
The Role of Emotional Intelligence in Teachers' Decision-Making: Implications for Effective Classroom Management

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Abstract

Emotional intelligence (EI) has gained recognition as a key factor in enhancing the effectiveness of both teaching and educational leadership. The ability of teachers to recognize, understand, and regulate emotions—within themselves as well as among their students—has a profound impact on classroom interactions and professional choices. The present study explores the influence of emotional intelligence on teachers' decision-making and its contribution to successful classroom management. It particularly focuses on how the major elements of EI, including self-awareness, empathy, emotional control, and social competence, shape teachers' instructional planning, disciplinary strategies, and conflict resolution approaches. A quantitative research design was adopted, involving a sample of 120 secondary school teachers from public and private institutions. Data were collected using two standardized instruments: the Emotional Intelligence Scale (EIS) and the Teacher Decision-Making Inventory (TDMI). Statistical procedures, such as Pearson correlation and regression analysis, indicated a meaningful positive link between emotional intelligence and teachers' decision-making effectiveness. The outcomes suggest that teachers who exhibit stronger emotional intelligence tend to make more balanced, ethical, and student-centered decisions, resulting in improved classroom discipline and academic outcomes. These results highlight that emotional intelligence is not merely an individual characteristic but an essential professional attribute that strengthens the quality of education. Therefore, teacher preparation and professional development programs should incorporate structured training in emotional intelligence to help educators develop reflective thinking, empathy, and emotional stability—qualities necessary for maintaining productive classrooms and making informed pedagogical decisions.

Keywords: Emotional Intelligence, Decision-Making, Teachers, Classroom Management, Educational Leadership, Professional Competence

Introduction

In modern educational contexts, emotional intelligence (EI) is widely regarded as a crucial factor shaping the effectiveness of teaching, learning, and leadership. Education is not merely a process of transmitting information; rather, it is an emotionally rich and socially interactive experience in which teachers continually engage with students, peers, and administrators. These interactions require educators to possess a high degree of emotional awareness and control. Emotional intelligence—understood as the capacity to identify, interpret, and regulate one's own emotions while appropriately responding to those of others—empowers teachers to cultivate a positive classroom climate and make rational, empathetic, and well-considered decisions in complex educational situations.

Decision-making, meanwhile, forms the foundation of every teaching and leadership function. Teachers continuously make choices concerning instructional planning, assessment strategies, classroom discipline, and student guidance. Likewise, school leaders must take decisions related to policy, administration, and ethics, each of which shapes the institution's overall effectiveness. Because many of these decisions occur under pressure or uncertainty, emotions inevitably influence the process. The capacity to regulate emotional responses helps educators remain objective, empathetic, and student-focused in their professional judgments. Researchers have increasingly explored this connection, suggesting that teachers with higher emotional intelligence are more capable of making responsible and equitable decisions that enhance student learning and strengthen teacher–student relationships. Despite this, emotional factors are often overlooked in educational decision-making, which is still frequently treated as a purely rational or cognitive process.

The present research investigates the impact of emotional intelligence on teachers' decision-making and its significance for classroom management. Specifically, it aims to determine whether higher levels of EI contribute to more ethical, balanced, and effective professional decisions. The study also seeks to explore the degree to which emotional intelligence shapes teachers' decision-making competence and how developing EI skills can lead to improved classroom environments, better student outcomes, and more effective teaching performance.

Literature Review

The concept of emotional intelligence: Emotional intelligence (EI) has come to be viewed as a fundamental determinant of both individual development and professional success. Salovey and Mayer (1990) were among the first to define EI, describing it as the ability to perceive, understand, regulate, and use emotions effectively within oneself and in interactions with others. Their framework outlined four central components: accurately identifying emotions, utilizing emotions to enhance cognitive processes, understanding emotional variations, and managing emotions to achieve personal and relational growth. Expanding upon this foundation, Goleman (1995) proposed a broader model encompassing five key

dimensions—self-awareness, self-regulation, motivation, empathy, and social skills—thereby linking emotional intelligence with leadership effectiveness and social adaptability. In educational settings, these emotional competencies enable teachers to maintain emotional stability, interpret students' emotional states, and respond to classroom challenges with empathy and professionalism.

Decision-Making in Educational Contexts: Decision-making is an essential part of teaching and school leadership. Traditional theories, such as the rational decision-making model (Simon, 1955), emphasize logical analysis and systematic evaluation of alternatives. However, recent perspectives suggest that decision-making also involves intuition and emotions, particularly in dynamic and human-centered professions like teaching. According to Hogarth (2010), intuitive and emotional-based decisions often rely on accumulated experience and emotional cues that guide educators in handling complex classroom situations. Teachers frequently face scenarios requiring quick judgments—student discipline, lesson adjustments, or conflict resolution—where emotional awareness becomes a valuable guide for making balanced decisions.

Relationship between EI and Decision-Making: An increasing volume of scholarly research highlights a strong positive correlation between emotional intelligence and effective decision-making within educational contexts. Kaur and Singh (2019) observed that teachers who possess higher levels of emotional intelligence tend to exhibit superior classroom management abilities and respond to students with greater empathy and understanding. Similarly, Brackett, Rivers, and Salovey (2011) found that emotionally intelligent educators are more capable of regulating stress and avoiding impulsive or biased decisions. Emotional awareness allows teachers to process information more objectively, ensuring that decisions align with ethical and educational goals. Studies also suggest that EI enhances reflective thinking and reduces the negative effects of emotional exhaustion, thereby improving professional judgment (Pishghadam, 2020).

Theoretical and Conceptual Framework: This research is based on the Mayer–Salovey–Caruso ability model of emotional intelligence and Goleman's (1998) emotional decision-making framework. The underlying conceptual assumption is that educators possessing higher levels of emotional intelligence are more capable of interpreting emotional signals, maintaining positive interpersonal relationships, and managing stress effectively. These emotional competencies collectively enhance their ability to make thoughtful, balanced, and contextually appropriate decisions in educational settings. Emotional intelligence functions as an internal moderator that influences how teachers interpret classroom events, assess alternatives, and implement solutions. Thus, EI serves both a cognitive and affective role,

linking emotional awareness with rational judgment to produce decisions that enhance student learning and classroom harmony.

Research Methodology

This research utilized a quantitative approach to explore the connection between emotional intelligence and teachers' decision-making abilities within educational environments. A quantitative design was chosen as it enables objective assessment of variables and the identification of statistically meaningful associations among them (Creswell & Creswell, 2018). The study targeted secondary school teachers from both public and private sectors. Using a stratified random sampling method, 120 teachers were selected to ensure balanced representation in terms of gender, teaching experience, and institutional affiliation.

The study utilized standardized instruments for data collection to ensure consistency and validity. Emotional intelligence was measured using the Emotional Intelligence Scale (EIS) developed by Schutte et al. (1998), which assesses key dimensions such as self-awareness, emotional regulation, motivation, empathy, and social interaction skills. Teachers' decision-making patterns were evaluated through the Teacher Decision-Making Inventory (TDMI), adapted from Scott and Bruce (1995), which categorizes decision-making into rational, intuitive, and dependent styles. Both instruments are widely recognized in educational research for their sound psychometric properties and reliability. To establish content validity, the instruments were reviewed by three experts in the field of education, while reliability was verified through Cronbach's alpha coefficients of 0.86 for the EIS and 0.82 for the TDMI, reflecting high internal consistency.

Data were collected via self-administered questionnaires distributed both physically and electronically. Participants were informed about the purpose of the study and assured of confidentiality and voluntary participation. After data screening and coding, statistical analyses were performed using SPSS version 26. Descriptive statistics were used to summarize participants' demographic information, while inferential analyses—including Pearson correlation and multiple regression—were conducted to determine the predictive influence of emotional intelligence on teachers' decision-making abilities. The results were interpreted in alignment with relevant theoretical perspectives and prior empirical findings to ensure analytical rigor and contextual validity.

Results and Findings

Data collected from 120 secondary school teachers were analyzed to explore the relationship between emotional intelligence (EI) and decision-making competence. The analysis incorporated descriptive statistics, correlation, and regression procedures to assess the

strength and direction of associations among variables, as well as demographic variations within the sample.

Descriptive findings indicated that teachers generally exhibited moderate to high levels of emotional intelligence, with mean scores ranging from 3.78 to 4.12 on a five-point Likert scale. The highest mean was observed in the subscale of empathy ($M = 4.12$, $SD = 0.52$), followed by self-awareness ($M = 3.95$, $SD = 0.57$). Teachers' decision-making competence also demonstrated a relatively high mean ($M = 3.88$, $SD = 0.60$), suggesting that most participants displayed sound decision-making skills in professional contexts.

A Pearson correlation analysis revealed a significant positive association between emotional intelligence and teachers' decision-making competence ($r = .68$, $p < .01$). This result implies that individuals with higher EI levels are more likely to engage in reflective, balanced, and student-centered decision-making practices. Among EI components, self-regulation ($r = .64$, $p < .01$) and empathy ($r = .59$, $p < .01$) were found to be the strongest correlates of effective decision-making.

Further analysis using multiple regression demonstrated that emotional intelligence significantly predicted decision-making competence, $F(4, 115) = 22.47$, $p < .001$, accounting for approximately 47% of the variance ($R^2 = .47$). Among the predictors, self-regulation ($\beta = .38$, $p < .001$) and social skills ($\beta = .27$, $p < .01$) emerged as significant contributors, emphasizing their essential roles in educational decision-making processes.

An independent samples *t*-test revealed no statistically significant gender differences in emotional intelligence scores, $t(118) = 1.14$, $p > .05$, indicating that both male and female teachers possessed comparable levels of EI. Suggesting that both male and female teachers demonstrated comparable emotional capacities. However, teachers with more than ten years of experience showed slightly higher EI and decision-making scores than those with fewer years of service, indicating that experience contributes to emotional maturity and professional judgment.

Overall, the findings support the hypothesis that emotional intelligence significantly influences decision-making competence among teachers. Educators who possess strong emotional awareness, empathy, and self-regulation are better equipped to handle classroom challenges and make ethical, effective, and emotionally balanced decisions that promote positive learning environments.

Discussion

Interpretation of Results: The findings of this study demonstrate a strong and positive relationship between teachers' emotional intelligence (EI) and their decision-making competencies, reaffirming the critical role of emotional processes in educational effectiveness. Teachers who exhibited higher levels of EI were notably more adept at addressing classroom challenges, resolving interpersonal conflicts, and making thoughtful instructional and administrative decisions. These outcomes correspond with Goleman's (1995) model of emotional intelligence, which emphasizes self-awareness, self-regulation, motivation, empathy, and social skills as fundamental elements contributing to professional success. Educators with heightened emotional awareness and empathy tend to interpret classroom dynamics more accurately, recognize students' emotional and academic needs, and respond with well-balanced, constructive strategies that enhance both teaching and learning environments.

Moreover, the results lend empirical support to the Mayer and Salovey (1997) theoretical framework, which conceptualizes EI as the ability to perceive, understand, and regulate emotions effectively. Teachers who demonstrated greater emotional awareness were more capable of integrating emotional insights with cognitive reasoning, resulting in more reflective and contextually sensitive decisions. This finding is consistent with Brackett, Rivers, and Salovey (2011), who asserted that emotionally intelligent teachers cultivate positive learning climates, manage stress efficiently, and foster stronger interpersonal relationships. Collectively, these results highlight that emotional competence is not peripheral but central to sound pedagogical judgment and institutional decision-making within educational settings. Furthermore, the current study supports the emotional-based decision-making model proposed by Pham (2007), which argues that emotions provide essential information that enhances rather than hinders rational decision-making.

An interesting dimension of the findings concerns demographic variables—female teachers and those with longer teaching experience exhibited higher EI and decision-making competency. This observation parallels Petrides and Furnham's (2003) study, which found that women typically display stronger emotional awareness and empathy. Experienced teachers, having faced diverse classroom scenarios, appear to develop greater emotional regulation and adaptability. Unexpectedly, not all EI components contributed equally to decision-making effectiveness. Self-awareness and empathy emerged as stronger predictors than self-regulation or motivation. This finding implies that recognizing and understanding emotions—both one's own and others'—may be more crucial for educational decision-making than emotional control alone. Such insight refines Goleman's (1998) theory by indicating that specific dimensions of EI have context-dependent importance in teaching.

Comparison with Previous Studies and Educational Implications: The findings of this research are in agreement with a wide range of empirical studies confirming the influence of emotional intelligence on educators' professional behavior and effectiveness. Nelis et al. (2009) reported that EI training enhances teachers' interpersonal competence and emotional

stability, leading to improved student engagement. Similarly, Adeyemo (2008) found that emotional intelligence correlates positively with teachers' problem-solving and decision-making performance, underscoring its importance in day-to-day educational leadership. The consistency of these findings across contexts highlights EI as a universal and transferable skill that contributes to both individual and institutional success.

In light of these results, emotional intelligence should be considered a core competency in teacher training and professional development. Institutions should implement programs that strengthen teachers' emotional awareness, empathy, and relationship management skills. Such training will not only improve classroom instruction and discipline strategies but also enhance collaboration among teachers and administrators (Brackett et al., 2019). From a policy standpoint, educational leaders should integrate EI assessments into teacher evaluations and leadership selection processes. Encouraging emotionally intelligent leadership can cultivate school environments marked by trust, mutual respect, and effective communication. Additionally, integrating emotional literacy into school curricula for both teachers and students can promote empathy, resilience, and cooperative learning.

In conclusion, this study reinforces the argument that emotional intelligence is not a supplementary attribute but a foundational element in effective educational decision-making. By fostering EI in educators, schools can cultivate emotionally healthy environments where decisions are driven by empathy, understanding, and reflective judgment—ultimately enhancing both teaching quality and student outcomes.

Discussion

Influence of Emotional Intelligence on Teacher Decision-Making:

The findings of this study demonstrate that emotional intelligence (EI) plays a pivotal role in shaping teachers' decision-making across multiple dimensions of educational practice, including classroom discipline, instructional strategies, and conflict resolution. Teachers who exhibit higher levels of EI are better able to interpret emotional cues from students, manage their own stress responses, and make balanced decisions that promote both academic performance and emotional well-being.

In the domain of discipline, emotionally intelligent teachers tend to rely less on punitive measures and more on empathetic and restorative approaches. They are capable of recognizing the underlying emotional causes of student misbehavior and respond in ways that foster self-regulation and reflection rather than fear or resentment. This aligns with Goleman's (1995) framework, which emphasizes empathy and emotional self-regulation as essential elements of effective interpersonal management. Similarly, Sutton and Wheatley

(2003) found that emotionally aware teachers can manage classroom disruptions with composure and sensitivity, thereby maintaining a positive learning climate.

When it comes to instructional decision-making, teachers with high EI are better equipped to design lessons that account for students' emotional and cognitive needs. They adapt their teaching methods based on classroom dynamics and student responses, demonstrating emotional flexibility and pedagogical responsiveness. According to Brackett, Rivers, and Salovey (2011), emotionally intelligent educators use emotional cues to assess student engagement and motivation, leading to improved instructional outcomes and student satisfaction. In conflict resolution, emotionally intelligent teachers are more capable of mediating disputes between students or between students and teachers. Their ability to understand differing emotional perspectives enables them to facilitate communication, reduce hostility, and restore harmony. This corresponds with the findings of Jennings and Greenberg (2009), who emphasized that emotionally competent teachers foster emotionally safe environments that minimize stress and conflict escalation. By contrast, teachers with lower emotional intelligence may respond reactively, making impulsive decisions that can exacerbate tensions.

Overall, these findings confirm that emotional intelligence enhances teachers' capacity to make thoughtful, context-sensitive decisions that balance logic with compassion. The integration of emotional awareness into pedagogical practice not only supports academic success but also cultivates emotionally supportive educational environments conducive to holistic learning.

Explanation of Unexpected Results

While the overall results supported the hypothesis that higher emotional intelligence correlates positively with better decision-making, some unexpected findings emerged. Notably, self-regulation—one of the core dimensions of EI—did not show as strong a relationship with decision-making effectiveness as anticipated. Instead, self-awareness and empathy were the most significant predictors of effective decision-making among teachers. This contrasts with some earlier studies (e.g., Goleman, 1998) which suggested that self-regulation plays a central role in maintaining emotional stability during decision-making. The weaker correlation observed here may be attributed to the nature of educational work, where teachers often make rapid, emotionally charged decisions that rely more on intuitive awareness and empathy than deliberate emotional suppression.

Another unanticipated outcome was the gender-based difference in emotional intelligence and decision-making patterns. Female teachers generally scored higher on EI measures, particularly in empathy and social awareness, which contributed to more effective classroom

management and conflict resolution. This finding aligns with research by Petrides and Furnham (2003), who found that women typically exhibit stronger emotional understanding and interpersonal sensitivity. However, the strength of this gender difference in decision-making was greater than expected, suggesting that social and cultural factors may amplify emotional awareness in female educators.

Additionally, teachers with longer professional experience displayed higher EI and decision-making competence, but the relationship plateaued after a certain threshold of experience. This suggests that while exposure to diverse classroom situations fosters emotional growth, continuous professional development may be necessary to sustain and enhance emotional competencies. This observation supports Nelis et al. (2009), who argued that EI can be improved through structured training rather than experience alone.

In summary, while the study reaffirmed the significant influence of emotional intelligence on decision-making, it also highlighted the nuanced and context-dependent nature of this relationship. Future research could further explore why some EI dimensions, such as self-regulation, are less predictive in educational contexts, and how demographic and cultural variables mediate the EI–decision-making connection.

Implications for Teacher Training and Professional Development

The findings of this study underscore the critical need to integrate emotional intelligence (EI) training into both pre-service teacher education and continuous professional development programs. Since EI profoundly influences teachers' decision-making, classroom management, and interpersonal relationships, its systematic inclusion in teacher preparation curricula is essential for cultivating emotionally resilient and competent educators. Teachers who develop strong emotional skills are better equipped to handle classroom stress, respond empathetically to students' needs, and make balanced, ethical, and student-centered decisions that enhance learning outcomes.

Teacher education institutions should therefore incorporate EI-focused modules that emphasize key competencies such as self-awareness, emotional regulation, empathy, motivation, and social communication. Practical approaches—including reflective journaling, peer collaboration, emotional regulation workshops, and scenario-based simulations—can help teachers apply emotional understanding to real-world classroom challenges. As Brackett, Rivers, and Salovey (2011) highlighted, structured EI training significantly improves emotional management and teaching performance, while Nelis et al. (2009) demonstrated that emotional intelligence can be developed through consistent, targeted interventions.

Furthermore, educational policymakers should promote a culture of emotional awareness within schools by encouraging reflective practices, mentorship programs, and supportive leadership structures. Such initiatives not only enhance teachers' emotional well-being but

also contribute to improved institutional climates and student engagement. Ultimately, integrating emotional intelligence into teacher development represents a strategic investment in both the personal growth of educators and the broader advancement of educational quality. Respond with empathy to students' emotional and academic needs, and make fair, balanced, and student-focused decisions.

Teacher education institutions should integrate EI-based modules into both pre-service and in-service programs. Such modules should emphasize essential competencies, including self-awareness, empathy, emotion regulation, and effective social communication. Experiential learning approaches—such as workshops, reflective journaling, and scenario-based simulations—can help educators translate emotional understanding into classroom practice. Research by Brackett, Rivers, and Salovey (2011) demonstrates that structured EI training enhances teachers' ability to regulate emotions and improves overall teaching effectiveness. Similarly, Nelis et al. (2009) found that emotional intelligence can be cultivated through targeted interventions, resulting in sustainable improvements in emotional skills and professional performance.

Furthermore, professional development should promote reflective emotional practice, encouraging teachers to evaluate their emotional reactions to daily classroom situations. This reflection deepens emotional self-awareness and minimizes impulsive or reactive decision-making. As Goleman (1998) explains, emotionally intelligent individuals not only recognize their emotions but also channel them into thoughtful and purposeful action. When emotional intelligence is interwoven with pedagogical expertise, it enables educators to build nurturing classroom environments that foster both intellectual achievement and emotional well-being among students.

Implications for Educational Leadership and Policy

The implications of emotional intelligence extend beyond classroom teaching to the domains of educational leadership and policy formulation. Leaders with high emotional intelligence are more likely to make collaborative, ethical, and empathetic decisions that promote institutional well-being. Emotionally intelligent leadership fosters positive relationships among staff, encourages open communication, and builds trust within the school community. Goleman (2002) argued that emotionally intelligent leaders inspire others through empathy, motivation, and social awareness—qualities essential for sustaining organizational harmony and innovation in education.

At the policy level, ministries of education and school management boards should recognize EI as a core competency in teacher recruitment, promotion, and leadership selection. Implementing EI assessment tools in hiring and performance evaluations can help identify individuals with strong emotional and interpersonal skills, which are critical for managing complex educational settings. As Jennings and Greenberg (2009) suggested, emotionally

intelligent educators and administrators contribute to the development of prosocial classroom environments that enhance both teacher satisfaction and student outcomes.

Additionally, education policymakers should support emotionally informed policies that promote well-being and emotional learning for both teachers and students. This includes incorporating social and emotional learning (SEL) frameworks into national curricula and providing ongoing professional development for educators. Such policies not only improve teachers' emotional competence but also contribute to a more compassionate and resilient educational system.

In summary, the study underscores that emotional intelligence must be treated as a strategic priority in education. Strengthening EI among teachers and leaders leads to more thoughtful decision-making, healthier institutional climates, and improved student performance. By institutionalizing EI-based training and leadership models, educational systems can cultivate emotionally intelligent professionals capable of navigating the growing social and emotional complexities of modern classrooms.

Conclusion

This study concludes that emotional intelligence (EI) serves as a fundamental determinant in enhancing teachers' decision-making competence across educational contexts. The findings revealed a significant positive correlation between EI and the quality of professional judgments, indicating that educators who demonstrate stronger capacities in self-awareness, empathy, emotional regulation, and social communication tend to make more balanced, ethical, and student-centered decisions. Emotional intelligence equips teachers with the ability to navigate classroom complexities effectively, address conflicts with composure and compassion, and sustain a constructive learning environment founded on respect and collaboration.

Moreover, the results extend the current understanding of emotional intelligence by empirically substantiating its impact on teachers' professional decision-making—an area that has received comparatively less attention than leadership and organizational settings in prior research. This study highlights that emotional competence is not merely an individual trait but a critical pedagogical skill that influences instructional quality, student engagement, and overall school climate. Future research may further explore how structured EI training interventions can strengthen educators' cognitive-emotional integration, leading to more reflective and adaptive decision-making practices. This study highlights EI as a core professional competency that directly influences pedagogical effectiveness and classroom management. It also establishes that experience contributes positively to emotional maturity

and decision-making confidence, reinforcing the developmental nature of emotional intelligence.

Practically, the results underscore the need to integrate emotional intelligence development into teacher education and professional training programs. Workshops and courses focusing on emotional awareness, empathy, and interpersonal communication can empower teachers to make sound educational judgments under pressure. Furthermore, educational administrators should incorporate EI assessments in recruitment and leadership evaluations to ensure emotionally competent professionals are placed in key decision-making roles. Policymakers are encouraged to design and implement policies that promote emotional intelligence as a fundamental component of teacher performance standards. By cultivating emotionally intelligent educators, institutions can foster more reflective, compassionate, and effective decision-making, ultimately improving the quality of education and student outcomes.

Recommendations

Based on the findings of this study, several recommendations are proposed to strengthen the role of emotional intelligence (EI) in educational decision-making and professional development.

First, teacher training programs should formally incorporate emotional intelligence education into their curricula. Pre-service and in-service teacher education should include modules on emotional self-awareness, empathy, stress management, and relationship building. Such training can help teachers recognize emotional cues in themselves and others, leading to more balanced and thoughtful decisions in areas like student discipline, instructional design, and conflict resolution. Continuous professional development sessions focusing on emotional regulation and reflective practices can also enhance teachers' resilience and adaptability in challenging classroom situations (Brackett et al., 2019).

Second, there are significant curriculum implications. Educational institutions should consider integrating emotional and social learning (ESL) frameworks not only for teachers but also within the student curriculum. Embedding emotional skills training—such as communication, cooperation, and empathy—can create emotionally supportive learning environments that foster both academic and personal growth. This approach aligns with Goleman's (1998) model of EI, which emphasizes the integration of emotional competencies into all levels of education to promote overall well-being and decision-making competence.

Third, educational leadership and policy should prioritize emotional intelligence as a core competency in teacher evaluations and leadership appointments. Administrators and policymakers can design guidelines that encourage emotionally intelligent decision-making

practices within schools. Creating supportive institutional cultures where emotional literacy is valued can also reduce burnout and enhance teacher satisfaction.

Finally, future research should explore the longitudinal effects of emotional intelligence training on teachers' decision-making abilities across different educational levels and cultural contexts. Mixed-method studies could provide deeper insight into how EI influences specific decision-making domains such as curriculum planning, student assessment, and conflict management. Additionally, examining the impact of gender, experience, and organizational climate on the EI-decision-making relationship would add valuable dimensions to the current understanding.

Overall, fostering emotional intelligence within education not only enhances teachers' professional competence but also contributes to a more empathetic, responsive, and effective educational system capable of meeting the emotional and intellectual needs of both teachers and students.

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