

## **Role of Emotional Intelligence in Teacher Well Being and Adaptation**

• Saheb Kazi<sup>1</sup>

• Jakir Hussain Laskar<sup>2</sup>

### **Abstract**

In recent years, emotional intelligence (EI) has been recognized as a key component impacting many facets of success and happiness in the workplace. A growing amount of research is focusing on the impact of EI on teachers' well-being and ability to adjust in the classroom. Within the framework of the teaching profession, this research seeks to investigate the complex link between emotional intelligence, teacher well-being, and adaptability. This study offers a thorough examination of educational frameworks, empirical research, and current literature to shed light on how emotional intelligence affects teachers' resilience, job satisfaction, and ability to handle stress, as well as how it affects their capacity to adapt to the ever-changing demands of their profession. This study summarizes the results and shows how important it is to include emotional intelligence training in teacher preparation programmes. It calls for a more comprehensive approach to training teachers so they can handle the challenges of today's classrooms. In addition, the study highlights the need for ongoing research and collaboration to better understand emotional intelligence's role in education. This will help in developing interventions and policies that are supported by evidence and can improve both teacher professional practice and student outcomes.

**Keywords:** *Emotional intelligence, teacher well-being, teacher adaptation, professional development.*

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<sup>1</sup>Research Scholar, Department of Education, Aliah University, Park Circus Campus, Kolkata, West Bengal. ✉sahebkazi87@gmail.com

<sup>2</sup>Associate professor; Head, Aliah University, Park Circus Campus, Kolkata, West Bengal.  
✉jhl.aliah786@gmail.com

## **Introduction**

Teachers in today's schools do much more than just teach their pupils facts and figures; they also act as guides for their students' personal growth, sounding boards for difficult conversations, and sources of emotional support. Maintaining productive classroom settings and guaranteeing ideal student results depend on instructors being healthy and adaptable in the face of the many demands and difficulties of the teaching profession. At the heart of these considerations is the idea of emotional intelligence (EI), which is gaining traction because of the positive impact it may have on teachers' health and flexibility. According to Mayer and Salovey (1997), emotional intelligence is the capacity to be self-aware, to regulate emotions, and to be emotionally intelligent in our interactions with others. The purpose of this research is to examine the complex interplay between teachers' emotional intelligence and their health and flexibility in the classroom. Physical, emotional, and mental health are all interrelated components of teachers' overall well-being. The personal lives of teachers, as well as their professional performance and the learning environment as a whole, may be negatively impacted by the high levels of stress, burnout, and job dissatisfaction that are documented in the literature (Kyriacou, 2001; Hargreaves, 2000). In order to build resilience and increase overall job satisfaction, it is crucial to understand the elements that contribute to teachers' well-being. An important component in this area could be emotional intelligence, which is believed to help people deal with stress, understand and manage their relationships, and keep a positive attitude even when faced with adversity (Brackett & Katulak, 2006). In addition, adaptation—the ability to change and prosper in unpredictable and often challenging environments—is an essential quality for teachers.

Teachers need a toolbox of adaptive skills and the ability to bounce back from setbacks in order to effectively deal with different student populations, administrative pressures, and curriculum changes (Ingersoll, 2001). Despite its potential to illuminate how educators may successfully handle the emotional demands of their work and develop a sense of competence and satisfaction in their positions, the function of emotional intelligence in supporting teacher adaptability has been little explored. There needs to be more in-depth empirical study to clarify the particular consequences of emotional intelligence on teachers' health and flexibility, even if the literature has started to acknowledge its possible relevance to the teaching profession. Examining teachers' perspectives, perceptions, and emotional realities, this research aims to provide detailed insights that might guide the creation of interventions and support systems backed by evidence to improve teachers' well-being and adaptability. This research seeks to enhance our knowledge of how educators might flourish in the

midst of the many problems they confront by conducting a qualitative analysis of the complex relationship between emotional intelligence, teacher well-being, and adaptability.

### **Statement of the Problem**

Classroom management, student-teacher relationships, learning outcomes, and professional dedication are some of the many complicated and ever-changing aspects of education that instructors encounter on a daily basis. Although there are many aspects that influence how well instructors handle these issues, one important but underexplored component is emotional intelligence. There has been a growing consensus that emotional intelligence - the capacity to identify, analyze, and control one's own emotions—is a critical factor in achieving success in many fields of work, including teaching. More research is needed to determine how it affects teachers' ability to adapt in various areas of their work. The ever-changing nature of classroom management is one of the biggest obstacles that educators face. It takes resilience and flexibility to manage a wide range of student behaviours, deal with unforeseen interruptions, and keep the classroom atmosphere upbeat. The role of emotional intelligence in helping educators adjust to these ever-changing classroom dynamics remains unclear. In order to find ways to help instructors manage classroom dynamics and encourage students to learn to their full potential, it is essential to understand the function of emotional intelligence in this setting.

The quality of the connections between students and teachers also has a significant impact on the atmosphere in the classroom and on students' academic and social-emotional development. Teachers who are emotionally intelligent may have an easier time reading their pupils' needs, building rapport, and navigating classroom difficulties. Further research is needed to determine the precise manner in which emotional intelligence impacts instructors' flexibility in cultivating these connections. By better understanding this connection, we can guide initiatives to foster a positive learning atmosphere, improve teacher-student relationships, and increase student achievement.

Improving students' learning outcomes and providing them with meaningful learning experiences are the end goals of education. To achieve this goal, it is essential that teachers be able to modify their teaching methods, provide individualised assistance, and deal with students' varied learning requirements. Teachers' emotional intelligence may have a major impact on how they adapt in various domains, which in turn affects their lesson planning, student relationships, and handling of difficult situations. However, in order to inspire initiatives to build curricula and evidence-

based practices, a comprehensive examination of the specific ways in which emotional intelligence influences instructors' flexibility to improve learning outcomes is required.

In addition, there are major problems with teacher retention, job satisfaction, and professional dedication in the teaching profession. The overall quality of education might be compromised when instructors are unable to work successfully due to burnout, stress, and disillusionment. Teachers who are emotionally intelligent may be more equipped to handle stress, keep themselves motivated, and remain dedicated to their career in the face of these difficulties. Still unknown, however, is the degree to which emotional intelligence affects educators' flexibility in reducing burnout. Keeping these things in mind, the purpose of this research is to examine how emotional intelligence might help educators adapt in many areas of their work. Improving teacher effectiveness, student outcomes, and the educational climate can be achieved by filling these important knowledge gaps in the literature and providing valuable insights that can guide the creation of tailored interventions, support systems, and professional development programmes.

### **Significance of the Study**

Educators and educational stakeholders would benefit greatly from a better understanding of the function of emotional intelligence in relation to teachers' health and flexibility. First, a critical component of good teaching is exploring how emotional intelligence helps teachers adjust to the ever-changing context of classroom management. Effective classroom management is key to fostering an atmosphere that is conducive to learning. Teachers' capacity to quickly adjust to changing circumstances greatly impacts student involvement and academic performance. This research may help shape professional development programmes and efforts that focus on improving teachers' emotional intelligence abilities that contribute to successful classroom management. By identifying these competencies, we can better equip teachers to adapt to different learning environments.

Improving classroom dynamics and students' well-being requires a thorough investigation of how emotional intelligence impacts instructors' flexibility in developing student-teacher connections. Academic achievement, students' social and emotional growth, and classroom atmosphere are all positively impacted by teachers and students who have strong connections with one another. Teachers may gain valuable insight into the interpersonal skills and emotional competencies necessary to build supportive and trustworthy relationships with their students by examining the role of emotional intelligence in maintaining these relationships. With this knowledge in hand,

interventions and training programmes for educators may be designed to raise teachers' emotional intelligence and relational competence, which will have a positive effect on their students' motivation and performance in the classroom. Furthermore, the larger impact of emotional intelligence on educational efficiency may be better understood by examining how it influences instructors' adaptability to improve overall learning results. Optimal learning experiences and outcomes for all students depend on teachers' capacity to adjust their teaching methods, provide customized assistance, and meet unique student needs. This research may help school administrators, curriculum creators, and policymakers who are trying to promote educational excellence and equality by explaining how emotional intelligence affects teachers' flexibility in this area.

A critical issue in education today is teacher retention and job satisfaction; studying the impact of emotional intelligence on teachers' adaptability to reduce burnout and strengthen professional commitment is one way to address this. The quality and continuity of education might be jeopardized when teachers experience burnout, leave the profession, and see a decline in morale. Strategies for creating a professional setting that encourages and supports teachers may be informed by research on the effects of emotional intelligence on teachers' motivation, resilience, and sense of purpose. Educators and students alike will reap the benefits of focused interventions and policies that increase emotional intelligence by determining what elements contribute to teachers' well-being and retention. In conclusion, the importance of this research rests in the fact that it has the ability to deepen our comprehension of the pivotal function of emotional intelligence in the adaptability, health, and efficacy of educators. This project aims to improve teacher professional development, student outcomes, and the educational ecosystem as a whole by answering important research questions and providing evidence for policies, initiatives, and practices in these areas.

### **Research Questions**

- 1) What specific emotional intelligence competencies contribute to teachers' ability to adapt to the dynamic nature of classroom management situations?
- 2) How does emotional intelligence influence teachers' strategies for adapting and fostering positive relationships with students in the classroom?
- 3) In what ways does emotional intelligence influence teachers' adaptability and its effects on overall learning outcomes for students?
- 4) How does emotional intelligence influence teachers' adaptability in managing and mitigating factors that can affect their commitment to the teaching profession?

### **Objectives of the Study**

- 1) To determine the role of emotional intelligence in facilitating teachers' adaptation to the dynamic situation of classroom management;
- 2) To ascertain how emotional intelligence influences teachers' adaptation in fostering student-teacher relationships;
- 3) To analyze in what ways emotional intelligence effects teachers' adaptation in enhancing overall learning outcomes;
- 4) To investigate how emotional intelligence influences teachers' adaptation in mitigating commitment to the profession.

### **Literature Review**

Karakus, Toprak, Caliskan, and Crawford (2024) show through their final structural equation model that teachers' stress, anxiety, burnout, and psychosomatic complaints (PSCs) are greatly reduced when their EI levels are high and when they demonstrate effective EL tactics. Ultimately, the model demonstrates that instructors' emotional and physical health are better served by the deep acting approach, which incorporates more adaptable mechanisms for regulating emotions, as opposed to the surface acting strategy, which has the opposite impact. Similarly, Nawaz, Gajenderan, Gopinath, and Tharanya (2024) examine occupational stress in the teaching fraternity via the lenses of emotional intelligence and workplace spirituality. Their results indicate that occupational stress is predicted by emotional intelligence and workplace spirituality, with spirituality in the workplace playing only a little and negligible mediating role between EQ and occupational stress. On the other hand, those who score above average on the emotional intelligence and spirituality scales tend to have less stress overall.

Kamboj and Garg (2021) further highlight the role of perseverance and self-reliance in this context. Findings from parallel multiple mediation show that perseverance is a significant predictor of psychological well-being and a mediator of the relationship between emotional intelligence and teachers' well-being, while self-reliance is an inconsistent but significant mediator in this relationship. Their research also reports a statistically significant correlation between emotional intelligence and psychological health, with female educators outperforming their male counterparts in terms of emotional intelligence and resilience. In another study, Ngui and Lay (2020) focus on the interconnections among student teachers' individual resources for coping with practicum stress, employing a partial least square-structural equation modelling approach with 200 preservice teachers in Sabah, Malaysia. Using a

questionnaire derived from pre-existing measures, they found that although emotional intelligence, self-efficacy, and subjective well-being were useful and had predictive power, they failed to adequately account for practicum stress when it came to explaining resilience. These results point to the need for future exploratory research to include other components in order to properly understand felt practicum stress.

Adding to this body of work, Samanvitha and Jawahar (2012) emphasize that both workplace happiness and productivity are significantly impacted by emotional intelligence on the job. Their research investigates the correlation between academics' strategic emotional intelligence and their level of work satisfaction in schools of the arts and sciences. Using the Mayer-Salovey-Caruso Emotional Intelligence Test and the Wong Work Satisfaction Inventory with a sample of 98 faculty members from Tamil Nadu, India, they analysed the data through a variety of statistical methods, finding that emotional intelligence is an important factor influencing work satisfaction among faculty.

### **Research Gap**

The study aims to address several research gaps within the existing literature:

**Limited Integration of Emotional Intelligence in Teacher Training** - There is a lack of data on how much emotional intelligence is incorporated into teacher preparation programmes, even as its significance in education is becoming more widely acknowledged. Emotional intelligence abilities are crucial for successful classroom management, positive student-teacher interactions, and overall well-being, yet they are often neglected in teacher training programmes in favour of subject knowledge and methodological understanding.

**Lack of Comprehensive Understanding of Emotional Intelligence in Teacher Well-Being** - While studies have explored specific dimensions of teachers' well-being, there is insufficient research on the overall impact of emotional intelligence on their holistic well-being. Previous studies have largely focused on individual components of emotional intelligence—such as self-regulation or empathy—without considering its integrated effect. A more comprehensive analysis of the relationship between teachers' emotional intelligence and their overall well-being is therefore required.

**Limited Exploration of Emotional Intelligence in Teacher Adaptation** - Although there is a growing body of literature on teacher adaptation and resilience,

a clear research gap remains in understanding the specific role of emotional intelligence in facilitating adaptation to the dynamic challenges of the profession. While some studies have examined the influence of individual emotional intelligence competencies, there is a need for a more holistic investigation into the multifaceted ways in which emotional intelligence supports teachers' ability to adapt to diverse classroom contexts and evolving educational landscapes.

**Insufficient Attention to Contextual Factors** - Many studies on emotional intelligence in education have focused primarily on individual-level factors, such as teachers' personal traits or emotional competencies. However, limited research has examined how contextual factors—such as school culture, leadership practices, and policy environments—interact with emotional intelligence to shape teacher well-being and adaptability. A more nuanced understanding of these dynamics is essential for designing interventions and support systems that address both individual and systemic challenges.

**Limited Longitudinal Research** - While some studies have assessed the short-term effects of emotional intelligence interventions on teacher well-being and adaptation, there remains a gap in longitudinal research that investigates the long-term impact of emotional intelligence development over the course of teachers' careers. Such studies are essential to understanding how emotional intelligence evolves over time, how it influences teachers' professional trajectories, and how it contributes to sustained well-being and effectiveness in the teaching profession.

By addressing these research gaps, this study seeks to provide a deeper understanding of the complex interplay between emotional intelligence, teacher well-being, and adaptation within educational contexts. The findings aim to inform the design of evidence-based interventions and support mechanisms that enhance teacher professional practice and improve student outcomes.

## **Method**

This study employs a document analysis methodology using a systematic approach to review and analyse relevant literature, research articles, policy documents, and educational frameworks related to emotional intelligence, teacher well-being, and adaptation in the teaching profession. The process involved identifying key themes, concepts, and theoretical frameworks, synthesising information across sources, and critically evaluating findings and implications. Through a comprehensive review of existing literature and documents, the study develops a deeper understanding of the role of emotional intelligence in promoting teacher well-being and supporting

adaptation across diverse educational contexts. This methodological approach ensures that the study is grounded in robust evidence and provides practical insights to inform the development of effective interventions, professional development programmes, and policies aimed at supporting educators in their professional journey.

### Analysis and Interpretation

#### Objective 1

*O<sub>1</sub>: To determine the role of emotional intelligence in facilitating teachers' adaptation to the dynamic situation of classroom management.*

Emotional intelligence plays a crucial role in helping teachers adjust to changing classroom management settings, which is especially important in today's complex classroom ecology where multiple elements impact teaching and learning. Teachers may use emotional intelligence—which includes traits such as self-awareness, self-regulation, empathy, social skills, and resilience—as a guide for dealing with the myriad student behaviours, policy requirements, and classroom challenges. By cultivating a deep awareness of their own emotions and those of others, teachers are better equipped to meet the dynamic demands of their classrooms and students. This introduction lays the groundwork for examining how emotional intelligence provides educators with the resources and understanding to adeptly handle the complexities of classroom management. Several important facets make up emotional intelligence's role in helping teachers adapt to the ever-changing context of classroom management:

**Self-awareness** - Teachers with high emotional intelligence are self-aware; they understand how they feel, what influences their behaviour, and how to adapt their teaching to different circumstances. Self-awareness enables teachers to evaluate their strengths, weaknesses, and opportunities for growth, which in turn allows them to better manage classroom dynamics. With this awareness, teachers can adjust their methods, behaviours, and decision-making processes in real time to address emerging challenges effectively.

**Self-regulation** - Teachers who are emotionally intelligent are better able to manage their reactions and maintain composure under pressure. By controlling their emotional responses, teachers can avoid impulsive reactions, remain focused on lesson objectives, and model positive behaviour for students. This ability to self-regulate fosters a constructive learning environment and supports responsiveness to students' evolving needs.

**Empathy** - Emotionally intelligent teachers are better able to place themselves in their students' positions and understand their feelings. With empathy, teachers can more effectively support students in overcoming challenges, addressing individual needs, and achieving success. Demonstrating empathy helps build trust and respect, creating classrooms that are welcoming, inclusive, and emotionally safe spaces for learning.

**Social skills** - Teachers with high emotional intelligence possess strong social skills, enabling them to interact productively with students and colleagues, collaborate effectively, and resolve conflicts. Teachers who excel in managing group dynamics, building positive relationships, and navigating interpersonal challenges contribute to cooperative learning environments where students support one another and work together toward shared goals.

**Resilience** - Teachers who are emotionally intelligent demonstrate resilience, enabling them to recover from setbacks, confront obstacles, and persist through difficulties. Resilient educators maintain a positive outlook, stay motivated, and remain committed to their work. This resilience allows them to adapt to new circumstances, learn from experiences, and continuously refine their practices to better serve their students' needs.

By encouraging self-awareness, self-regulation, empathy, social skills, and resilience, emotional intelligence is vital in helping teachers adapt to the ever-changing dynamics of classroom management. Through these qualities, teachers can navigate classroom complexities, respond to challenges, and cultivate a positive learning environment that supports student success.

## **Objective 2**

*O<sub>2</sub>: To ascertain how emotional intelligence influences teachers' adaptation in fostering student-teacher relationships.*

When educators have high levels of emotional intelligence, they are better able to connect with their pupils on an emotional level, which enhances their capacity to comprehend and empathize with them. Several facets of the student-teacher dynamic are affected by emotional intelligence, as outlined below:

**Empathy and Understanding** - The ability to understand and share the feelings, thoughts, and experiences of pupils is a hallmark of emotionally intelligent educators.

By acknowledging and validating students' emotions, teachers can foster an accepting and welcoming classroom climate where all students feel heard and appreciated. Through developing a compassionate understanding, educators are able to customize their methods and responses to meet the unique needs of their students, cultivating an environment where students feel valued and trusted.

**Effective Communication** - Teachers with high emotional intelligence are better able to connect with their pupils on an emotional level, which allows them to communicate with greater clarity, empathy, and respect. Such teachers are able to set reasonable standards, provide constructive feedback, and resolve problems without diminishing their students' self-esteem. Open and honest communication, grounded in trust and mutual respect, encourages active participation and collaboration among students.

**Building Rapport** - Emotional intelligence is key to forming strong connections with pupils and establishing rapport. Warmth, sincerity, and approachability on the part of teachers create a welcoming environment where students feel safe sharing their thoughts and asking questions. Emotionally intelligent teachers build close relationships with their students by listening to their opinions, showing genuine concern, and demonstrating interest in their perspectives, thereby fostering engagement, motivation, and academic achievement.

**Conflict Resolution** - Disputes are inevitable in the classroom, both among students and occasionally between students and teachers. Emotional intelligence equips educators with the ability to manage and resolve these conflicts constructively. By maintaining composure and empathy in the face of disagreement, teachers model positive conflict resolution strategies, teaching pupils valuable skills in emotional regulation and problem-solving. Addressing conflicts with sensitivity and understanding strengthens trust and resilience in student-teacher relationships.

**Adaptability and Flexibility** - Teachers with high emotional intelligence are able to adjust their strategies and responses to suit the evolving needs and preferences of their students. They are skilled at interpreting nonverbal cues and responding appropriately through pedagogy, classroom management techniques, and communication styles. This adaptability ensures that students feel heard, understood, and supported, fostering an inclusive and responsive learning environment.

**In conclusion**, emotional intelligence significantly influences how well teachers adapt to their students' needs and strengths by enhancing their communication,

empathy, rapport building, conflict resolution, and flexibility. By cultivating these abilities, teachers can create supportive, inclusive, and rewarding classroom environments that lay the foundation for meaningful learning experiences and academic success.

### **Objective 3**

*O<sub>3</sub>: To analyze in what ways emotional intelligence effects teachers' adaptation in enhancing overall learning outcomes.*

Teachers' emotional intelligence greatly affects their ability to adjust in order to improve learning outcomes. Emotionally intelligent educators create safe and welcoming classrooms, encourage student participation, and employ effective teaching strategies. The following analysis highlights how emotional intelligence influences educators' flexibility and impacts student achievement:

**Creating a Positive Learning Environment** - Emotional intelligence enables teachers to cultivate a positive and inclusive classroom climate where students feel safe, valued, and motivated to learn. Teachers with high emotional intelligence demonstrate warmth, empathy, and respect toward their students, creating an atmosphere conducive to academic risk-taking and exploration. A positive learning environment encourages active participation, collaboration, and critical thinking, ultimately enhancing students' overall learning outcomes.

**Tailoring Instruction to Individual Needs** - The capacity to identify and address the wide range of student strengths, interests, and learning styles is a hallmark of emotionally intelligent educators. Such teachers successfully accommodate student diversity by recognising students' emotions, motivations, and learning preferences, and then adapting their teaching strategies, resources, and assessments accordingly. This tailored method of instruction benefits all learners by increasing engagement, confidence, and performance in the classroom.

**Promoting Social-Emotional Learning (SEL)** - Students' development of social-emotional learning skills—including self-awareness, self-regulation, empathy, and relationship-building—is greatly influenced by their teachers' emotional intelligence. When educators model high levels of emotional intelligence, they foster a classroom culture that values emotional health and interpersonal relationships. Through integrated SEL activities and explicit instruction, emotionally intelligent educators support students' holistic development, thereby improving overall learning outcomes.

**Managing Classroom Dynamics** - Teachers with high levels of emotional intelligence are better able to maintain smooth classroom functioning and address student disputes or disruptive behaviours effectively. In challenging situations, emotionally intelligent educators remain composed, empathetic, and proactive in defusing tensions, ensuring that students continue to learn in a supportive environment. By cultivating safety, respect, and belonging, such teachers enable students to stay focused and achieve their full potential.

**Building Strong Teacher-Student Relationships** - Establishing trustworthy, supportive connections between students and teachers is essential for academic achievement, and emotional intelligence plays a critical role in this process. Teachers with high emotional intelligence build rapport through care, respect, and attentive listening, motivating students to stay engaged and committed. When students feel understood and supported, they are more likely to take risks, ask questions, and actively participate in their learning journey.

**In conclusion**, teachers who demonstrate emotional intelligence are better able to adapt their lessons to student needs, create welcoming classroom climates, foster social-emotional competencies, maintain positive dynamics, and build strong relationships. By applying these skills, teachers not only design engaging and effective lessons but also help students achieve their intellectual, social, and emotional potential.

#### **Objective 4**

*O<sub>4</sub>: To investigate how emotional intelligence influences teachers' adaptation in mitigating commitment to the profession.*

Emotional intelligence plays a critical role in influencing teachers' adaptation and sustaining their commitment to the profession by enhancing their resilience, job satisfaction, and sense of purpose. The following discussion outlines how emotional intelligence impacts teachers' adaptation and its subsequent effects on professional commitment:

**Resilience in the Face of Challenges** - Teaching is a demanding profession that often entails facing numerous challenges, including student behaviour issues, administrative pressures, and societal expectations. Emotional intelligence equips teachers with the resilience to navigate these challenges effectively. Emotionally intelligent teachers are adept at managing stress, coping with setbacks, and bouncing back from difficult situations. By recognising and regulating their emotions, setting realistic expectations, and maintaining a positive outlook, emotionally intelligent

teachers are better prepared to persevere in the face of adversity, thereby mitigating factors that could erode their commitment to the profession.

**Coping with Burnout and Stress** - Burnout and stress are pervasive issues in the teaching profession that can significantly affect teachers' commitment and job satisfaction. Emotional intelligence enables teachers to recognise the signs of burnout and implement strategies to cope effectively. Emotionally intelligent teachers prioritise self-care, set boundaries, and seek support from colleagues and mentors when needed. By managing their emotions and stress levels, they can prevent burnout and maintain their passion and dedication to teaching, thereby sustaining their long-term commitment to the profession.

**Maintaining Job Satisfaction** - Emotional intelligence fosters job satisfaction by enabling teachers to cultivate positive relationships with students, colleagues, and administrators. Teachers with high emotional intelligence are skilled at communicating effectively, resolving conflicts, and collaborating with others. By fostering a supportive and inclusive work environment, emotionally intelligent teachers experience greater job satisfaction and fulfilment in their roles. This sense of satisfaction and belonging strengthens their commitment to the teaching profession, as they feel valued and appreciated for their contributions.

**Aligning Personal Values with Professional Goals** - Emotional intelligence helps teachers align their personal values with their professional goals, fostering a sense of purpose and meaning in their work. Emotionally intelligent teachers understand their own motivations, strengths, and areas for growth, allowing them to pursue opportunities for professional development that are aligned with their values and aspirations. By finding fulfilment in their work and making meaningful contributions to students' lives, emotionally intelligent teachers cultivate a strong sense of purpose that sustains their commitment even in the face of challenges.

**Adapting to Change and Innovation** - The field of education is constantly evolving, with new technologies, pedagogical approaches, and policy changes reshaping the landscape of teaching and learning. Emotional intelligence enables teachers to adapt to these changes effectively. Teachers with high emotional intelligence embrace innovation and lifelong learning while remaining open to new ideas and perspectives. By adapting to change and staying flexible in their approaches, emotionally intelligent teachers remain engaged and committed to their profession, even as external circumstances evolve.

**In conclusion**, emotional intelligence influences teachers' adaptation and sustains their professional commitment by enhancing their resilience, coping mechanisms, job satisfaction, sense of purpose, and ability to adapt to change. By cultivating emotional intelligence skills, teachers can sustain their passion, dedication, and commitment to the profession, ensuring that they continue to make a positive impact on students' lives and contribute meaningfully to the field of education over the long term.

### **Conclusion**

Examining educational frameworks, empirical data, and current research, the study highlights how emotional intelligence greatly affects teachers' well-being and adaptability. The findings shed light on the complex relationship between teachers' professional lives and emotional intelligence characteristics such as self-awareness, self-regulation, empathy, and social skills. Overall, the research demonstrates that emotional intelligence is crucial in helping teachers cope with stress and burnout, build rapport with students and colleagues, and remain resilient in the face of adversity.

In addition, the study underscores the effectiveness of incorporating emotional intelligence development into teacher education and support programmes. It calls for a more comprehensive approach to teacher preparation that integrates emotional competencies alongside pedagogical knowledge and subject expertise. The conclusion advocates for a shift in thinking about teacher support, emphasising the importance of programmes that prioritise emotional intelligence and continuous professional development to enhance teacher well-being and productivity.

The study further highlights the need for ongoing research and collaboration to deepen understanding of emotional intelligence's role in education. While this research provided valuable insights into how emotional intelligence influences teachers' well-being and adaptability, it also revealed gaps that must be addressed. Specifically, more longitudinal studies, qualitative inquiries, and interdisciplinary collaborations are required to capture the long-term and multifaceted effects of emotional intelligence and to inform the development of evidence-based policies and interventions.

Ultimately, the findings of *The Role of Emotional Intelligence in Teacher Well-Being and Adaptation* serve as a strong call for school administrators, policymakers, and researchers to prioritise emotional intelligence training for teachers. By recognising and leveraging the potential of emotional intelligence, the education system can better equip teachers to thrive amidst professional challenges, foster

supportive and resilient classroom environments, and improve both teacher effectiveness and student outcomes.

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