

# The Importance of Emotional Intelligence in Teachers: A Systematic Literature Review

Simon Petrus\*

Universitas Negeri Semarang, Indonesia

\*Corresponding Author: [simonpetrus821@students.unnes.ac.id](mailto:simonpetrus821@students.unnes.ac.id)

**Abstract.** A teacher's emotional intelligence has a very important role in the world of education (Ignat and Clipa, 2012). The purpose of this research is to study the benefits and factors as well as an understanding of teachers' emotional intelligence. The method used is systematic literature review. Article searches were conducted on Eric, Science Direct, Proquest, the Wiley Online Library and Taylor & Francis. using an online search engine using the keyword "teacher's emotional intelligent" A total of 6 articles in the 2015-2020 period were found to be appropriate and were used to conduct a systematic literature review. The literature review found that teachers with a higher level of emotional intelligence provide the ability to manage and regulate emotions which will improve teacher performance in performing their duties. The results of this review study can be used by other researchers who are interested in researching and developing the theory of emotional intelligence, especially its relation to the development of the quality of education in schools.

**Key words:** emotional intelligence; guru; burnout.

**How to Cite:** Petrus, S. (2021). The Importance of Emotional Intelligence in Teachers: A Systematic Literature Review. *ISET: International Conference on Science, Education and Technology*, 7(1), 524-532.

## INTRODUCTION

Despite the tremendous progress in technology, currently education is experiencing various problems that are mainly related to poor academic performance of teachers, problems in classroom discipline, teacher workloads that are too pile up and a lot of emotional pressure on teachers (Asral-ul-haq , 2017). In the United States, it has been documented that half of new teachers leave the profession within the first five years ( Lambert & McCarthy, 2006 ). One of the main reasons for teacher resignation is job dissatisfaction, with nearly 25% of these resignations due to problems related to student bad behavior (Ingersoll, 2003) Even if social pressure on teachers can lead to emotional distress and challenges, Ignat and Clipa (2012) argues that if teachers strive to develop their professional and emotional competence, then the challenges they experience will be easily overcome. In this sense, emotional intelligence (EI) can be an important tool helping teachers to adjust their emotions and meet societal challenges that upset their emotional balance.

The most common notion of emotional intelligence (EI) is defined as a person's capacity to feel, understand, analyze, and manage emotions effectively and validly (Mayer & Cobb, 2000). EI is also defined as the ability to feel emotions and make conclusions based on information (Mandell & Pherwani, 2003). Several studies link EI with the ability to

communicate effectively (Ekici & Güven, 2013; Weisinger, 1998), positive and productive thinking (Mayer, 2000), skills to solve problems (Bardzil & Slaski, 2003), conflict resolution (Rahim & Minors, 2003) the ability to lead (Dulewicz & Higgs, 2003), increase job satisfaction (Wong, Wong, & Peng, 2010), increase personal achievement (Castillo-Gualda, Herrero, Rodríguez-Carvajal, Brackett, & Fernández-Berrocal, 2019) and an important tool for success both in school and in life more broadly (Epstein, 1998). Tugba Cevriye Ozkaral & Hasan Ustu (2019) in their research concluded that EI affects efficient communication skills. This is because there is a bond between emotional intelligence and communication skills such as empathy, adaptability, positive thinking, good interpersonal skills, group behavior, problem solving, decision-making abilities, etc.

Demands to interact with students, parents, colleagues every day and deal with negative emotions can put psychological pressure on teachers (Travers, 2017) Meanwhile, such as service workers, health care providers or lawyers, teachers are obliged, or obliged, to regulate their emotions. and adhering to the "demanding emotional rules" that govern the teaching profession (Yin et al. 2013; Winograd 2003). The term 'emotional demands' refers to emotionally charged interactions at work that are expected to be responsive to the needs of service recipients (Maslach, Schaufeli, & Leiter, 2001). Given that emotional demands play a role in the high rate of

mental health problems in caring work, including teaching (Kokkinen, Kouvonen, Koskinen, Varje, & Väänänen, 2014), the health and well-being of educators is under threat because emotional demands have traditionally been viewed as related to teachers' psychological distress (Dollard & Bakker, 2010) or burnout (Bakker, Demerouti, & Euwema, 2005) but their relationship to teachers' emotional states has received little attention (López, 2019).

Research on teacher emotions has received attention since the mid-1990s, and its link to teacher work has been widely recognized (Isenbarger and Zembylas 2006; Oplatka 2007). Researchers have reached a consensus that teaching is an emotional endeavor and a form of emotional labor (Hargreaves, 1998; Isenbarger & Zembylas, 2006; Winograd, 2003; Yin, 2012). Meta-analysis research to explore the various causes of emotional distress on teachers has also been quite extensive. including the title Meta-analysis of teacher burnout in public schools in the United States (CH Weng - 2004), A Meta-Analysis of the Effects of Teacher Personality on Teacher Effectiveness and Burnout (LE Kim, V Jorg (2019), The Effectiveness of Interventions Aimed at Reducing Teacher Burnout (AE Lancu, et.al. 2018). Emotional intelligence and teacher burnout: A. systematic review, However, research that specifically discusses understanding the importance of emotional intelligence in teachers has not been done much. In this regard, this study aims to conduct a literature review on the importance of a teacher's emotional intelligence in order to obtain a broader understanding of the benefits and factors that affect teacher emotional intelligence. The purpose of a literature study on the importance of a teacher's emotional intelligence is to 1) Know how emotional intelligence works 2) What factors affect emotional intelligence 3) Benefits of teacher emotional intelligence 4) What matters are related to emotional intelligence.

## **METHOD**

### **Research Goal**

The purpose of a literature study on the importance of a teacher's emotional intelligence is to 1) Know how emotional intelligence works 2) What factors affect emotional intelligence 3) Benefits of teacher emotional intelligence 4) What matters are related to emotional intelligence.

### **Sampel and Data Collection**

The method used is Systematic Literature Review (SLR), which is a literature review method that identifies, studies, evaluates, and interprets all findings on a research topic to be answered with certain relevant questions. By using the SLR method, a systematic review and identification of journals is carried out, which in each process follows predetermined steps or protocols. Literature searches are limited to research articles published from 2015-2020. Article searches were conducted through search engines using the search for the word "teacher's emotional intelligence" in titles and keywords in research databases at ERIC, Science Direct, Proquest, Wiley Online Library and Taylor and Francis.

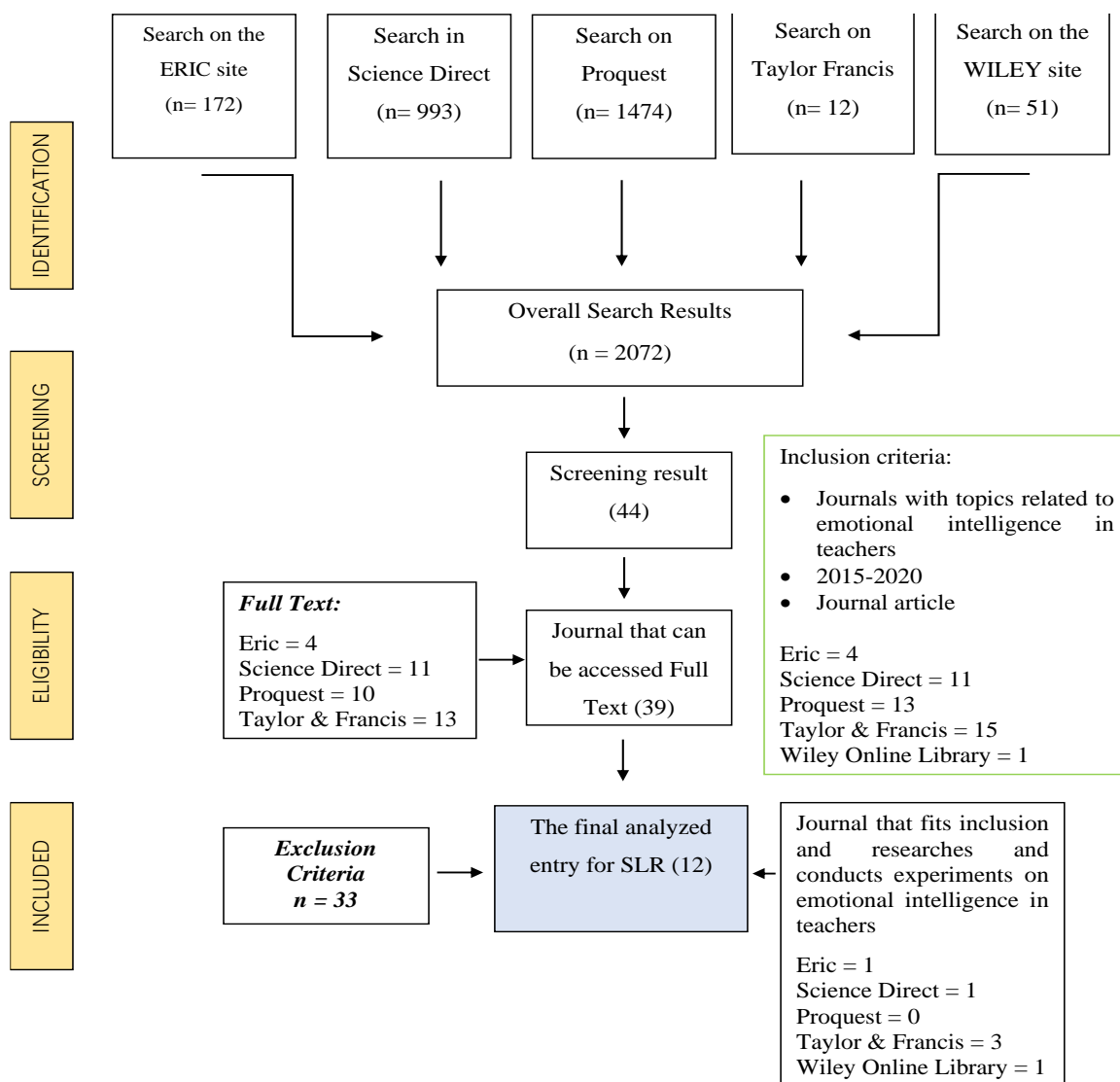
### **Analyzing Data**

The data collection method used is the Preferred Reporting Item for Systematic Reviews and Meta-Analytic (PRISMA) method. All articles that pass the selection are then reviewed and summarized based on their objectives, author's name, year of publication, number of respondents, instruments used, research results and suggestions for further research. Inclusion data to determine the criteria for literature review, namely: 1) Scopus indexed international journals 2) conducting experimental research, 3) original articles from primary sources. 4) research articles published in 2015 to 2021 5) articles can be accessed in full text and in English 6) respondents in the articles are teachers. The exclusion data were: 1) articles outside the topic of emotional intelligence in teachers 2) articles published before 2015 3) articles not in English. 4) the article contains only the abstract or part of the text, 5) the respondents in the study are not teachers 6) the article is in the form of meta-analysis or in the form of literature review. This stage is carried out to maintain the quality of literature review according to the references and ethical considerations of Wager & Wiffen (2011), namely avoiding duplication of publications, avoiding plagiarism (avoiding plagiarism),

The search process begins by reviewing the titles and abstracts of all search results and comparing them against the predefined criteria. The research database search produced all search results from keywords and obtained 171 research articles from ERIC, 993 Science Direct articles, 12 Taylor & Francis articles, 1474 articles of Proquest and 51 articles from the Wiley Online Library. The results after screening through

abstract reading were found that 44 articles were in accordance with the topic and only 39 were accessible in full text. Of the 39 articles, 33 findings were excluded, because they did not

comply with the inclusion criteria, so that in the end there were 6 articles that could be analyzed further.



**Figure 1.** The Process of screening and selecting articles based on Prisma Guidelines

## RESULTS AND DISCUSSION

From the research sample, several themes were found related to the importance of understanding teachers' emotional intelligence. Teachers with a higher level of emotional intelligence give them the ability to manage and regulate their emotions thus giving them a higher quality of life because they are better able to develop stable relationships with the people around them (Valente, 2018 and Ju, 2015). This leads to increased social support in the workplace so that teachers are happier and avoid burnout (Ju, 2015). But it seems that emotional intelligence is done because of culture, as in research conducted in Beijing and Chongqing (Yin, 2015). Because

of the demands of work, emotional intelligence (emotional intelligence) is more appropriately termed emotional labor, this is especially the case at the high school level and above. Teachers at the elementary level tend to be more able to express their emotions naturally which has a positive impact on teaching satisfaction (Yin, 2015). These findings support Bolton's (2005) statement about the role of philanthropic emotional management in the workplace. Regarding the fatigue or burn out that teachers often experience, Aurora Adina Colomeisch's (2015) research results found that teachers' emotional intelligence makes a difference related to burnout syndrome. The more emotionally intelligent they are, the less

likely they are to experience burn out syndrome and have higher life satisfaction. So the research findings show that teachers' emotional intelligence has a negative correlation with the teacher burnout dimension. Teachers with higher self-concepts are more resistant to stress and are more likely to maintain a sense of personal achievement when working under pressure, according to the findings of Hugher et al (1987).

The reality of post-modern education has also been found to require effective operationalization of new concepts, namely emotional coaches (mentors) needed both in class and at home (Turculet, 2014). This is due to findings regarding

the relationship between emotional intelligence and the value of emotional development, creative attitudes, innovative style and personality. So that emotional intelligence is also needed in 21st century professional activities (Goleman, 2004, Gardner 2012). At the curricular level, emotional literacy programs and teacher training are needed, especially emotional competence (Turculet, 2014). The teacher's emotional competence will be needed in his ability to lead classes and also in his future career adaptations (Eryilmaz, 2020). The results and discussion of the research can be summarized in the table below:

**Tabel 1.** Literature Review Results

Research Title	Research Participants					Instrument Research	Research result	Discussion	Recommendations and Suggestions
	Total	L	P	Information	Location				
The relationship between teachers' emotional intelligence and classroom discipline management	559 primary and secondary school teachers from 18 schools	168	391	0-20	Northern Portuguese	<p>EI is rated with Questionnaire On Emotional Competence (QEC; Faria &amp; Lima - Santos, 2012)</p> <p>To evaluate answers regarding management discipline in class, using instruments developed by Emmer and Hickman (1991).</p> <p>Teachers with higher scores on perception and emotional expression had greater competence to handle emotions</p>	<p>Related to relations between gender, women had better results than men, in all EI dimensions</p> <p>Regarding tenure, teachers who had more teaching experience were those who performed worse on all three EI dimensions.</p> <p>Teachers with higher scores on perception and emotional expression had greater competence to handle emotions</p>	<p>In general, the results of this study are in line with other authors (Di Fabio &amp; Palazzeschi, 2008; Nizielski et al., 2012; Perry &amp; Ball, 2007; Steiner &amp; Perry, 2000). As evidenced by Steiner and Perry (2000), individuals with more EI are able to manage and regulate their emotions, which gives them a higher quality of life. and develop more stable relationships with those around them.</p> <p>Discipline on an emotional level means being aware of someone's own emotions and the emotions of others.</p> <p>the teacher with the highest</p>	<p>For future research within the EI framework, teachers and classroom management are deemed necessary to develop studies to observe the effect of personal, instructional, and other motivational variables with the aim of increasing the explained variance of construction ones researched</p>

							academic score is who get the best results in three dimensions EI	
The mediating role of workplace social support on the relationship between trait emotional intelligence and teacher burnout	307 teachers in high school		More than 10 years	China Mainland	To measure teacher EI, it is used self-report Wong Law Emotional Intelligence Scale (Wong & Law, 2002)	use Structural Equation Modeling (SEM) for test relationships between the nature of EI, social support at work and burnout among teachers China	Teachers with higher EI are able to form supportive interpersonal relationships with others (coworkers and supervisors), leading to an increased perception of social support from the school environment. Furthermore, increased perceived social support in the workplace can further protect teachers from burnout	providing effective EI training programs and increasing the social support available to teachers should be a useful strategy for preventing teacher burnout.
The effect of teachers' emotional labor on teaching satisfaction: moderation of emotional intelligence	1281 primary and secondary school teachers	3 3 8	9 4 3	Beijing and Chongqing	Emotional intelligence scale Wong and Law 16 items (WLEIS) (Wong & Law, 2002)  A questionnaire consisting of four scales was used in this research with all items in the questionnaire given a score on a five-point Likert scale	Primary school teachers are less likely to fake emotions that are not felt through surface acting than are high school teachers, and are more likely to express their natural feelings than school teachers medium  natural expressions of perceived emotions have a positive impact on teaching satisfaction	The findings provide evidence to support Yin's (2012) argument that when Chinese people interact with more socially and intellectually mature people, they need to pay more attention to their emotional expressions in order to adhere to the cultural emphasis on facial problems, harmony.	To meet the emotional demands of teaching, teachers need strategies for doing emotional work in their work. Hence, it is highly recommended to hold teacher training and thus increase their teaching effectiveness

					n. These results are supportive Bolton's (2005) Arguments about roles emotion management philanthropist at work			
Teachers' Burnout in Relation with Their Emotional Intelligence and Personality Traits	575	200	375	Average 38	FFPI Questionnaire (Five-Factor Personality Inventory), developed by Hendriks, Hofstee, de Raad, Angleitner (1996)	Research result demonstrated that teachers' emotional intelligence made a difference related to burnout syndrome: the more emotionally intelligent teachers were, the less often they had burnout syndrome. In addition, personality affects the tendency of teachers to experience burnout. At the same time, teachers with high levels of life satisfaction were less likely to feel tired	teachers' emotional intelligence is negatively correlated with the teacher's burnout dimension	implications at a practical level, so that teachers can be involved in development programs personal so they can be better able to face challenges and not experience saturation
					Emotional intelligence scale based on Salovey and EI model Mayer (1990)	Emotionally intelligent teachers were, the less often they had burnout syndrome. In addition, personality affects the tendency of teachers to experience burnout. At the same time, teachers with high levels of life satisfaction were less likely to feel tired	teachers with a higher self-concept are more resistant to stress and more likely to maintain a sense of personal achievement when working under stress (Hughes et al., 1987)	The overall results of this study pointed out the need for a special approach of in-service programs for teachers as well as for psychological assistance for teachers.
					Satisfaction with the Life Scale (Diener, 2008) is a scale of five statements to be evaluated on a 7-point scale from 1 (strongly disagree) to 7 (strongly agree).	Satisfaction with the Life Scale (Diener, 2008) is a scale of five statements to be evaluated on a 7-point scale from 1 (strongly disagree) to 7 (strongly agree).		This professional category requires mentoring and self-development programs to maintain their mental and emotional health
					The teacher fatigue scale (Friedman, 1999) is adaptation of burnout supplies (Maslach & Jackson, 1981)	The teacher fatigue scale (Friedman, 1999) is adaptation of burnout supplies (Maslach & Jackson, 1981)		

Teachers for the 21st century. Will emotional intelligence make the difference?	36			use a survey based on a questionnaire.	Relations hip of emotional intelligence to 1. Value of emotional development creative attitude innovative style 4. Features teaching career in context personality similarities	the realities of postmodern education require the effective operationalization of the new concept of emotional mentoring, which is needed both in the classroom and at home. At the curricular level, we need an emotional literacy program. In human resources in the field of education, teaching staff are needed whose training also includes emotional competence.	Studies conducted in the last decade underline the importance of emotional intelligence in professional activities (Goleman, 2004; Gardner, 2012). Initial and ongoing teacher training programs should include emotional development
A Model of career adaptability for teachers: Emotional Intelligence, Goal Setting and Striving for Goals	263 teachers	Age 21-69 years	Turkey	Adaptation Scale Career (CAS; Eryilmaz and Kara, 2016) are used to judge ability adapting teacher careers on a 5 point scale ranging from 1 (never) to 5 (very often)  The Trait Emotional Intelligence Questionnaire - Short Form (TEIQue-SF;	when EI teachers increase their career adaptation also increases. In addition, it was found that goal setting and achieving goals have a mediating effect on the relationship between EI and career adaptability.	There is a relationship between EI and being an effective leader, because EI affects individual motivation to set goals and strive for them. Thus, individuals have a strong organizational identity. This explanation can also be accepted by the teachers because they are class leaders and their high intelligence	EI training for teachers to improve self efficiency, reduce rate stress, and increasing job satisfaction (Vesely, Saklofsk, & Leschied, 2013) have been identified.

Petrides & Furnham, 2000a, 2001) was used to rate EI teachers on a 7-point scale ranging from 1 (strongly disagree) to 7 (strongly agree)

The collected data were analyzed use SPSS 21.0 and AMOS Graphics. Descriptive statistics and correlation analysis were performed first, before structural equation modeling (SEM) and bootstrapping were carried out.

## CONCLUSION

The literature review results found that teachers with higher levels of emotional intelligence provide the ability to manage and regulate emotions which will improve teacher performance in performing their duties.

## REFERENCE

- Aloe, AM, Shisler, SM, Norris, BD, Nickerson, AB, & Rinker, TW (2014). A multivariate meta-analysis of student misbehavior and teacher burnout. *Educational Research Review*, 12, 30-44.
- Asrar-ul-Haq, M. Anwar, S. Hassa, M. (2017) Impact of emotional intelligence on teacher's performance in higher education institutions of Pakistan. *Future Business Journal* Volume 3, Issue 2, 87-97
- Bakker, AB, Demerouti, E., & Euwema, MC (2005). Job resources buffer the impact of job demands on burnout. *Journal of*

- Occupational Health Psychology*. <https://doi.org/10.1037/1076-8998.10.2.170>
- Bardzil, P., & Slaski, M. (2003). Emotional intelligence: Fundamental competencies for enhanced service provision. *Managing Service Quality: An International Journal*, 13 (2), 97-104.
- Castillo-Gualda, R., Herrero, M., Rodríguez-Carvajal, R., Brackett, MA, & Fernández-Berrocal, P. (2019). The role of emotional regulation abilities, personality, and burnout among Spanish teachers. *International Journal of Stress Management*, 26 (2), 146–158.
- Colomeischi, AA (2015). Teachers Burnout in Relation with Their Emotional Intelligence and Personality Traits. *Procedia - Social and Behavioral Sciences*. <https://doi.org/10.1016/j.sbspro.2015.02.207>
- Dollard, MF, & Bakker, AB (2010). Psychosocial safety climate as a precursor to conducive



- work environments, psychological health problems, and employee engagement. *Journal of Occupational and Organizational Psychology*.  
<https://doi.org/10.1348/096317909X470690>
- Epstein, S. (1998). *Constructive thinking: The key to emotional intelligence*, Westport, CT: Praeger
- Eryilmaz, A., Satic, Assist, B., & Engin Deniz, M. (2020). A Model Of Careers Adaptability for Teachers: Emotopna; Intelligence, Goal Setting and Striving for Goals. *International Online Journal of Primary Education*.
- Iancu, AE, Rusu, A., Măroiu, C., Păcurar, R., & Maricuțoiu, LP (2018). The effectiveness of interventions aimed at reducing teacher burnout: A meta- analysis. *Educational psychology review*, 30 (2), 373-396.
- Ignat, AA, & Clipa, O. (2012) Teachers' satisfaction with life, job satisfaction and their emotional intelligence. *Procedia-Social and Behavioral Sciences*, 33, 498-502
- Isenbarger, L., & Zembylas, M. (2006). The emotional labor of caring in teaching. *Teaching and Teacher Education*, 22 (1), 120-134. doi: 10.1016 / j.tate.2005.07.002
- Ju, C., Lan, J., Li, Y., Feng, W., & You, X. (2015). The mediating role of workplace social support on the relationship between trait emotional intelligence and teacher burnout. *Teaching and Teacher Education*.  
<https://doi.org/10.1016/j.tate.2015.06.001>
- Mandell, B., & Pherwani, S. (2003). Relationship between emotional intelligence and transformational leadership style: A gender comparison. *Journal of Business and Psychology*, 17 (3), 387-404.
- Mayer, JD, & Cobb, CD (2000). Educational policy on emotional intelligence: Does it make sense ?. *Educational Psychology Review*, 12 (2), 163–183.
- Mérida-López, S., & Extremera, N. (2017). Emotional intelligence and teacher burnout: A systematic review. *International Journal of Educational Research*. <https://doi.org/10.1016/j.ijer.2017.07.006>
- Rahim, M., & Minors, P. (2003). Effects of emotional intelligence on concern for quality and problem solving. *Managerial Auditing Journal*, 18 (2), 150-155
- RG Lambert, CJ McCarthy (Eds.). (2006) *Understanding teacher stress in an age of accountability*, Information Age Publishing, Greenwich, CT
- R. Ingersoll. (2003) *Is there really a teacher shortage?* University of Pennsylvania, Consortium for Policy Research in Education, Philadelphia
- Travers, C. (2017). Current knowledge on the nature, prevalence, sources and potential impact of teacher stress. In TM McIntyre, SE McIntyre, & DJ Francis (Eds.). *Educator of stress: An occupational health perspective* (pp. 23– 54).
- Tugba Cevriye Ozkaral1 & Hasan Ustu2. Examination of the Relationship Between Teacher Candidates' Emotional Intelligence and Communication Skills. *Journal of Education and Learning*; Vol. 8, No. 5; 2019
- Turculeț, A. (2015). Teachers for the 21st Century. Will Emotional Intelligence Make the Difference? *Procedia - Social and Behavioral Sciences*.  
<https://doi.org/10.1016/j.sbspro.2015.02.188>
- Wager, E., & Wiffen, PJ (2011). Ethical issues in preparing and publishing systematic reviews. In *Journal of Evidence-Based Medicine*.  
<https://doi.org/10.1111/j.17565391.2011.01122.x>
- Weng, CH (2004). Meta-analysis of teacher burnout in public schools in the United States (Doctoral dissertation, University of South Dakota).
- Winograd, K. (2003). The functions of teacher emotions: The good, the bad, and the ugly. *Teachers College Record*, 105, 1641–1673
- Wong, CS, Wong, PM, & Peng, KZ (2010). Effect of middle-level leader and teacher emotional intelligence on school teachers' job satisfaction: The case of Hong Kong. *Educational Management Administration & Leadership*, 38 (1), 59-70.
- Yin, H., Lee, JCK, Zhang, Z., & Jin, Y. (2013). Exploring the relationship among teachers' emotional intelligence, emotional labor strategies and teaching satisfaction. *Teaching and Teacher Education*, 35, 137–145.
- Yin. Hangbiao. (2020) The effect of teachers' emotional labor on teaching satisfaction: moderation of emotional intelligence. *Teachers and Teaching*
- Valente, S., Monteiro, AP, & Lourenço, AA (2019). The relationship between teachers' emotional intelligence and classroom discipline management. *Psychology in the Schools*.  
<https://doi.org/10.1002/pits.22218>