

Emotional Intelligence in Education: A Systematic Literature Review of its Influence on Student Performance and Well-Being

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Abstract: This study addresses the limited comprehensive understanding of emotional intelligence (EI) in educational settings. It aims to systematically review literature on the relationship between EI, academic achievement, and student well-being. A systematic literature review was conducted using predefined criteria, incorporating 2020–2025 studies indexed in Google Scholar and analyzed using Harzing's Publish or Perish and VOSviewer. Meta-analysis results reveal a significant positive correlation between EI and both academic performance and psychological well-being. Students with high EI demonstrate greater emotional regulation, self-esteem, and resilience. Moreover, positive teacher-student relationships and supportive learning environments amplify these effects. Despite the findings, limitations such as reliance on self-report data and underexplored cultural factors persist. Future research should implement longitudinal and diverse methodological approaches to deepen the understanding of EI's impact on holistic student development.

Keywords: Academic achievement; Emotional intelligence; Holistic education; Student well-being; Systematic literature review

Introduction

Developing emotional intelligence (EI) in students requires a holistic education that integrates intellectual, emotional, social, and spiritual growth. Combining emotional learning with academic subjects fosters well-rounded development, enhancing self-awareness, empathy, self-regulation, and interpersonal skills. This approach boosts emotional strength, empathy, academic success, and post-high school achievements in personal and professional life. Moreover, cultivating EI in education improves stress management, communication, and overall well-being, emphasizing the importance of holistic practices in creating emotionally balanced individuals (Filice & Weese, 2024; Guerra-Bustamante et al., 2019; Lucas-Mangas et al., 2022).

Emotional Intelligence (EI) is the ability to recognize, understand, manage, and influence emotions, fostering effective interactions and well-being. Daniel Goleman's EI model includes five components: self-awareness, self-regulation, motivation, empathy, and social skills, which enhance personal and professional effectiveness.

There is a consistent association between emotional intelligence (EI) and improved academic performance in students. EI has been shown to be significantly linked with academic success, even when accounting for intelligence and personality traits ($\rho = 0.20$). This suggests that the higher a student's emotional intelligence, the better they are at regulating their emotions, which in turn enhances their attention and cognitive abilities. Furthermore, a large to very large effect size ($r = 0.390$, $p < 0.001$) was found for the relationship between EI and academic performance,

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supporting the predictive validity of EI in educational (Sánchez-Álvarez et al., 2020). Incorporating EI development into educational programs is, therefore, crucial to ensure academic success for schoolchildren. EI also plays a vital role in helping students manage academic stress and regulate their emotions during the learning process (Shahid et al., 2018). Students with higher EI levels are more emotionally resilient and can handle academic stress more effectively. Similarly, emotionally intelligent students are better equipped to manage stress and stay motivated towards their academic goals. Collectively, these studies suggest that fostering EI is a practical strategy to support and enhance students' academic experiences and outcomes (Martínez-Martínez et al., 2020; Mohzan et al., 2013; Quílez-Robres et al., 2023; Rehman et al., 2021).

Mature emotional intelligence (EI) helps students manage social pressures, conflicts, and emotional disturbances, leading to better psychological well-being. Adolescents who understand and control their emotions experience greater happiness and emotional health, highlighting the importance of cultivating EI during this developmental stage (Extremera et al., 2020). Emotional intelligence (EI) significantly contributes to enhancing students' mental resilience, self-confidence, and overall satisfaction with life. A positive correlation exists between emotional intelligence and the psychological well-being of students. It has been proposed that individuals with higher levels of EI tend to experience improved mental health and greater life satisfaction (Malinauskas & Malinauskiene, 2020).

Despite growing support for Emotional Intelligence (EI) in education, its integration into curricula is limited. While EI's importance is recognized, cognitive skills are still prioritized over empathy. Research shows EI can improve academic performance and social interactions, but its potential is often overlooked due to lack of curriculum planning (Antonopoulou, 2024; Guerra-Bustamante et al., 2019; Humphrey et al., 2007; Lucas-Mangas et al., 2022; Martínez-Martínez et al., 2020; Mohzan et al., 2013; Năstasă et al., 2022; Rehman et al., 2021; Reis da Silva, 2024; Wang et al., 2022). This neglect can likely be traced to the outdated notion that intelligence is paramount, while emotional and social abilities are undervalued. The absence of EI training in teacher preparation programs also contributes to its limited application in classrooms. A study revealed that university educators were often unaware of, or uninformed about, the theories and practices of emotional intelligence in teaching (Muhammad & Ismai, 2021). This deficiency highlights the lack of urgency in developing teacher-training programs that would improve teacher quality and ensure the effective

integration of EI in classrooms for a more comprehensive educational practice.

The field of emotional intelligence (EI) in education has gained significant attention, with many studies exploring its impact on academic performance and student well-being. However, differences in methodology, sample populations, and cultural contexts often lead to fragmented findings. This systematic review consolidates research on EI's impact in educational settings, focusing on its influence on student performance and well-being. By synthesizing various studies, it aims to provide a comprehensive understanding of EI's role, offering valuable insights for educators and policymakers on its potential benefits in education.

Method

This research uses a systematic literature review to examine studies on emotional intelligence in education and its impact on students' academic performance and well-being. The review involves a comprehensive search using keywords like "emotional intelligence," "student performance," and "student well-being," followed by a two-stage selection process and quality assessment. Data extraction focuses on study type, EI measurement, and performance metrics, with findings analyzed narratively and potentially through meta-analysis or thematic analysis. The review also addresses biases and aims to provide practical insights for educators on the role of emotional intelligence in student outcomes.

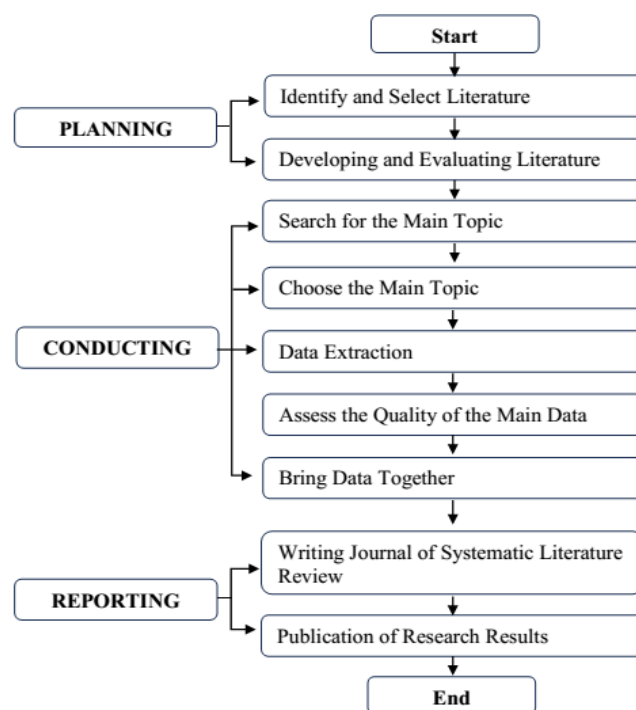


Figure 1. Steps for a systematic literature review

According to Figure 1 show that from the Start phase all the way to process which includes identification and selection of literature, developing and/or validating that literature; searching for the primary theme, choosing the primary theme; After that, it is the phase of conducting i.e. data extraction, the quality assessment of main data and then gathering of data. Lastly, the reporting phase where the Journal of Systematic Literature Review paper is written is ongoing leading to publication of results in which concludes with the End phase.

Result and Discussion

Through the use of Harzing's Publish or Perish software tool, a search was conducted on the Google Scholar indexer for the years 2020-2025, utilizing the keywords: "Emotional Intelligence in Education," "Influence on Student Performance," and "Well-being." The results, shown in Figure 2, include data compiled from various sources worldwide. This compilation provides information on the number of citations for each article, annual citations, rankings over the years, publication year, publisher, title, and abstract as generated by the search in Figure 2.

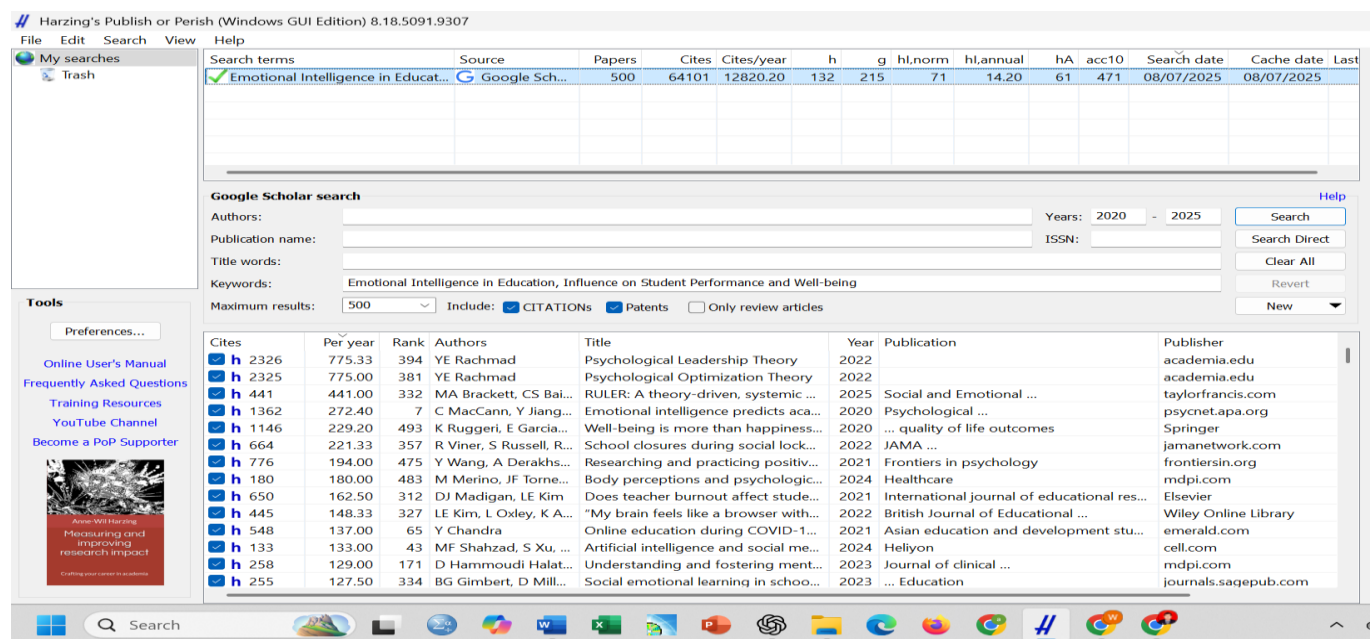


Figure 2. Article search with harzing's publish or perish

Citation metrics		Help
Publication years:	2020-2025	
Citation years:	5 (2020-2025)	
Papers:	500	
Citations:	64101	
Cites/year:	12820.20	
Cites/paper:	128.20	
Cites/author:	26212.01	
Papers/author:	191.49	
Authors/paper:	3.18	
h-index:	132	
g-index:	215	
hI,norm:	71	
hI,annual:	14.20	
hA-index:	61	
Papers with ACC >= 1,2,5,10,20:	497,497,491,471,291	

Figure 3. Journal search results citation matrix using harzing's publish or perish

Figure 2 shows journal search results using Harzing's Publish or Perish software, focusing on "Emotional Intelligence in Education, Influence on Student Performance and Well-being." The search retrieves 500 publications from Google Scholar, with 64,101 total citations and an average annual citation of 12,820.20. Citation metrics like the h-index and g-index are provided, covering publications from 2020 to 2025. The results include author details, titles, and citation counts, emphasizing emotional intelligence's impact on academic performance and student well-being. A tool menu on the left, offers user preferences and FAQs, with further details in Figure 3.

The data from the search results conducted using Publish or Perish software are formatted in Research Information Systems (RIS) Reference Manager format. This format is used to analyze the relationship between the discussed topics and the fields retrieved in the articles, utilizing VOSviewer software through a tool

known as the reference manager. The visualization of these results is presented in Figure 4.

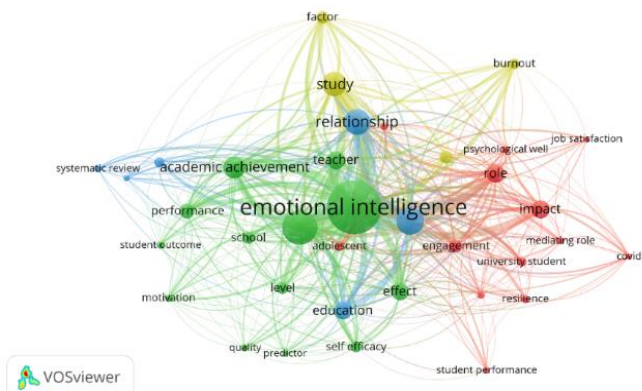


Figure 4. Visualization of journal search results using VOSViewer software

Figure 4 shows a bibliometric network visualization from VOSviewer, illustrating the relationships between research topics like "emotional intelligence," "academic achievement," and "psychological well-being." The circles represent these topics, while the connecting lines indicate their strength based on co-occurrence in the literature. Different circle colors represent various research teams or fields, highlighting emerging trends.

This visualization helps understand the current research landscape and how subjects are interconnected. The analysis of 36 key articles groups them into four clusters based on keyword similarities.

Discussion

Discussion is the most important part of the entire contents of scientific articles. The objectives of the discussion are: answering research problems, interpreting findings, integrating findings from research into existing sets of knowledge and composing new theories or modifying existing theories.

The Role of Emotional Intelligence in Academic Performance

A range of studies, employing systematic reviews and meta-analyses, have been conducted to deepen the understanding of how emotional intelligence (EI) impacts academic success. These investigations consistently demonstrate a notable positive correlation between EI and academic performance among students at different educational stages. The research highlights that EI not only improves academic results but is also shaped by intermediary factors such as well-being, social support, and the nature of teacher-student interactions. A summary of the key findings from these studies is provided in Table 1.

Table 1. Meta Analysis and PRISMA on Role of Emotional Intelligence in Academic Performance

Author(s) and Years	Research Title	Subject & Object	Result
Chamizo-Nieto et al. (2021)	The Role of Emotional Intelligence, the Teacher-Student Relationship, and Flourishing on Academic Performance in Adolescents: A Moderated Mediation Study	Adolescents aged 12–18 years	Flourishing mediates the link between EI and academic performance, with teacher-student relationships strengthening this effect.
Llamas-Díaz et al. (2022)	Systematic review and meta-analysis: The association between emotional intelligence and subjective well-being in adolescents.	Adolescents aged from various backgrounds	A significant positive correlation exists between EI and both affective (effect size = .35) and cognitive well-being (effect size = .27), indicating that improving EI boosts adolescents' psychological health and happiness.
Sánchez-Álvarez et al. (2020)	A Meta-Analysis of the Relationship Between Emotional Intelligence and Academic Performance in Secondary Education: A Multi-Stream Comparison.	Secondary school students (various countries)	Emotional intelligence (EI) significantly positively impacts academic performance (AP), with stronger associations for ability measures than self-reports, highlighting EI's key role in boosting adolescent academic success.
Malinauskas & Malinauskiene (2020)	The Relationship between Emotional Intelligence and Psychological Well-Being among Male University Students: The Mediating Role of Perceived Social Support and Perceived Stress.	Male university students aged 18–25 years	Emotional intelligence is positively linked to psychological well-being, with perceived social support partially mediating this relationship, while perceived stress does not, emphasizing EI's role in mental health during university years.
Martínez-Martínez et al. (2020)	"Relationship between Emotional Intelligence, Cybervictimization, and Academic Performance in Secondary School Students."	Secondary school students	Emotional intelligence (EI) boosts academic performance via flourishing, with positive teacher-student relationships enhancing this effect.
Quílez-Robres et al. (2023).	Emotional intelligence and academic performance: A	College students (various countries)	Emotional intelligence significantly predicts academic performance, highlighting the need for

Author(s) and Years	Research Title	Subject & Object	Result
Extremera et al. (2020)	systematic review and meta-analysis. "Pathways between Ability Emotional Intelligence and Subjective Well-Being: Bridging Links through Cognitive Emotion Regulation Strategies."		<p>EI programs in schools to support personal and academic growth.</p> <p>Emotional intelligence (EI) strongly correlates with academic performance (AP) in adolescents, with ability-based assessments showing a stronger link, emphasizing EI's role in success.</p>

Meta-analysis data highlight the significance of emotional intelligence (EI) in education across various age groups and educational levels within the academic environment. EI has been shown to be strongly related to academic success, with ability-based EI measures demonstrating the most robust associations with achievement, as opposed to self-reported EI levels. The connection between EI and performance is also influenced by factors such as flourishing and teacher-student relationships. Furthermore, psychological well-being, which includes both emotional happiness and psychological balance, is significantly impacted by EI, particularly among students. The findings from these studies underscore the critical role of EI not only in academic success but also in supporting students' mental health and social well-being.

Impact of Emotional Intelligence on Student Well-being

Emotional intelligence (EI) extends beyond academic achievement, playing a vital role in fostering students' psychological health and general well-being. Several studies have explored the influence of EI on students' ability to handle stress, enhance resilience, and cultivate emotional regulation abilities at various educational stages. The findings consistently reveal that greater EI is linked to better well-being, more effective coping mechanisms, and lower burnout rates, particularly when supported by emotional and social resources. A summary of significant meta-analytic and systematic review results regarding the effect of EI on student well-being in diverse settings is provided in Table 2.

Table 2. Meta-Analysis and PRISMA on Impact of Emotional Intelligence on Student Well-being

Author(s) and Year	Research Title	Subject & Object	Result
Estrada et al., (2021)	Does Emotional Intelligence Influence Academic Performance? The Role of Compassion and Engagement in Education for Sustainable Development	550 students from higher education institutions and one secondary school	EI positively influences academic performance through compassion and engagement, highlighting its importance in educational settings for sustainable development.
Méndez-Giménez et al. (2020)	Profiles of Emotional Intelligence and Their Relationship with Motivational and Well-being Factors in Physical Education	Adolescents (282 students) in physical education contexts	High EI profiles correlate with better psychosocial adjustment, subjective well-being, and intentions to be physically active; low EI profiles show less adaptive behavior.
Malinauskas & Malinauskiene (2020)	The Relationship between Emotional Intelligence and Psychological Well-Being among Male University Students: The Mediating Role of Perceived Social Support and Perceived Stress	Male university students	Found a positive correlation between EI and psychological well-being; perceived social support partially mediates this relationship. Higher EI leads to better coping with stressors affecting well-being.
(Sánchez-Álvarez et al., 2020)	A Meta-Analysis of the Relationship Between Emotional Intelligence and Academic Performance in Secondary Education: A Multi-Stream Comparison	Secondary school students (various countries)	Higher emotional intelligence is linked to better academic performance in secondary school students ($Z=0.26$), with ability-based measures showing stronger correlations than self-reports.
Jurado et al., (2021)	Emotional Intelligence as a Mediator in the Relationship Between Academic Performance and Burnout in High School	Students High school students	Low academic performance correlates with higher burnout, while emotional intelligence mediates this by reducing burnout through effective stress management.
Mascia et al. (2020)	Emotional Intelligence, Self-Regulation, Smartphone Addiction: Which Relationship	students	Self-regulation positively impacts student well-being, while smartphone addiction weakens this effect, highlighting the importance of

Author(s) and Year	Research Title	Subject & Object		Result
	with Student Well-Being? Middle school			teaching emotional intelligence to improve quality of life.
Valente et al. (2022)	Teachers in the 21st Century: Emotional Intelligence Skills Make the Difference	Active teachers		Emotional intelligence boosts well-being and reduces teacher burnout, highlighting the need for EI training to improve teaching.
Lucas-Mangas et al. (2022)	Emotional Intelligence, Psychological Well-Being and Burnout of Active and In-Training Teachers	Teachers		Higher EI correlates with better psychological well-being, and emotional regulation helps reduce burnout symptoms in educators.

Studies show that emotional intelligence (EI) positively impacts student well-being across educational levels, with compassion linked to better grades, psychosocial adaptation, and overall well-being. EI also reduces the negative effects of burnout and low academic performance, especially in high school and university students, and enhances well-being through social support and self-regulation. Additionally, EI contributes to teachers' psychological well-being and reduces burnout in their training, highlighting its broader significance in education.

Emotional Intelligence in Teacher-Student Interactions

The quality of teacher-student interactions, which are crucial for effective teaching and learning, is greatly influenced by emotional intelligence (EI). Studies indicate that teachers with high EI are more likely to implement participatory, student-centered methods, which help build stronger relationships, improve classroom management, and create more supportive learning environments. Additionally, EI plays a role in minimizing negative behaviors such as burnout and

cyberbullying, while boosting student motivation, emotional regulation, and academic involvement. Table 3 provides an overview of key research investigating the impact of emotional intelligence on teacher-student interactions in various educational contexts.

Recent research highlights the importance of emotional intelligence (EI) in improving teacher-student interactions and educational outcomes. Teaching strategies that encourage active engagement help strengthen relationships, though student perceptions vary by gender and background. In higher education, EI fosters respectful, student-focused environments, while in secondary schools, it aids in preventing cyberbullying and enhancing academic achievement. EI also helps high school students manage stress, reduces burnout, and improves classroom management, creating a more positive learning atmosphere. In language teaching, EI boosts motivation and self-regulation, and in online learning, it supports effective interactions. These findings stress the need to integrate EI training into teacher development programs.

Table 3. Meta-analysis and PRISMA on Emotional Intelligence in Teacher-Student Interactions

Author(s) & Year	Research Title	Subject & Object		Result
Cardenal et al. (2023)	Teacher-student relationship and teaching styles in primary education. A model of analysis	21,126 sixth-grade primary students in Spain		Participative teaching styles are associated with better teacher-student relationships; students' perceptions vary by gender and educational background.
Muhammad & Ismai (2021)	Integration of emotional intelligence in teaching practice among university teachers in higher education	University Teachers		Emotional intelligence plays a vital role in creating effective, respectful, and student-centered learning environments
Reis da Silva (2024)	Teacher emotion and emotional intelligence in classroom contexts	Students, Educators, And Academic Leaders		Emotional Intelligence is crucial in higher education for holistic student development and maintaining human connection across curriculum, pedagogy, technology, and leadership.
Martínez-Martínez et al. (2020)	Relationship between emotional intelligence, cybervictimization, and academic performance in secondary school students	Secondary school students		The study strongly suggests that promoting emotional intelligence training in schools can be an effective preventive strategy against cyberbullying and can enhance academic success.
Jurado et al., (2021)	Emotional intelligence as a mediator in the relationship between	High school students		Emotional intelligence helps mitigate the emotional effects of poor academic

Author(s) & Year	Research Title	Subject & Object	Result
	academic performance and burnout in high school students		performance, reducing school burnout by improving stress management and fostering a positive mindset.
Kanbur & Kirikkaleli (2023)	Interaction between teachers' emotional intelligence and classroom management	Primary school teachers	The results of the study show that there is a moderately significant positive relationship between teachers' emotional intelligence and their classroom management skills
Ajmal et al. (2025)	Investigating Teacher-Student Emotional Dynamics in English Language Teaching: Examining Co-Regulation Techniques and Their Impact on Learning Outcomes	Language Teaching (ELT) teachers and their students	The results of the study indicate that emotional co-regulation positively affects the ELT environment, enhancing both students' self-regulation skills and their motivation for learning English
Zhao et al. (2024)	Emotion generation method in online physical education teaching based on data mining of teacher-student interactions	Teacher-student interactions	The proposed emotion generation model outperforms conventional models, achieving 84.4% accuracy in generating emotional responses.

Educational Interventions and EI Development Programs

In order to translate the advantages of emotional intelligence (EI) into tangible educational outcomes, various intervention programs have been designed and assessed. These programs are intended to enhance the emotional competencies of both students and teachers, as well as improve academic performance, classroom atmosphere, and psychological well-being. Ranging

from comprehensive school-based initiatives to brief training sessions and mindfulness practices, research indicates that both long-term and short-term EI interventions can have a positive impact at different educational levels. Table 4 presents a summary of significant meta-analytic and empirical research on the effectiveness of EI development programs and their implementation in educational environments.

Table 4. Meta-analysis and PRISMA on Educational Interventions and EI

Author(s) and Year	Research Title	Subject & Object	Result
Cantero et al. (2020)	Effectiveness of an emotional intelligence intervention and its impact on academic performance in spanish pre-adolescent elementary students: Results from the EDI program	5th-grade Spanish students (ages 10–11)	Two-year EDI program improved EI and academic performance in math and language; non-intervention group showed decline.
Puffer et al. (2021)	A feasibility study on an ultra-brief intervention for improving freshmen's emotional intelligence	freshmen college students	The study found the ultra-brief intervention improved perception and facilitation of emotion.
Agyapong et al. (2023)	Interventions to Reduce Stress and Burnout among Teachers: A Scoping Review	Across multiple countries and continents	Interventions provided emotional support using mindfulness, REBT, muscle relaxation with music, and aromatherapy to combat emotional exhaustion and depersonalization.
Năstasă et al. (2022)	Academic Success, Emotional Intelligence, Well-Being and Resilience of First-Year Forestry Students	First-year forestry students	The study advocates for interventions that boost emotional intelligence and resilience, helping freshmen adapt, reduce stress, and improve retention.
Berrios-Martos & Palomera (2025)	Development of a Video-Test of Emotional Intelligence for Teachers (ViTIED)	163 Spanish teachers	the ViTIED provides a practical, video-based method to assess and enhance the emotional intelligence of teachers, supporting their well-being and professional growth
Blewitt et al. (2020)	Do curriculum-based social and emotional learning programs in early childhood education and care	Teachers in Early Childhood Education and Care (ECEC)	The findings suggest that universal, curriculum-based SEL programs can improve teaching quality, especially in teacher-child interactions,

Author(s) and Year	Research Title	Subject & Object	Result
Magkou et al. (2024)	strengthen teacher outcomes? A systematic literature review Effect of an Intervention Program in The Development of Emotional, Motor and Cognitive Skills Of 5th-6th Graders	Pre-adolescent elementary school students in 5th grade (ages 10-11) from Spain	emotional support, sensitivity, and classroom climate. The study found that the literature-based intervention program using The Knight in Rusty Armor significantly improved emotional and cognitive motor skills in 5th and 6th-grade students.
Howe-Davies et al. (2023)	Emotional and socio-cognitive processing in young children with symptoms of anxiety	Young children aged 4-8 years who exhibited symptoms of anxiety	The study found that anxiety in young children reduced affective empathy but increased cognitive theory of mind, emphasizing the need for early interventions to boost emotional empathy.
Kyriazopoulou & Pappa (2021)	Emotional intelligence in Greek teacher education: Findings from a short intervention	Third-year undergraduate student teachers enrolled in a primary education program at the University of Crete.	Reflective emotion diaries revealed that the intervention helped some participants develop better self-awareness and emotion identification, and facilitated emotion regulation strategies

Emotional Intelligence (EI) interventions have shown positive results in various educational settings. A two-year EI program improved both EI and academic performance in elementary students, while non-participants showed declines. College freshmen also benefited from a brief EI intervention that enhanced emotional perception and facilitation skills. Programs focusing on mindfulness reduced teacher stress and burnout, and teacher training improved well-being and children's socio-emotional development. EI and resilience programs helped first-year students cope with academic stress. Video-based EI methods enhanced teachers' professional skills, while social-emotional learning improved teacher-child interactions and classroom environments. Early interventions boosted emotional empathy in children, especially those with anxiety. Overall, these programs have significantly improved academic performance, teacher well-being, and emotional development.

Challenges and Gaps in Current Research on Emotional Intelligence in Education

Although the growing body of research underscores the importance of emotional intelligence (EI) in education, several limitations and gaps in the field persist. Studies have highlighted issues such as conceptual vagueness, dependence on self-reported data, limited cultural generalizability, and a shortage of longitudinal and qualitative studies. Additionally, many teacher training programs fail to adequately focus on the development of emotional competence, and the designs of interventions often vary in terms of length and scope. These challenges impede the broader integration and scalability of EI-based practices within educational systems. Table 5 offers a summary of key findings that identify the main obstacles and unexplored areas in current EI research in the education sector.

Table 5. Meta-analysis and PRISMA of Challenges and Gaps in Current Research on Emotional Intelligence in Education

Author(s) & Year	Research Title	Subject & Object	Key Results
Lozano-Peña et al. (2021)	Teachers' social-emotional competence: history, concept, models, instruments, and recommendations for educational quality	Teacher in Chile	EI research in education faces challenges like unclear concepts, biased measurements, and limited focus on teacher SEC, requiring clearer frameworks and more cross-cultural studies.
Chamizo-Nieto et al. (2021)	The Role of Emotional Intelligence, the Teacher-Student Relationship, and Flourishing on Academic Performance in Adolescents: A Moderated Mediation Study	Teacher-student	The study calls for more research on EI's impact on academic performance, focusing on teacher-student relationships, flourishing, and a holistic teacher perspective.
Sánchez-Álvarez et al. (2020)	A Meta-Analysis of the Relationship Between Emotional Intelligence and	Secondary school students (various countries)	These findings point to gaps that need addressing to improve the

Author(s) & Year	Research Title	Subject & Object	Key Results
Jurado et al., (2021)	Academic Performance in Secondary Education: A Multi-Stream Comparison Emotional intelligence as a mediator in the relationship between academic performance and burnout in high school students	High school students	clarity and application of EI research in education EI research in education often overlooks its role in mediating academic performance and burnout, especially stress management and mood. More intervention programs, longitudinal studies, and exploration of factors like failed subjects are needed.
Valente et al., (2022)	Teachers in the 21st Century: Emotional Intelligence Skills Make the Difference	Active teachers and teachers in training studying for degrees in education	Research on emotional intelligence (EI) in education is limited. Teacher education programs rarely include EI training, and emotional support for teachers is minimal.
Malinauskas & Malinauskiene (2020)	The Relationship between Emotional Intelligence and Psychological Well-Being among Male University Students: The Mediating Role of Perceived Social Support and Perceived Stress	Male university students	EI research in education lacks long-term studies, diverse populations, and explores mediators like stress and social support.
Kanbur & Kirikkaleli (2023)	Interaction between teachers' emotional intelligence and classroom management	Primary school teachers in the Turkish Republic of Northern	EQ research, noting no significant impact of demographics on EQ or classroom management, a lack of qualitative data, and no evaluation of EQ training effectiveness for teachers.
Kyriazopoulou & Pappa (2021)	Emotional intelligence in Greek teacher education: Findings from a short intervention	Third-year undergraduate student teachers enrolled in a primary education program at the University of Crete.	The article notes that a short EI intervention in Greek teacher education showed no significant improvements, though some self-awareness benefits were reported. It highlights the lack of focus on EI in Greek teacher programs and calls for longer, more effective interventions.
Agyapong et al. (2023)	Interventions to Reduce Stress and Burnout among Teachers: A Scoping Review	Across multiple countries and continents	Research on emotional intelligence (EI) in education faces challenges like inconsistent interventions, reliance on self-reports, unclear outcomes, and a lack of long-term studies.
Năstasă et al. (2022)	Academic Success, Emotional Intelligence, Well-Being and Resilience of First-Year Forestry Students	First-year forestry students	EI research in education faces issues like inconsistent results, reliance on self-reports, and a need for more long-term studies.
Puffer et al. (2021)	A feasibility study on an ultra-brief intervention for improving freshmen's emotional intelligence	freshmen college students	EI research in education faces gaps such as inconsistent intervention durations, unclear EI models, and a focus on specific skills rather than comprehensive approaches.

Research on Emotional Intelligence (EI) in education faces significant issues, including reliance on self-report methods that introduce bias and a lack of cultural sensitivity. There is a gap in longitudinal studies and a focus on isolated EI components rather than a holistic approach. While teacher EI is recognized as

important, there is limited research on its effects, particularly on classroom management and teacher well-being. Many interventions are short-term, and few explore EI's impact on academic outcomes or stress management. These gaps emphasize the need for more

comprehensive, long-term studies to better understand EI's role in teacher development and student success.

Conclusion

The meta-analysis confirms a positive correlation between emotional intelligence (EI) and academic performance across all educational levels, with ability-based measures showing a stronger link than self-reports. This relationship is partially mediated by factors like flourishing and teacher-student relationships, indicating a positive learning environment enhances these benefits. EI also significantly impacts student well-being, improving happiness and psychological health while reducing stress. Perceived social support further strengthens this effect. The findings stress the importance of structured EI programs in education to improve emotional competencies and academic performance. However, challenges like biased self-report measures and cultural differences remain, suggesting the need for more accurate and culturally tailored interventions.

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Conflicts of Interest

In writing this article, we sincerely declare that no conflict of interest may affect the objectivity and integrity of the results.

Author Contributions

E., IGWS, IKS contributed to research, product development, data analysis, and article writing; MHS supervisor in research activities until article writing

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