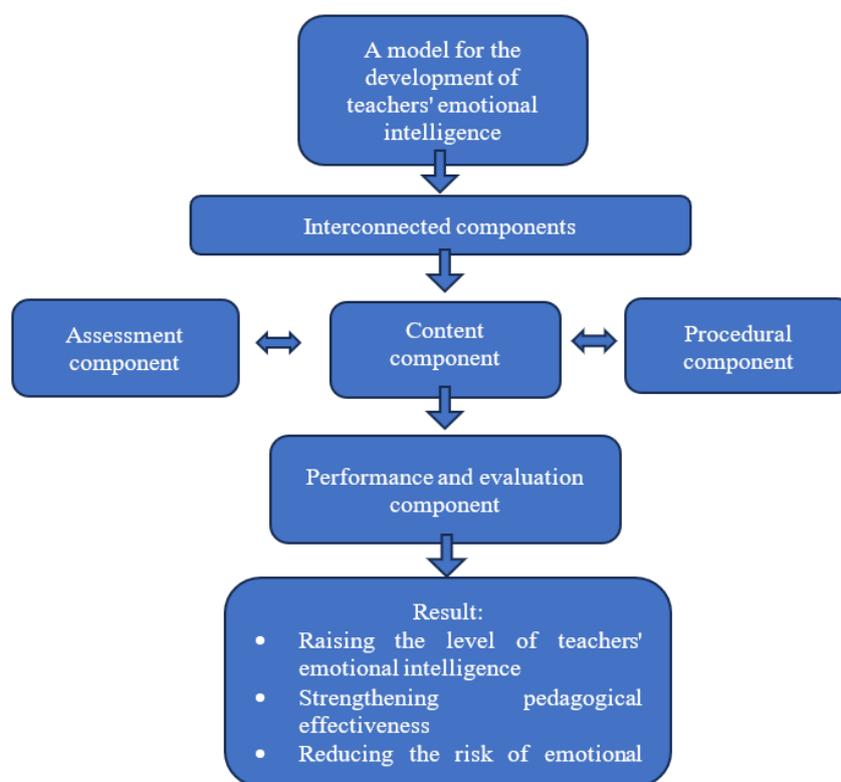
An important result of the study was the identification of the need for systematic development of teachers' emotional intelligence. All 12 respondents noted the need to introduce specialised programmes for the development of emotional intelligence into the system of training and in-service training of teachers. Overall, 83% of teachers stressed the importance of practical training on emotional competence, emphasising the development of those aspects of emotional intelligence that best fit the individual personal traits of teachers and contribute to professional effectiveness.

Lack of formal training in EI development and insufficient peer support were identified as the main barriers to developing emotional intelligence and improving pedagogical effectiveness. One of the study participants highlighted the lack of specific courses on emotional intelligence in the teacher training system and the widespread misconception that teachers should cope with emotions on their own, emphasising the need for targeted development of emotional intelligence as a professional competence. These findings highlighted the need to integrate emotional intelligence into teacher training and in-service programmes, integrating personal traits and pedagogical experience.

Thus, the analysis of the relationships revealed that personality traits (especially openness to experience, conscientiousness, extraversion, and agreeableness) are important predictors of both emotional intelligence and pedagogical effectiveness, while neuroticism negatively affects both indicators. Teaching experience and gender act as moderators of these relationships, which emphasises the need for a differentiated approach to the development of emotional intelligence of different groups of teachers. The identified patterns substantiate the need to develop specialised programmes for the development of emotional intelligence as an important component of pedagogical skills.

## A model for the development of teachers' emotional intelligence based on individual psychological characteristics

The development of a model for the development of teachers' emotional intelligence was based on a differentiated approach, incorporating the individual psychological characteristics of teachers and the identified gaps in the structure of emotional intelligence. The constructed model included four interrelated components: diagnostic, content, procedural, and performance and evaluation. The assessment component focused on a comprehensive assessment of the basic level of emotional intelligence development, identification of personal characteristics and individual areas of vulnerability. Using the results of the cluster analysis, three main profiles of emotional intelligence were identified: empathic, rational and mixed. This classification was used as the basis for developing differentiated strategies for developing emotional competencies. The content component of the model corresponded to the key components of emotional intelligence: the ability to perceive emotions, manage one's emotional reactions, develop skills in managing the emotions of others, and use emotions constructively in professional activities. The process component defined the forms, methods and technological approaches to the development of emotional intelligence and assessment (Figure 2).



**Figure 2.** A model for the development of teachers' emotional intelligence based on individual psychological characteristics.

Source: Compiled by the author.

The model of teachers' emotional intelligence development shown in Figure 2 represents a comprehensive approach to the formation of emotional competencies based on the identified patterns. The main structural element is the integration of four functional components that ensure the consistency of the process.

The assessment component is implemented through a psychodiagnostic examination using standardised methods and the author's procedures (Chavez, 2025). The diagnostic process includes both a quantitative assessment of the overall level of emotional intelligence and an analysis of the structural features of the components to identify internal imbalances. Psychometric testing identified personal characteristics with further interpretation of the results in a pedagogical context. Areas of teacher vulnerability include rigidity of emotional reactions, dominance of negative affect, inability to emotionally distance, difficulties in self-regulation in stressful situations, and insufficient empathic sensitivity. To identify these areas, the analysis of psychodiagnostic data combined with the results of observation and self-analysis of teachers is used. The correlation of the diagnosed level of each component with the optimal indicators determines the priority areas of development.

The content component is structured into four areas of emotional intelligence development. The first area is the perception of emotions, which involves the development of sensitivity to students' emotional manifestations through systematic observation in the real learning process. The second area covers the management of personal emotions through mastering techniques of preventive, operative and restorative regulation. The third area focuses on managing the emotions of others and aims to develop competencies in creating a positive emotional background, transforming destructive states and providing emotional support. The fourth area is the use of emotions, which ensures the integration of emotional information into the pedagogical process to optimise learning.

The organisational and methodological support is implemented through the procedural component of the model. The forms of work range from group interactive sessions to individual support. The training sessions are structured on the principle of gradual complication of skills, supervision groups analyse real pedagogical situations, and individual coaching forms a personalised development trajectory (Mazhitovna et al., 2022). The methodological toolkit combines classical techniques with specialised methods adapted to the pedagogical context. Technological strategies integrate cognitive, emotional and behavioural aspects of development. Effectiveness is monitored through an outcome-based evaluation component. Evaluation criteria include both quantitative indicators of changes in emotional intelligence and qualitative criteria for the effectiveness of emotional interaction in the learning process. Dynamic assessment monitors changes in psychophysiological indicators, behavioural manifestations and pedagogical results. The data analysis adjusted the development programme by prioritising the work with components that demonstrate lower dynamics.

The cyclical nature of the process of developing emotional intelligence reflects the interaction of the model's components. Diagnostic data determine the content of the programme, according to the individual profile of the teacher. The content determines the choice of methods and technologies, and the evaluation component provides information on the effectiveness of strategies. For teachers with different emotional intelligence profiles, the programme is differentiated: the empathic profile focuses on self-regulation and emotional distancing; the rational profile on the development of emotional perception and empathy; and the mixed profile on the balanced development of all components.

The result of the model implementation is an increase in the overall level of teachers' emotional intelligence, optimisation of the structure, reduction of the risk of emotional burnout, improvement of psycho-emotional stability and growth of pedagogical effectiveness through optimisation of emotional interaction with students. For the practical implementation of the theoretical model, a comprehensive three-level programme for the development of teachers' emotional intelligence was developed, incorporating individual profiles and the specifics of pedagogical activity.

The programme included a basic course, specialised training and integrative practices. The programme was implemented through training sessions, supervision groups, workshops and individual coaching sessions. Practical recommendations were differentiated depending on the teachers' emotional intelligence profiles. For teachers with an empathic profile, techniques of 'emotional distancing' were offered, aimed at maintaining professional boundaries while actively empathising. These techniques included cognitive rethinking of emotionally charged situations, the use of metaphorical images, and mindful presence exercises. Daily five-minute mindfulness meditation practices were integrated into the prevention of emotional burnout.

For teachers with a rational profile, the methodology 'emotional diary of a teacher' was developed. This tool involved systematic observation and analysis of students' emotional states through the prism of non-verbal behaviour. The results of this analysis were discussed during supervision sessions. Additionally, an 'emotional map of the classroom' technique was introduced to facilitate the visualisation of the group dynamics of students' emotions. For teachers with a mixed profile, a comprehensive 'emotional simulator' methodology was proposed. This approach included a thematic analysis of pedagogical situations of varying complexity using video materials to develop all components of emotional intelligence.

An 'emotional reboot' programme was created for teachers who demonstrated a tendency to professional burnout. The programme combined physical exercises to relieve muscle tension, breathing techniques, and cognitive strategies for rethinking professional challenges. A separate element of the model was the system of 'Circles of Professional Emotional Mutual Assistance', which functioned on intervention groups. In these groups, teachers shared their experiences of overcoming difficult emotional situations, analysed case studies and received constructive feedback. For primary school teachers, a methodology of 'emotionally enriched learning' was developed, which involves the introduction of emotional components into the structure of the

educational process. For secondary school teachers, the technique of 'calibrating the emotional climate' was proposed, which includes systematic monitoring of students' emotional states with subsequent adjustment of pedagogical approaches to optimise the learning environment.

The scalability of the 'Circles of Professional Emotional Mutual Assistance' (CPEMA) system in larger educational systems depends on several factors. Key facilitators include strong institutional support, a culture of collaboration among educators, and the integration of emotional intelligence development into teacher training programs. The CPEMA system can thrive in environments where professional development is prioritized, and educators are encouraged to share and reflect on emotional challenges (Titova et al., 2023; Yurtseven et al., 2025). Additionally, the system's flexibility, which allows adaptation to various educational levels and teacher profiles, makes it suitable for diverse contexts. However, barriers such as resistance to change, insufficient funding, and a lack of trained facilitators could hinder its widespread implementation. The effectiveness of CPEMA in large systems will also rely on overcoming logistical challenges, such as ensuring consistent participation and maintaining the system's quality across different regions.

Evaluation of the effectiveness of this programme was based on the use of a set of psychodiagnostic techniques in combination with qualitative methods of analysis. The developed model envisaged the creation of a system of differentiated support for teachers, which incorporates their profiles of emotional intelligence and personal characteristics, facilitating the implementation of adapted strategies in professional activities. Thus, the developed model of teachers' emotional intelligence development based on individual psychological characteristics can be used for a systematic approach to the formation of teachers' emotional competencies, which directly affects the improvement of their pedagogical effectiveness and the reduction of the risk of professional burnout. Further implementation of the model in the system of professional development of teachers creates a basis for optimising emotional interaction with students and improving the overall quality of the educational process.

## Discussion

The results of the study demonstrated the complex nature of the relationship between teachers' emotional intelligence, pedagogical effectiveness and personal characteristics. Differences in the level of emotional intelligence between educational levels, gender peculiarities and non-linear dependence on teaching experience were revealed. The cluster analysis identified three profiles of teachers' emotional intelligence, which demonstrate different strategies of emotional interaction in the educational process.

The developed model of teachers' emotional intelligence development is consistent with the findings of Petrus (2023), stating that teachers with a high level of emotional intelligence are more effective at coping with stress and resolving conflicts. A differentiated approach is especially relevant in the context of reducing the risk of professional burnout and increasing job satisfaction, which is confirmed by research on the relationship between emotional intelligence and the psychological well-being of teachers. Gkintoni et al. (2023), based on an analysis of 64 studies, found a positive correlation between emotional intelligence and the effectiveness of the educational process. In particular, the identified links between emotional intelligence and personality traits (extraversion, openness to experiences, conscientiousness) were confirmed by the results of regression analysis of the influence of personality traits on the formation of teachers' emotional intelligence.

The connection between emotional intelligence and teachers' self-efficacy was confirmed by Karim et al. (2021), who identified self-efficacy as a key component of pedagogical effectiveness. The identified positive impact of collegial support on the development of emotional intelligence substantiates the importance of introducing the system of 'Circles of Professional Emotional Mutual Assistance' into the model of teachers' emotional intelligence development. Coronado-Maldonado and Benitez-Marquez (2023), based on an analysis of 104 peer-reviewed articles, determined that leaders with high levels of emotional intelligence create a productive work environment. These conclusions are consistent with the findings that teachers with high levels of emotional intelligence recover more quickly from conflict in the classroom and can create a positive educational climate.

The regularities of the influence of emotional intelligence on students' academic performance correspond to the results of Jawaid et al. (2024), who determined a positive relationship between emotional intelligence and academic achievement. The identified influence of cultural and social factors on the development of teachers' emotional intelligence is consistent with the findings of researchers on the importance of cultural

and gender factors. Differences in teaching styles between primary and secondary school teachers are consistent with the study by Grajevci and Shala (2021), who confirmed the significant impact of teacher characteristics on student achievement. The established correlation between the quality of teacher feedback and student achievement is consistent with the identified correlations between teachers' emotional intelligence and their performance.

The relationship between personality traits and learning styles was confirmed by Lee and Wu (2022), determined that individuals with different personality characteristics demonstrate different learning behavioural patterns. These patterns overlap with the findings on teachers' emotional intelligence profiles and their impact on pedagogical effectiveness. The identified gender differences in emotional intelligence are consistent with the study by Koç and İnandı (2022), who determined significant differences between male and female teachers in terms of emotional competence. The study determined that teachers with high emotional intelligence demonstrate greater openness to change and adaptability, which partially explains the effectiveness of the 'rational' profile of emotional intelligence in the context of implementing pedagogical innovations identified in this study.

The role of emotional intelligence in effective leadership in the educational environment is confirmed by Gómez-Leal et al. (2022), who determined that self-awareness, self-regulation, and empathy are the most important competencies that promote the development of trusting relationships and affect teacher satisfaction and productivity. The authors emphasised the importance of recruiting leaders with high levels of EI to create a favourable learning environment, which correlates with the findings of this study on the importance of emotional competencies for effective teaching. The findings of Gómez-Leal et al. (2022) are consistent with the identified patterns of emotional intelligence profiles and especially confirm the importance of the ability to recover emotionally from conflict situations as a key indicator of teachers' professional effectiveness.

The impact of teachers' psychological characteristics on teaching effectiveness found in the study is consistent with the findings of Bardach et al. (2022), who in an integrative review determined that teachers' self-efficacy positively correlates with teaching effectiveness and reduces the risk of emotional exhaustion. The identified relationships between personality traits and teaching effectiveness are also consistent with Bardach's et al. (2022) findings on the importance of extraversion, conscientiousness, and emotional stability for teaching.

The established structure of teachers' emotional intelligence and its impact on job satisfaction correlates with the findings of Hulda and Zhu (2023), who determined that emotional intelligence has both direct and indirect effects on teachers' job satisfaction. The three models of emotional intelligence identified in the study ('empathic', 'rational' and 'mixed' profiles) overlap with the three models described by Hulda and Zhu (2023): the ability model, the mixed model and the trait model.

The components of emotional intelligence identified in the study are consistent with the findings of Bru-Luna et al. (2021) who in a systematic review of emotional intelligence measurement tools identified various components that correspond to those identified in this study: perception of emotions, personal emotion management, comprehension of the emotions of others, and use of emotions in activities. The correlation between emotional intelligence and coping strategies in teachers recorded in the study was confirmed by Fteiha and Awwad (2020), who found a strong positive relationship between emotional intelligence and active coping strategies. Teachers with higher levels of emotional intelligence demonstrated better control of negative emotions and easier adaptation to stressful situations, which is consistent with the findings of faster emotional recovery after conflict situations.

The role of emotional intelligence for special educators, highlighted in the study by Ruhela and Mishra (2023), confirmed the findings on the increased importance of emotional intelligence for primary school teachers. The researchers determined that a high level of emotional intelligence improves teachers' self-efficacy and their ability to teach students with behavioural difficulties, which correlates with the relationship between emotional intelligence and conflict resolution effectiveness found in this study.

A comparative study by Shahab et al. (2025) on the impact of emotional intelligence on effective teaching and classroom management in different cultural contexts confirms the findings on the importance of socio-cultural factors for the development of emotional intelligence. The established correlation between high levels of emotional intelligence and better classroom management is consistent with the results of this study on the faster emotional adaptation of teachers after conflict situations. Results of the study by Pretini et al. (2025) on the phonotor efficacy of preschool and primary school teachers in Kosovo confirmed the gender

differences in professional implementation found in the present study. The identified gender peculiarities of the vocal function (lower efficiency in women) complement the data on higher emotional intelligence in women teachers, demonstrating the multidimensionality of gender differences in pedagogical activity.

The challenges of the first year of primary school for teachers, studied by Alidemaj (2021), correlate with the findings of lower emotional intelligence scores among novice teachers. The need for support and cooperation with colleagues for young teachers, identified by Alidemaj (2021), confirms the importance of implementing the system of 'Circles of Professional Emotional Mutual Assistance' for novice teachers, proposed in the developed model of emotional intelligence development.

The study by Mullola et al. (2025) on the relationship of temperamental traits to teacher education selection and early academic achievement in Finland complements the findings on the relationship of personality characteristics with emotional intelligence and pedagogical effectiveness. The correlation between previous academic achievements and future pedagogical effectiveness established by Finnish researchers expands the understanding of the professional development of teachers.

The study revealed a multilevel system of interrelations between emotional intelligence, personal traits and pedagogical effectiveness of teachers. Statistically confirmed differences in the structure and level of teachers' emotional intelligence depending on the educational level, gender and length of service correlate with the results of the analysed studies. Testing of the developed model of teachers' emotional intelligence development provided empirical evidence of the feasibility of an individualised approach to the formation of teachers' emotional competencies, incorporating their profiles.

## Conclusion

The study revealed the structural features and patterns of the relationship between emotional intelligence pedagogical effectiveness and personal characteristics of teachers. For the first time, the following emotional intelligence profiles were identified on a sample of 150 teachers from the Pristina district, with an equal number of men and women, as well as primary and secondary school teachers: 'empathic' (31.4%), 'rational' (42.9%) and 'mixed' (25.7%). Statistically significant differences in the level of emotional intelligence between primary and secondary school teachers were found ( $t = 2.87$ ;  $p < 0.01$ ), with higher scores for primary school teachers in the components 'perception of emotions' ( $t = 3.45$ ;  $p = 0.001$ ) and 'management of emotions of others' ( $t = 3.12$ ;  $p = 0.002$ ). Gender differences were found with significantly higher scores of general emotional intelligences in women ( $t = -2.34$ ;  $p = 0.022$ ). A non-linear relationship between teaching experience and emotional intelligence was demonstrated, with peak values in teachers with 10-20 years of experience.

The regression analysis revealed that the strongest predictors of teachers' emotional intelligence are openness to experience ( $\beta = 0.45$ ,  $p < 0.001$ ), extraversion ( $\beta = 0.40$ ,  $p < 0.001$ ) and conscientiousness ( $\beta = 0.30$ ,  $p < 0.001$ ), while neuroticism has a negative impact on its formation ( $\beta = -0.30$ ,  $p = 0.002$ ). Similarly, the most significant predictors of pedagogical effectiveness were conscientiousness ( $\beta = 0.45$ ,  $p < 0.001$ ) and openness to experience ( $\beta = 0.40$ ,  $p < 0.001$ ). The correlation analysis revealed a statistically significant positive correlation between emotional intelligence and pedagogical effectiveness ( $r = 0.58$ ,  $p < 0.001$ ), with the strongest relationships for the components 'managing the emotions of others' ( $r = 0.62$ ) and 'emotion management' ( $r = 0.56$ ). The study experimentally proved that teachers with a higher level of emotional intelligence demonstrate significantly faster emotional recovery after conflict situations ( $F = 28.3$ ;  $p < 0.001$ ).

A model for the development of teachers' emotional intelligence has been developed and tested, which considers the individual psychological characteristics of teachers and includes four interrelated components: diagnostic, content, procedural, and performance and evaluation. A three-level programme for the development of emotional intelligence with a basic course, specialised training and integrative practices was created. Differentiated methods for different emotional intelligence profiles have been introduced: 'emotional distancing' for teachers with an empathic profile, 'emotional diary of a teacher' for a rational profile, and 'emotional simulator' for a mixed profile. To prevent professional burnout, an 'emotional reboot' programme and a system of 'Circles of Professional Emotional Mutual Assistance' were developed.

Based on the results of the study, it is recommended to introduce a differentiated approach to the development of teachers' emotional intelligence, incorporating profiles and personal characteristics, to integrate specialised programmes for the development of emotional intelligence into the system of teacher training and in-service training, as well as to target the prevention of emotional burnout inexperienced

teachers and support for novice teachers. The study had limitations due to the local nature of the sample, which limits the possibility of broad generalisation of the results. Promising areas for further research include a longitudinal study of the dynamics of teachers' emotional intelligence and expanding the geography of the study to cross-culturally compare the characteristics of teachers' emotional intelligence in different socio-cultural contexts.

## Data availability

Data sharing is not applicable to this article.

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