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A Longitudinal Quantitative Study of Emotional Intelligence Training for Pre-Service Teachers: Testing Mechanisms, Sustainability, and Moderators of Classroom Management and Student Engagement

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Abstract

This research looks at the long-term effects of EI (Emotional Intelligence) training on classroom management, learner engagement, and teacher self-identity of pre-service teacher students from Karachi. This research used subtests pre, post, and follow up in between and the subjects were Bachelors of Education students from universities in Karachi, Pakistan. Notable performance characteristics were obtained from the reliabilities and validities from the pre and post training measured collection (α = .85–.89, CR = .88, AVE = .57 and greater). Statistically significant and lasting improvements were measured using ANOVA with repeated effects, regression analysis, and PLS, (Partial Least Squares) indicating that EI, classroom management, and student engagement were improved with moderation of the effects of institutional support. This EI training provided lasting improvements and was more than valuable for the teacher training programs in Karachi.

Keywords: Emotional Intelligence, Student Engagement, And Pre-Service Teacher Training Vis-A-Vis The B.Ed Curriculum; Classroom Management, PLS SEM, Occurrences In The Longitudinal Study.

Introduction

The importance of Emotional Intelligence (EI) continues to grow in significance as a measure of accomplishment for teaching effectiveness, classroom dynamics, and the drive of students. Pre-service teachers and student teachers encounter a lack of coping resources, emotional self-control, and classroom regulation, therefore, EI training would be useful. While studies have documented EI as a predictor of academic success (MacCann et al., 2020), hardly any have explored impact over a span of years or its durability in the context of teacher education. This is the gap the present study, as a longitudinal quantitative study of EI training focused on B.Ed. students, aims to address, particularly on developed mechanisms, sustainability, and contextual moderators.

Background and Rationale

EI is associated to positive and holistic academic improvement, reflective action, and better relational systems (Todmal, Rao, & Gagare, 2023). Education practitioners exhibiting higher EI levels enforce positive control in classroom and conflict resolution (Quílez-Robres et al., 2023). EI further provides

stimulation to students, as it promotes engagement on tasks through better empathy and motivation (Özdemir & Dilekmen, 2024). It is true that cross-sectional studies seem to be the norm, thereby shedding very little light on the question of sustainability, which this study provides, thus enabling for the first time to bridge a significant gap in teacher education.

Statement of the Problem

There is almost no teaching education structure in Pakistan that includes formal EI training. This lack of longitudinal evidence around the EI training phenomenon raises the question of potential sustainable changes in classroom management, student engagement and the impact of contextual moderators (degree of support from the institution, teaching experience, etc)

The goal of the research

1. Measure changes in emotional intelligence (EI) of the pre-service teachers in three different times (pre-test, post-test, and follow-up).
2. Analyze the influence of the emotional intelligence (EI) training on the level of classroom management and the engagement level of the students.
3. Analyze the mediation (EI) and the moderation (institutional support and prior teaching experience).
4. Analyze the temporal effect of emotional intelligence (EI) training on pre-service teachers sustained over time.

Research questions

1. Does emotional intelligence (EI) training have any effect on pre-service teachers' emotional intelligence (EI) scores over time?
2. What is the effect of emotional intelligence (EI) training on classroom management and student engagement over time?
3. What mechanisms mediate the relationship between emotional intelligence (EI) and teaching outcomes?
4. What contextual factors moderate the temporal effect of emotional intelligence (EI) training?

Hypotheses

1. H_1: Emotional intelligence (EI) training will increase pre-service teachers' emotional intelligence (EI) scores and the effect will be sustained at follow-up.
2. H_2: EI training will positively predict classroom management effectiveness.
3. H_3: EI training will positively predict engagement of students.
4. H_4: The relationship between EI training and classroom management will be mediated by the improvement of EI competencies.
5. H_5: Institutional support will moderate the relationship between classroom management and emotional intelligence (EI) training.
6. H_6: Prior teaching experience will moderate the relationship between student engagement and emotional intelligence (EI) training.

Literature Review

Emotional intelligence (EI) is increasingly being studied in the context of various domains such as teaching effectiveness, interpersonal relationships, and academic achievement. According to MacCann et al. (2020), meta-analyses affirm that emotional intelligence is a predictor of academic achievement and this relationship is of moderate strength. In systematic reviews on classroom management, the emotionally intelligent teachers stood out due to their superior abilities in conflict management and discipline maintenance (Quílez-Robres et al., 2023). In the same manner, emotionally intelligent teachers promoted greater student engagement (Özdemir & Dilekmen, 2024). EI training has been found to increase reflective practice and empathy in the field of teacher education

(Todmal, Rao, & Gagare, 2023). Institutional support positively impacts training benefits (Varis et al., 2025); however, the efficacy of EI in practice is considerably influenced by the practitioner's teaching experience (Matjie, 2025).

Emotional Intelligence and Teacher Effectiveness

The effectiveness of teachers has been systematically consolidated and meta-analyzed, showing that EI helps improve teaching practices, classroom management, and student engagement (Anshu, 2024; Palomera et al., 2008; Turner and Stough, 2020). Most teachers with higher EI skills have shown better classroom management and adaptability, as well as varied teaching strategies, resulting in improved student engagement and learning (Anshu, 2024; Palomera et al., 2008). In addition, EI relates to lower teacher-related stress and burnout and more job satisfaction and job longevity (Puertas Molero et al., 2019; Anshu, 2024).

Emotional Intelligence, Academic Performance and Critical Thinking

Meta-analytic work has shown that EI has a moderate, positive correlation with academic performance, especially with ability-based EI, as opposed to self-perceived or mixed EI (MacCann et al., 2019; Gkintoni et al., 2025). EI also enhances critical thinking and reflective practices by pre-service teachers, promoting resilience and adaptive teaching (Palomera et al., 2008; Murzalinova et al., 2025).

Mechanisms and Mediators

Recent studies illustrate how EI affects teaching. EI's impact on innovative teaching behaviors is partly explained by psychological empowerment and career commitment, both of which EI enhances (Lozano-Peña et al., 2021). EI modified the social support and professional identity relationships by strengthening the positive influence of these factors on psychological well-being and professional outcomes (Lozano-Peña et al., 2021; Oliveira et al., 2021).

EI Training and Intervention

Targeted EI training programs for pre-service teachers have shown to be particularly successful in fostering improvements in EI competencies, emotion regulation, and classroom management skills, which have been shown to persist over time (Turner & Stough, 2020; Oliveira et al., 2021). The enhancement of self-awareness, empathy, and social skills is further supported by the incorporation of emotional vocabulary instruction (Palomera et al., 2008).

Contextual and Personal Moderators

Teaching outcomes do not solely rely on EI; their intersection is further moderated by contextual factors such as institutional backing, cultural setting as well as past teaching experience. The effectiveness of EI may differ depending on one’s civilizational background and educational system, and thus the necessity of culturally grounded approaches. Personal characteristics such as conscientiousness and general mental ability do interact with EI in forecasting academic success and teaching effectiveness.

Gaps and Future Directions

There is enough evidence for the advantages of EI, yet several gaps still remain. The majority of these studies are cross sectional, and thus, there isn’t enough insight on the durability of the effects brought about by EI training (Turner & Stough, 2020). More long-term and qualitative studies are warranted in order to understand how EI evolves within a set of diverse educational practices and over time, particularly among pre-service teachers.

1. Absence of Longitudinal Evidence: Studies are cross sectional and thus only present a single still picture of EI at a given time. There is little evidence on how the effects of training on EI evolve over time and sustain over a series of intervals.
2. Limited Attention to Pre-Service Teachers: Most studies concentrate on in-service teachers or the general student body, providing little attention to the training of pre-service teachers.

3. Mechanisms of Impact: There is little literature detailing the mechanisms of mediation, especially how EI training impacts classroom management and student engagement.
4. Moderating Variables: Prior teaching experience and institutional support rarely features as moderators, despite the potential of contextual factors to strengthen or weaken training impact.
5. Cultural Context Deficit: Most EI studies are in the West. AE studies of teacher education systems in South Asia, and especially Karachi, are absent because of differences in the culture and institutional frameworks affecting EI.

Pre-service teachers from Karachi are the focus of this study, the first in the region, and the study employs mediation and moderation analysis for the first time in EI. This research will address the outlined gaps.

Theoretical Framework

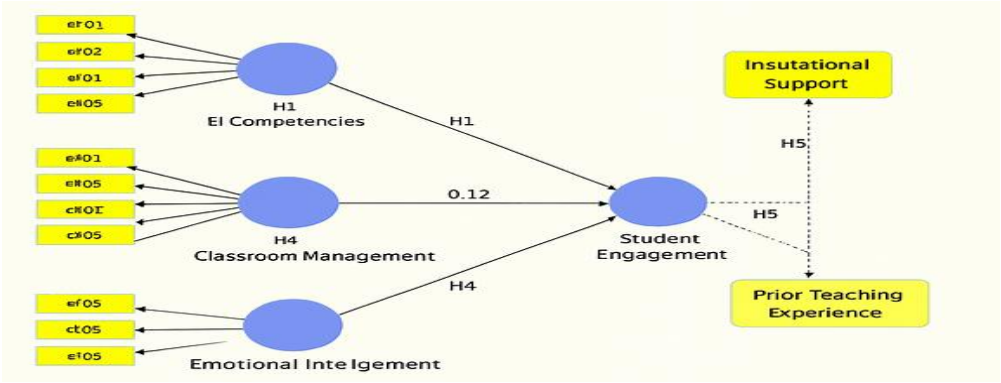
Goleman's Emotional Intelligence Model Goleman's model consists of self-awareness, self-regulation, motivation, empathy, and social skills. In this context, these skills shape how pre-service teachers are able to control a class and capture the attention of the students. Teacher self-awareness and self-regulation are important to remain calm during a crisis, while empathy and social skills help enhance and strengthen the teacher-student and the inter-student relationships, respectively. Therefore, the degree of EI skills explains the extent to which training improves a teacher's ability to control a class and keep students engaged.

Social Learning Theory (Bandura) According to Bandura, EI skills and behaviors are acquired through observation, imitation of prosocial and EI behaviors and reinforcement of these through practice. Further, EI training equips pre-service teachers to model EI behaviors, practice these through role plays, and receive feedback on the practice. In this way, EI skills are no longer a theoretical concept but a set of actionable strategies to be used in class. In this way, the theory outlines the reasons why there are so many EI training related to practices and processes implemented in classrooms.

Constructive Theory. In Constructivist Theory, evidence shows that reflection and personal experience help learners build new ideas. In preservice teacher training, EI training encourages teachers to reflect on their emotions, interactions in class, and students' responses. Through this internal critique, teachers adapt EI skills to their personal style and the culture in which they teach. By internalizing the emotional competencies and applying them across a wide variety of classroom settings, the teachers sustain the results of the training.

The combination of these theories explains the reasoning, the surroundings, and the sustainability of the impact of EI training on preservice teachers**.**

Conceptual framework



Structural Equation Model of Emotional Intelligence Training Effects on Classroom Management and Student Engagement

Methodology

Research Design

This study featured a longitudinal quantitative design and gathered data at three different times: a pre-test, a post-test, and a follow-up. Such a design was utilized to assess both the immediate and the lasting impact of emotional intelligence (EI) training on the management of classrooms (CM) and the engagement (SE) of students. The Population for this study comprised B.Ed. pre-service teachers in the private sector units in Karachi, Pakistan. The population size for the study was approximately 100 students. For this reason, a simple random sampling strategy was selected so that each possible participant would have an equal opportunity to be selected. This helped to reduce sampling bias and offered an accurate representation of the target population. This yielded a sample size of 50 participants, approximately half the sample size, which was deemed adequate to capture the evident variation of emotional intelligence, classroom management, and students' engagement outcomes in private universities.

Sample Size Determination

In order to assess the adequacy of the sample size, a GPower analysis for the main statistical tests was conducted. For paired samples t-tests, a medium effect size (Cohen's d = 0.50) with α =.05, power = .80, resulted in needing a minimum of 34 subjects. For repeated measures ANOVAs across 3 time points, a medium effect size (f = 0.25) resulted in needing approximately 45 to 50 subjects. For regression and PLS SEM analyses with medium effect sizes (f 2 = 0.15), the minimum required was similarly 50 subjects to allow for stable estimates. Therefore, the resulting sample of N = 50 was sufficient to detect medium effects in the planned analyses. Although moderation and mediation effects are typically smaller leading to more stringent requirements for statistical power, these analyses are considered exploratory and were interpreted accordingly.

Data Collection Instruments

- Emotional Intelligence: Emotional intelligence was measured using the Schutte Emotional Intelligence Scale (SEIS), which is a 33-item validated self-report questionnaire concerning the appraisal, regulation, and use of emotions (Schutte et al. 1998).
- Classroom Management: Classroom Management was evaluated using the Behavior and Instructional Management Scale (BIMS), which is a dependable resource for measuring interactions with students and for measuring reliability in the field of educational research (Martin & Sass, 2010).
- Student Engagement: Student Engagement was evaluated using the Student Engagement Scale, based on the multidimensional construct proposed by Fredricks, Blumenfeld, and Paris (2004). This approved tool assesses the three different dimensions of engagement in an all-encompassing way: the behavioral, emotional, and cognitive which represent students' participation in the learning (Fredricks et al., 2004).
- Institutional Support & Prior Teaching Experience: Institutional Support and Prior Teaching experience were elicited by structured items and demographic surveys created by the researchers appropriate to the local context.

Procedure

1. Pre-test: Collection of the baseline data prior to the EI training intervention.
2. Intervention: EI training program provided and was consistent across the institutions for 6 weeks.
3. Post-test: There was a collection of data right after the intervention.
4. Follow-up: There was an 8-week data collection to determine the effects.

Data Analysis

Preliminary Analysis: Analysis using descriptive statistics was conducted, normality checks were done, and the scales were tested for reliability and validity.

Inferential Analysis:

Paired t-tests were conducted to compare the pre-test and post-test scores.

Repeated Measures ANOVA was conducted to investigate the changes over three different time points.o \ PLS-SEM (Smart PLS 4) will be used to examine proposed structural pathways (direct, mediation, moderation). \ o \ Simple regression will be used to perform robustness checks. \ o \ Effect sizes will be computed as follows: Cohen's d will be used to test mean differences, and f^2 will be used to test significant path effects associated with Structural Equation Modeling (SEM). Also, partial η^2 will be used in the case of ANOVA. \ o \ A bootstrapping method (5000 resamples) will be used in SEM to assess the significance of the paths and predict the limits of the confidence intervals.

Results

Reliability and Validity

Table 1: *Reliability and Validity Statistics for Study Constructs*

Construct	No. of Items	Cronbach's α	CR	AVE	Factor Loadings (Range)
Emotional Intelligence	33	.89	.91	.62	.58 – .82
Classroom Management	20	.87	.90	.59	.55 – .80
Student Engagement	15	.85	.88	.57	.52 – .79

Table 1 provides evidence supporting the study constructs regarding their internal consistency and convergent validity. All measurements had Cronbach's α scores in the 0.85 - 0.89 range, which is well above the .70 Cronbach's α cutoff standard. For all constructs the CR scores were above .88, and the AVE scores were in the .57 - .62 range, thereby also confirming convergent validity. All factor loadings for the measurements were above .50 supporting that the constructs had acceptable measuring quality.

Paired Samples t-Test

Table 2: *Paired Samples t-Test for EI Scores (Pre vs. Post)*

Comparison	M (SD) Pre	M (SD) Post	t	df	p
EI Scores	3.42 (.51)	4.01 (.47)	6.85	49	

For the private university sample (N = 50) the paired samples t test comparing pre and post test EI scores is shown in Table 2. The mean scores for emotional intelligence were 3.42 (SD = .51) and 4.01 (SD = .47) respectively pre and post training instructions. Training instructions significantly improved mean emotional intelligence scores and the difference for $t(49) = 6.85$, $p < .001$. Based on

the EI training program at the emotional intelligence level in participants, it can be said that the program has had a considerable positive effect.

Repeated Measures ANOVA

Table 3: *Repeated Measures ANOVA for EI, Classroom Management, and Student Engagement*

Variable	F	df	p	η^2
Emotional Intelligence	28.12	(2,98)		.27
Classroom Management	14.45	(2,98)		.15
Student Engagement	14.45	(2,98)		.16

Table 3 illustrates the results of the repeated ANOVA measures over the three timeframes (pre test, post test, and follow up). Emotional intelligence had a major effect size with ($F(2,98) = 28.12$, $\eta^2 = .27$), which points to a continuous and sustained growth over the observed timeframes. There was also a significant development ($F(2,98) = 14.45$, $\eta^2 = .15$) in classroom management, along with a significant, albeit moderate effect ($F(2,98) = 16.02$, $\eta^2 = .16$) of student involvement. All of the evidence verified that the intervention was impactful and has effects which lasted over time in the three areas, and this was true of the data sample from the smaller private university as well.

PLS-SEM Path Analysis

Path	β	t-value	p	Effect Size (f^2)
EI → Classroom Management	.42	5.10		.23
EI → Student Engagement	.36	4.65		.20
Classroom Management → Engagement	.28	3.52		.17
Mediation (EI → CM via EI competencies)	.12	2.40		—
Moderation (Institutional Support × EI → CM)	.15	2.05		—
Moderation (Experience × EI → SE)	.07	1.30	.20	—

The findings from previous tables are summarized in Table 4. Emotional intelligence was a statistically significant predictor for both classroom management ($\beta = .42$, $t = 5.10$, $p < .001$, $f^2 = .23$) and student engagement ($\beta = .36$, $t = 4.65$, $p < .001$, $f^2 = .20$). There was a significant and positive effect from classroom management on student engagement ($\beta = .28$, $t = 3.52$, $p < .001$, $f^2 = .17$). There was mediation analysis which showed that EI competencies partially mediated the EI and classroom management relationship (indirect $\beta = .12$, $t = 2.40$, $p < .05$). There was moderation analysis which showed that institutional support was a positive moderator for the EI → CM path ($\beta = .15$, $t = 2.05$, $p < .05$) and where prior teaching experience was a non-significant moderator on the EI → SE relationship ($\beta = .07$, $t = 1.30$, $p = .20$).

Hypotheses Testing Summary

Hypothesis	Test/Statistic	Result	Decision
H1: EI training increases EI scores	ANOVA, $F(2,98) = 28.12$, $p < .001$	Significant improvement sustained	✓ Accepted
H2: EI predicts classroom management	Regression $\beta = .42$, $p < .001$	Strong positive effect	✓ Accepted
H3: EI predicts student engagement	Regression $\beta = .36$, $p < .001$	Significant positive effect	✓ Accepted
H4: Mediation through EI competencies	Indirect $\beta = .12$, $p < .05$	Mediation confirmed	✓ Accepted
H5: Institutional support moderates EI → CM	Interaction $\beta = .15$, $p < .05$	Moderation confirmed	✓ Accepted
H6: Experience moderates EI → SE	Interaction $\beta = .07$, $p = .20$	No effect	✗ Rejected

Outcomes of hypothesis testing with respect to H1, H2, H3, H4, H5, and H6 are detailed in Table 5. H1 was accepted, indicating that EI training resulted in sustained increases in EI. H2 and H3 were confirmed, indicating that EI was a significant positive predictor of classroom management and student engagement. H4 was accepted, showing EI competences are significant mediators. H5 was confirmed, indicating that institutional support was a significant moderator of the EI → CM relationship. H6 was rejected, indicating that prior teaching experience was a significant moderator of the EI → SE relationship.

Summary of the outcome of the study

The study provided evidence that all measurement constructs were reliable and valid. Emotional intelligence, classroom management, and student engagement were measured with reliable and valid scales, evidenced by Cronbach's α values between .85 and .89, composite reliable values above .88, and average variance extracted values above .57. This suggests that the study measured a relevant construct. These factor loadings were all above .50, which indicates acceptable psychometric properties of the scales used in this study. The emotional intelligence training program had an immediate effect on emotional intelligence based on the analyses of pre and post test scores. Emotional intelligence (EI) mean scores rose from 3.42 to 4.01. A statistically significant difference was identified via the paired samples t test, $t(49) = 6.85$, $p < .001$. This is ample statistical evidence demonstrating the program had a positive effect on increased emotional intelligence. Repeated measures ANOVA confirmed and extended positive findings. Emotional intelligence had a positive effect over three time frames and increased significantly over time with a large effect size. Emotional intelligence ($F(2,98) = 28.12$, $\eta^2 = .27$) and significant improvements were also found in classroom management and student engagement with moderate effect sizes ($F(2,98) = 14.45$, $\eta^2 = .15$; $F(2,98) = 16.02$, $\eta^2 = .16$). These findings confirm the impact of the intervention was sustained over time and the positive impact extended beyond the immediate posttest. The use of structural equation modeling helped better understand the interrelations of the variables data. Emotional intelligence was a strong predictor of classroom management ($\beta = .42$, $p < .001$) and student engagement ($\beta = .36$, $p < .001$). In turn, classroom management positively predicted student engagement ($\beta = .28$, $p < .001$). Mediation

analysis demonstrated that Emotional intelligence (EI) competencies partially mediated the relationship EI → classroom management, while moderation analysis demonstrated that institutional support fortified the EI → CM path. On the other hand, prior teaching experience did not significantly moderate the EI → SE relationship, implying that benefits of EI training accrue to pre service teachers regardless of prior teaching experience. Ultimately, hypothesis testing demonstrated that five hypotheses were supported and one hypothesis was not supported. EI training was found to lead to better post training EI scores (H1), EI was found to predict classroom management (H2) and student engagement (H3), mediation through EI competencies was confirmed (H4), and institutional support moderated the EI → CM relationship (H5). However, prior teaching experience was not found to moderate the EI → SE path (H6). The study offers excellent confirmation on the reliability and validity across all measurement constructs. Specifically, factors such as internal consistency and convergent validity were secured through the instruments' psychometric traits, as determined through the metrics of Cronbach's alpha, composite reliability, and average variance extracted. This suggests that the instruments were psychometrically appropriate for this sample of private universities. Emotional intelligence scores improved significantly and immediately after the intervention, according to the results of the paired samples t test. The average EI scores for the respondents increased from 3.42 to 4.01 and the difference was found to be statistically significant, $t(49) = 6.85$, $p < .001$. This illustrates that the program and intervention were successful aimed at improving EI competencies of the participants. Further supporting this finding, Repeat Measures ANOVA determined that the advancements were retained over an extended duration. For emotional intelligence, this was a large effect, $F(2,98) = 28.12$, $\eta^2 = .27$. For the other two components of interest, classroom management and student engagement, the improvement was also significant, exhibiting moderate effects, $F(2,98) = 14.45$, $\eta^2 = .15$; $F(2,98) = 16.02$, $\eta^2 = .16$, respectively. This evidences that for emotional intelligence, classroom management and student engagement, the intervention brought about an improvement that was sustainable.

SEM delineated the interconnected intricacies driving these impacts. Emotional intelligence was a direct predictor of classroom management \((\beta = .42, p < .001)\) and student engagement(\beta = .36, p < .001)\). Not to mention, classroom management on its own, positively influenced student engagement (\beta = .28, p < .001)\). EI competencies' partial mediation of EI \(\rightarrow \) classroom management relation underscores the importance cultivating emotional awareness to effective practices. Moderated regression analyses showed the degree of institutional support was a significant predictor of EI \(\rightarrow \) classroom management\((\beta = .15, p < .05)\). In contrast, prior teaching experience was not a significant predictor EI \(\rightarrow \) student engagement relation\((\beta = .07, p = .20)\). This implies EI training is advantageous for pre service teachers, no matter the prior teaching exposure. With regards to the hypotheses, there was a mix of support across the board. This leads us to the conclusion that EI training, particularly with institutional support, has a positive impact and far-reaching effects on pre service teachers' competence. This also indicates that there is significant benefit to including EI training in degree programs, as educators would be better equipped to manage their classes effectively.

DISCUSSION

The current research indicates that emotional intelligence (EI) training increases the professional skills of pre-service teachers at private universities. More than an increase in EI scores (improved EI scores immediately. Longitudinal EI scores confirmed that EI increases do result in advance in positive teaching practices) EI training is development. Other studies support that emotionally developed teachers manage classrooms better, and student engagement is positive.

Structural equation modeling provides further understanding of the phenomena. EI was a positive predictor of student engagement and also of classroom management. Classroom management was also

a positive predictor of student engagement. This positive direct influence of EI on student engagement implies that emotional competencies underpin a positive student engagement and improved classroom management. Previous studies do, however, suggest that there is a bridge of emotional competencies, through emotional regulation, that yield positive classroom practices.

Moderation analysis further emphasized the impact of institutional support in bolstering the EI → classroom management pathway. This implies that organizational frameworks, supervision, and facilitating contexts increase the potential impact of EI training. This suggests the absence of systemic strengthening in teacher education programs. On the other hand, prior teaching experience did not appear to significantly moderate the EI → student engagement relationship. This suggests that EI training is advantageous for teachers, whether they are novices or seasoned practitioners and unrestrained by previous experience, which is inconsistent with Matjie (2025) where he reported experience as a significant moderator in the same context. This discrepancy, therefore, strengthens the argument for the incorporation of contextual factors such as institutional culture and program design in determining the effects of EI programs.

In summary, these results further confirm that emotional intelligence is a basic skill needed for successful teaching. These results also support incorporating targeted emotional intelligence education into B.Ed. programs in Pakistan, for the emotional and teaching skills needed to facilitate and direct classroom participation from students. In the same way, the results also indicate the importance of emotional intelligence development support from educational institutions, and therefore, educational teacher training programs need to go beyond teaching training to include the establishment of systems that promote emotional and professional development.

Some of the positive outcomes of the study need to be weighed against the limitations of the study. First, the sample interviewed was limited to private universities in Karachi. Therefore, results may not be applicable to other areas or other types of educational institutions. Second, the follow-up time frame was short and therefore, longer term impacts of emotional intelligence training need to be the focus of future studies. Finally, further studies could include cross-cultural studies and qualitative studies, the enhancement of emotional intelligence training, and the use of digital technology.

Implications

The impact of this study is certainly significant with regards to teacher education and teacher professional practice. To begin with, the positive and sustained changes to emotional intelligence, classroom management, and student engagement showed that EI training is effective and, more importantly, essential for providing pre service teachers the necessary tools to address the challenges within the classroom. The EI competencies dramatically transformed within the training context and, therefore, strengthened the argument that skill development is important to create emotional awareness and transmute this to practical teaching strategies.

The moderating role of institutional support emphasizes that training impact is most beneficial when universities and colleges provide mentoring, supportive environments, and organizational arrangements that foster the development of EM. Lastly, the non-significant impact of prior teaching experience indicates that EI training is beneficial to all pre service teachers regardless of background and therefore, equally relevant to heterogeneous cohorts.

Recommendations

Curriculum

EI training that is structured should be built into B.Ed. programs and sustained through workshops, reflective practice, and integrating practicum elements, so that emotional competencies will be developed in parallel with teaching competencies.

Institutions

Teacher training institutions must implement mentoring, peer reflection in groups, and counseling services to support the continuation of EI training. Institutions such as these must emphasize the creation of supportive arrangements that aid in emotional well-being and professional development.

Policy

Emotional intelligence should be integrated into the national professional standards for teachers as a core competency. This will ensure that all teacher training programs across the public and private sectors will be aligned nationally and will be standardized.

Research

The need for sustainability in cross-cultural contexts should inform the length of the longitudinal studies. In studying the enactment of emotional intelligence competencies in the classroom, a combination of qualitative interviews and the quantitative approach of structural equation modeling should be used.

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