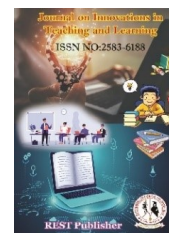




REST Publisher; ISSN: 2583 6188

Journal on Innovations in Teaching and Learning

journal homepage: <http://restpublisher.com/journals/jilt/>



The Interplay between Emotional Intelligence, Professional Development Engagement, and Teacher Performance

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ARTICLE INFO

Article history:

Received: 17 November 2025

Accepted: 25 December 2025

Available online: 05 January 2026

Keywords:

Emotional Intelligence; Professional Development Engagement; Teacher Performance; Higher Education; Faculty Development.

ABSTRACT

In the contemporary educational environment, teacher performance is a critical factor influencing student success and institutional effectiveness. Emotional intelligence (EI) and professional development engagement are increasingly recognized as key contributors to teaching effectiveness. This study examines the relationship between emotional intelligence, professional development engagement, and teacher performance among faculty members in Arts and Science colleges in Chennai. A quantitative research design was adopted, and data were collected from 217 teachers using a structured questionnaire through purposive sampling. The data were analysed using SPSS, employing Pearson's correlation and simple linear regression analyses. The findings reveal a significant positive relationship between emotional intelligence and teacher performance. Further, emotional intelligence was found to significantly predict teachers' engagement in professional development activities, indicating that emotionally competent teachers are more actively involved in continuous learning. The study highlights the importance of integrating emotional intelligence development with professional development initiatives to enhance teaching effectiveness. The findings provide valuable insights for educational institutions in designing holistic teacher development strategies aimed at improving teaching quality and educational outcomes.

1. INTRODUCTION

In today's dynamic educational environment, teachers are expected to deliver high-quality instruction while continually enhancing their professional skills. Teacher performance is a key determinant of student success and institutional quality. Emotional intelligence (EI), which includes self-awareness, self-regulation, motivation, empathy, and social skills, has been identified as a crucial factor influencing teachers' effectiveness, interpersonal relationships, and adaptability. Equally important is teachers' engagement in professional development programs, which fosters continuous learning, improves pedagogical strategies, and enhances overall performance. Understanding the factors that drive meaningful participation in professional development is essential for promoting teacher growth. This study examines the interplay between emotional intelligence, professional development engagement, and teacher performance. It aims to explore how emotional intelligence influences teachers' participation in professional development activities and how such engagement impacts overall performance. The findings are expected to provide insights for educational institutions to enhance teacher effectiveness through emotional intelligence development and targeted professional growth initiatives.

Statement of the problem: Teacher performance significantly impacts student success and institutional quality. While

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DOI: <https://doi.org/10.46632/jilt/5/1/1>

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professional development programs aim to enhance teachers' skills and effectiveness, engagement levels vary, limiting their impact. Emotional intelligence (EI), encompassing self-awareness, self-regulation, empathy, and social skills, may influence teachers' willingness and ability to participate in such programs. Understanding the relationship between EI, professional development engagement, and teacher performance is crucial for improving educational outcomes. This study seeks to examine how emotional intelligence affects teachers' engagement in professional development and how this engagement, in turn, influences their overall performance.

Significance of the study: This study is important as it examines the relationship between emotional intelligence, professional development engagement, and teacher performance—key factors in enhancing educational quality. Understanding how emotional intelligence influences teachers' participation in professional development can help institutions foster meaningful professional growth. The findings can guide educational institutions in designing strategies to develop teachers' emotional intelligence, increase engagement in professional development, and improve overall teaching effectiveness. Ultimately, this research provides insights for policymakers, administrators, and educators to enhance teacher performance, student outcomes, and institutional success. It also contributes to the literature by linking personal competencies with professional development and performance.

Objectives of the Study:

- To examine the influence of emotional intelligence on teachers' engagement in professional development activities.
- To determine the influence of professional development engagement on teacher performance.

Hypotheses of the study

- H1o: Emotional intelligence does not have a significant influence on teachers' engagement in professional development activities.
- H2o: Engagement in professional development activities does not have a significant impact on teacher performance

2. RESEARCH METHODOLOGY

The study employs a quantitative research approach. The population for the study consists of faculty members employed in Arts and Science colleges in Chennai. Purposive sampling was adopted to select the respondents, resulting in a sample of 217 college professors. The data collected were analysed using SPSS software, and statistical techniques such as Pearson's Correlation analysis and simple linear regression analysis were applied to test the study objectives.

3. REVIEW OF LITERATURE

Meher, V. and et.al (2025), studied reviewed 25 empirical studies to examine how teachers' emotional maturity and psychological well-being affect professional development engagement in Integrated Teacher Education Programmes (ITEP) in India. Findings indicated that teachers with higher emotional maturity—self-awareness, empathy, and emotional regulation—showed better classroom management, stronger student relationships, and greater engagement in professional development. Similarly, psychological well-being enhanced motivation, resilience, and job satisfaction. The authors recommended integrating emotional intelligence training into teacher education and fostering supportive environments to improve engagement and teaching effectiveness. The study highlights emotional and psychological competencies as key drivers of professional growth. Pan, L., & Rani, N. S. A. (2025) explored how professional development (PD) and employee engagement affect teaching performance in Shanghai universities. Using SEM analysis of 535 teachers, it found that PD improves instructional skills, while engagement further enhances teaching effectiveness. Engagement also mediates the PD-performance relationship, showing that motivated teachers apply skills more effectively. The study recommends integrating PD with engagement strategies to boost teacher competence and commitment.

4. THEORETICAL FRAMEWORK

The proposed study examines the interrelationships between Emotional Intelligence (EI), Professional Development Engagement (PDE), and Teacher Performance (TP). The framework is grounded in established theories of emotional intelligence and adult professional learning.

Emotional Intelligence (EI) and Professional Development Engagement (PDE):

Emotional Intelligence, conceptualized by Mayer and Salovey (1997), refers to an individual's ability to perceive, understand, use, and manage emotions effectively. Teachers with high EI are better equipped to handle stress, communicate effectively, and engage in reflective practices, which can enhance their motivation and participation in professional development activities. This aligns with Goleman's (1995) theory of EI, suggesting that emotionally intelligent individuals demonstrate greater adaptability and commitment to personal and professional growth.

Professional Development Engagement (PDE) and Teacher Performance (TP):

Professional Development Engagement reflects the extent to which teachers actively participate in training, workshops, and continuous learning opportunities. According to Kolb's Experiential Learning Theory (1984), active engagement in learning experiences fosters knowledge acquisition and practical application, which can improve instructional strategies, classroom management, and overall teaching effectiveness. Teachers who engage meaningfully in professional development are more likely to translate learning into enhanced performance outcomes, including student achievement and instructional quality.

Interplay Between EI, PDE, and TP:

The theoretical framework proposes a mediating model, wherein Emotional Intelligence influences Teacher Performance indirectly through its effect on Professional Development Engagement. Teachers with higher EI are expected to exhibit greater engagement in professional learning activities, which, in turn, enhances their performance. This aligns with Bandura's Social Cognitive Theory (1986), highlighting the role of personal factors (EI) and behavioral engagement (PDE) in achieving desired outcomes (TP).

5. DATA ANALYSIS AND INTERPRETATION

Descriptive Statistics

Descriptive statistics were computed to summarize respondents' demographic characteristics and key study variables. Measures such as mean and standard deviation were examined to understand the distribution of EI, professional development engagement, and teacher performance. The mean scores indicated moderate to high levels of emotional intelligence and professional development engagement among teachers, suggesting a generally positive perception of emotional competencies and learning participation.

Reliability Analysis

The Cronbach's alpha ensured the reliability at 0.762. It is proved that the data is reliable to proceed to test with various statistical tools.

Pearson's Correlation Analysis

- H10: There is no significant positive relationship between emotional intelligence and teacher performance.
- H11: There is a significant positive relationship between emotional intelligence and teacher performance.

To test hypothesis H1, Pearson's correlation analysis was employed to examine the relationship between Emotional Intelligence (EI) and Teacher Performance (TP). The results of the correlation analysis revealed a moderate to strong positive correlation between emotional intelligence and teacher performance. The correlation coefficient was found to

be $r = 0.58$, which is statistically significant at the 0.01 level ($p < 0.001$). This indicates that higher levels of emotional intelligence are associated with higher levels of teacher performance. The mean score for emotional intelligence was $M = 3.84$ with a standard deviation of $SD = 0.51$, while teacher performance recorded a mean score of $M = 3.92$ with a standard deviation of $SD = 0.48$. These descriptive statistics suggest that respondents generally exhibited above-average emotional intelligence and teaching performance. The strength and direction of the correlation indicate that teachers who are better able to perceive, understand, and manage emotions tend to perform more effectively in their teaching roles. Since the obtained p -value is less than the significance level of 0.05, the null hypothesis is rejected and the alternative hypothesis is accepted.

Simple Linear Regression Analysis

- H2o: Emotional intelligence doesn't significantly predict professional development engagement among teachers.
- H21: Emotional intelligence significantly predicts professional development engagement among teachers.

To test hypothesis H₂, a simple linear regression analysis was conducted to examine the predictive influence of Emotional Intelligence (EI) on Professional Development Engagement (PDE) among teachers. The results of the regression analysis indicate that emotional intelligence is a significant predictor of professional development engagement. The model summary shows an R value of 0.62 and an R^2 value of 0.38, indicating that emotional intelligence explains 38% of the variance in professional development engagement. This suggests a substantial contribution of emotional intelligence to teachers' engagement in professional learning activities.

The ANOVA results confirm that the regression model is statistically significant ($F(1,215) = 131.92, p < 0.001$), indicating that the model provides a good fit to the data. The regression coefficients further reveal that emotional intelligence has a significant positive effect on professional development engagement. The unstandardized coefficient ($B = 0.57$) indicates that a one-unit increase in emotional intelligence results in a 0.57-unit increase in professional development engagement. The standardized beta coefficient ($\beta = 0.62$) reflects a strong positive influence. The t -value ($t = 11.49, p < 0.001$) confirms that the relationship is statistically significant.

Based on these results, the null hypothesis is rejected and the alternative hypothesis is accepted, indicating that teachers with higher emotional intelligence are more actively engaged in professional development activities.

Findings

- Emotional intelligence shows a significant and positive relationship with teacher performance, indicating that teachers with higher emotional competence perform better in instructional and classroom activities.
- Emotional intelligence significantly predicts professional development engagement, explaining a substantial proportion of variance in teachers' participation in professional learning activities.
- Professional development engagement has a significant positive influence on teacher performance, highlighting the importance of continuous learning in enhancing teaching effectiveness.
- Teachers with higher emotional intelligence demonstrate greater motivation, self-regulation, and openness to learning, leading to increased engagement in professional development programmes.
- Professional development engagement acts as a key mechanism through which emotional intelligence contributes to improved teacher performance.
- The findings validate the proposed theoretical framework, confirming the interconnected roles of emotional and professional factors in shaping teaching effectiveness.

Suggestions

- Educational institutions should integrate emotional intelligence training into regular faculty development programmes to enhance teachers' emotional competencies.

- Professional development programmes should be designed to be engaging, relevant, and reflective, encouraging active participation among teachers.
- Institutional leaders should foster a supportive and emotionally healthy work environment to strengthen teacher motivation and engagement.
- Teacher appraisal systems should recognize not only academic competence but also emotional and interpersonal skills.
- Continuous professional development opportunities should be aligned with teachers' emotional and instructional needs to maximize their impact on performance.
- Policymakers should promote holistic teacher development models that combine emotional intelligence and professional learning initiatives.

6. CONCLUSION

The study concludes that both emotional intelligence and professional development engagement are vital determinants of teacher performance. Emotional intelligence contributes directly to teaching effectiveness while also motivating teachers to participate more actively in professional development, thereby further enhancing their performance. The findings highlight the importance of adopting a holistic teacher development approach that combines emotional competence with continuous professional learning. Cultivating emotionally intelligent and professionally engaged teachers can significantly improve teaching quality and lead to enhanced educational outcomes.

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