


The Role of Emotional Intelligence (EQ) in Improving the Quality of Teacher-Student Interaction: A Review of Educational Psychology Literature

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Abstract

This study aims to thoroughly reveal the role of emotional intelligence (EQ) in improving the quality of teacher-student interactions. Teachers' emotional intelligence (EQ) is considered an important aspect in facilitating meaningful interactions for students. This study includes a literature study (Library Research). Data collection identifies sources relevant to the research conducted through online database searches (Scopus, Google Scholar, National Library) and offline (relevant books and documents) then the relevant data is analyzed comprehensively and systematically. The research findings indicate that teachers with high EQ are better able to create a positive classroom environment, build supportive relationships with students, and manage conflict effectively. EQ teachers also increase student learning motivation, academic engagement, and academic achievement. This review emphasizes the important role of EQ in improving the quality of student-teacher interactions. It is recommended to integrate EQ aspects into teacher training programs and develop valid EQ assessment tools, as well as explore teaching strategies that integrate EQ with other pedagogical approaches.

INTRODUCTION

Quality teacher-student interactions play a very important role in creating a conducive and effective learning environment. Basically, positive interactions between teachers and students not only affect academic performance, but also have a significant impact on students' social, emotional and behavioral development. (Pianta et al., 2020) underline the importance of a good relationship between teachers and students as a key foundation for successful learning.

Emotional intelligence (EQ) is a crucial aspect in facilitating meaningful interactions between teachers and students. EQ refers to a person's ability to recognize, understand, manage, and utilize emotions effectively (Mayer et al., 2022). In the context of education, teachers' EQ can help them read and respond more sensitively to students'

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emotional needs, which in turn can improve the quality of classroom interactions. Studies by (Jennings & Greenberg, 2009) highlight the importance of emotional intelligence in improving the effectiveness of teacher-student interactions.

The growing attention to the concept of emotional intelligence in education indicates recognition of the importance of non-academic factors in the learning process. This underscores that in order to create a suitable learning environment for all students, it is important for teachers to not only focus on academic aspects but also consider emotional and social aspects in daily classroom interactions (Roorda et al., 2021).

Recent research shows that teachers with high EQ tend to be better able to create a positive classroom environment, build supportive relationships with students, and manage conflict effectively (Brackett et al., 2020). These abilities not only impact the quality of teacher-student interactions, but also on students' academic achievement and their emotional well-being (Jennings & Greenberg, 2009) (Marzano et al., 2003).

One important aspect of EQ is the ability of teachers to recognize and understand their own emotions and the emotions of students (Brackett et al., 2020). By accurately understanding emotions, teachers can be more sensitive to students' emotional needs and respond in appropriate ways (Jennings & Greenberg, 2009). This helps create a safe and supportive learning environment, where students feel valued and accepted.

Teachers with high EQ tend to be more skilled in managing their own emotions and the emotions of students (Marzano et al., 2003). They can control negative emotions such as anger or frustration, and promote positive emotions such as enthusiasm and passion in the learning process (Jennings & Greenberg, 2009). This ability allows for more positive and constructive interactions between teachers and students.

EQ also contributes to the development of social skills needed to build strong and supportive relationships between teachers and students (Brackett et al., 2020). Teachers with high EQ tend to be more empathetic, more sensitive to students' emotional needs, and more skilled in communicating effectively (Jennings & Greenberg, 2009). This facilitates more meaningful interactions and helps overcome misunderstandings or conflicts that may arise within the classroom environment.

Recent research by (Hagenauer et al., 2020) revealed that teachers' EQ is positively correlated with the quality of teacher-student interactions and positive classroom climate. This study also found that students who have teachers with high EQ tend to show greater levels of academic engagement and learning motivation. Similar findings were put forward

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by (Valente et al., 2020) who highlighted the importance of teacher EQ in facilitating supportive relationships with students. This study revealed that teachers with high EQ are better able to create an inclusive and responsive learning environment, and develop teaching strategies tailored to students' emotional and social needs.

A longitudinal study by (Collie et al., 2021) also reinforced the role of teacher EQ in influencing the quality of teacher-student interactions. This study found that students who had teachers with high EQ showed improvements in learning motivation, academic engagement, and academic achievement over time. In addition, a recent study by (López-González & Amutio, 2022) explored the relationship between teacher EQ, teacher-student interaction, and students' emotional well-being. The results showed that high teacher EQ was positively correlated with higher quality teacher-student interactions, which in turn contributed to improved students' emotional well-being.

These findings are supported by a meta-analysis conducted by (Nizielski et al., 2023), which concluded that teachers' EQ has a significant impact on the quality of teacher-student interactions, students' academic achievement, and their emotional well-being. This meta-analysis emphasizes the importance of considering EQ in training and professional development programs for teachers. Although previous research has demonstrated the important role of EQ in teacher-student interactions, there are still gaps in the literature that need to be further explored. For example, research focusing on the effectiveness of EQ interventions or training programs for teachers in improving the quality of teacher-student interactions is limited. In addition, most of the existing research focuses on primary and secondary education levels, while the exploration of the role of EQ in teacher-student interactions at higher education levels has received less attention (Brackett et al., 2020).

This review aims to analyze the role played by emotional intelligence (EQ) in the context of teacher-student interactions, taking into account existing empirical findings and looking for gaps in the existing literature. From an educational psychology perspective, it is important to explore how teachers' EQ can influence the quality of interactions in the learning environment. Higher EQ engagement in teachers may facilitate more effective communication, better conflict resolution, and create a more inclusive and supportive classroom climate. With a better understanding of the role of EQ in teacher-student interactions, we can provide educators and policy makers with new insights into strategies

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that can be used to improve the quality of these interactions, which in turn can improve the effectiveness of student learning.

Through exploring the concept of EQ in an educational context, this review also aims to provide practical recommendations for educators and policy makers. These recommendations may include the development of EQ training programs for teachers, the implementation of teaching strategies that take into account students' EQ aspects, as well as the use of evaluation tools that can measure and monitor EQ development in educational settings. By giving the right focus to EQ in the educational context, it is hoped that a more effective, meaningful and enjoyable learning environment can be created for all parties involved in the educational process.

METHOD

This study adopts a systematic literature review approach to explore the role of emotional intelligence (EQ) in improving the quality of teacher-student interactions from an educational psychology perspective. A comprehensive literature search was conducted through online databases such as Google Scholar, ERIC, PsycINFO, and others using keyword combinations such as “emotional intelligence”, “teacher-student interaction”, “educational psychology”, and other related terms. Only literature published in the range of 2020 to 2024 was considered for review. Inclusion criteria included empirical studies (qualitative, quantitative, or mixed), systematic literature reviews or meta-analyses, as well as publications in reputable scientific journals that focused on the role of emotional intelligence in teacher-student interactions and educational contexts.

Once the relevant literature is identified, key information such as research objectives, methodology, main results and conclusions will be extracted and synthesized. A thematic analysis will be conducted to identify patterns, themes and perspectives that emerge from the various literatures (Wals & Kibert, 2017). A critical appraisal will also be conducted of the included literature to ensure the quality of the review by evaluating the strength of the methodology, validity of the findings, and significant contributions to the topics covered. Findings from the various literatures will then be synthesized to provide a comprehensive picture of the role of emotional intelligence in teacher-student interactions, including the identification of factors that influence the quality of interactions, strategies to improve teachers' EQ, as well as the impact of EQ on students' learning outcomes and their emotional well-being.

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FINDINGS AND DISCUSSION

The Role of Emotional Intelligence (EQ) in Improving the Quality of Teacher-Student Interaction

Recent research results show that emotional intelligence (EQ) plays an important role in improving the quality of interactions between teachers and students. A study conducted by (Brackett et al., 2020) revealed that teachers with high EQ tend to be better able to create a positive classroom environment, build supportive relationships with students, and manage conflict effectively. These findings confirm the importance of EQ in facilitating meaningful and productive interactions in the learning environment.

Research by (Hagenauer et al., 2020) shows that teachers' EQ is positively correlated with the quality of teacher-student interactions and positive classroom climate. Students who have teachers with high EQ tend to show greater levels of academic engagement and learning motivation. This finding confirms that teacher EQ not only affects the quality of interactions, but also has an impact on students' participation and motivation to learn.

A longitudinal study by (Collie et al., 2021) reinforced the role of teacher EQ in influencing the quality of teacher-student interactions. The study found that students who had teachers with high EQ showed improvements in learning motivation, academic engagement, and academic achievement over time. These results indicate that teacher EQ has a lasting impact on students' learning experience and their academic achievement.

The importance of teacher EQ is also reflected in the relationship between teachers and students. Teachers with high EQ tend to be more empathetic and responsive to students' needs and emotions, which in turn strengthens interpersonal bonds within the classroom. By feeling emotionally supported and heard, students tend to be more motivated to learn, actively participate in class discussions, and develop the confidence needed to achieve better academic performance. Therefore, teachers' EQ not only affects students' academic outcomes directly, but also shapes their overall learning experience with long-term impact.

The role of teacher EQ also impacts students' social and emotional skill building. Teachers with high EQ tend to teach and model skills such as emotional regulation, cooperation, effective communication, and constructive problem solving. Through positive and supportive interactions with high EQ teachers, students can learn how to manage conflict, understand others' perspectives, and work together in team situations.

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In addition, this study also highlights the importance of developing teachers' EQ in the context of training and professional development. Training programs that focus on improving teachers' emotional intelligence can help improve the quality of teacher-student interactions and, ultimately, improve overall educational outcomes. This suggests that investing in teacher EQ development not only provides direct benefits for current students, but also for future generations of students by creating a more inclusive, supportive and empowering learning environment.

Recent research by (López-González & Amutio, 2022) explored the relationship between teacher EQ, teacher-student interactions, and students' emotional well-being. The results showed that high teacher EQ was positively correlated with higher quality teacher-student interactions, which in turn contributed to improved students' emotional well-being. These findings highlight the importance of teacher EQ in creating a learning environment that supports students' mental health and emotional well-being.

A meta-analysis conducted by (Nizielski et al., 2023) concluded that teachers' EQ has a significant impact on the quality of teacher-student interactions, students' academic achievement, and their emotional well-being. This meta-analysis emphasizes the importance of considering EQ in training and professional development programs for teachers. The findings provide strong evidence of the central role of EQ in improving the quality of interactions and student learning outcomes.

(López-González & Amutio, 2022) also described a significant relationship between teachers' emotional intelligence (EQ), teacher-student interactions and students' emotional well-being. High teacher EQ positively influences the quality of classroom interactions, creating a more pleasant and supportive learning environment for students. These quality interactions include aspects such as empathy, responsiveness to students' needs, effective communication, and the ability to manage conflict constructively. Teachers with high EQ tend to be better able to read and respond well to students' emotional signals, thus strengthening the interpersonal bonds that are essential in learning contexts.

The positive impact of teacher EQ on teacher-student interactions does not stop at the surface level, but also permeates into the psychological and emotional aspects of students. Positive interactions with teachers who have high EQ can help students feel more valued, heard and emotionally supported. This contributes to improving students' emotional well-being, reducing stress and anxiety, and increasing self-confidence and motivation to learn.

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A meta-analysis conducted by Nizielski et al. (2023) corroborates the finding that teachers' EQ plays an important role in improving the quality of teacher-student interactions. Teachers with high EQ tend to be more able to build close, positive and open relationships with students, which results in a classroom climate conducive to learning. They are also more skillful in managing group dynamics, overcoming conflict, and turning challenges into valuable learning opportunities for students.

The importance of EQ in improving the quality of teacher-student interactions is also reflected in how these teachers facilitate collaborative and participatory learning. Teachers with high EQ tend to be more open to students' perspectives, value diversity, and encourage active engagement from each student in the learning process. They create spaces where students feel comfortable to share ideas, experiment with new ideas, and develop their social and emotional skills through open and inclusive interactions.

Thus, the role of teacher EQ not only affects the quality of classroom interactions, but also forms a strong foundation for students' overall learning experience. By paying attention to and developing teacher EQ in an educational context, we can create a more meaningful, supportive and empowering learning environment for all students.

The recent research described above all highlights the important role of teacher emotional intelligence (EQ) in improving the quality of teacher-student interactions and having a significant impact on students' academic achievement and emotional well-being. These findings confirm that high teacher EQ not only creates a positive and supportive classroom environment, but also forms strong and sustainable interpersonal bonds with students. Teachers with high EQ are better able to read and respond to students' emotions, manage conflict effectively, and facilitate inclusive collaborative learning. Moreover, investing in teachers' EQ development through training and professional development programs will bring long-term benefits to future generations of students by creating more meaningful and empowering learning environments.

Considering the findings from these studies, it can be concluded that teacher EQ has a broad and deep impact in shaping students' learning experiences. Teachers with high EQ not only influence the quality of classroom interactions, but also help build students' social, emotional and academic skills. Investing in teacher EQ development is an important step towards creating an inclusive, supportive and empowering learning environment, which in turn will improve students' academic achievement and overall emotional well-being.

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Integration of Emotional Intelligence in Teaching Practice

One important aspect of EQ is teachers' ability to recognize and understand their own emotions and those of students (Brackett et al., 2020). By accurately understanding emotions, teachers can be more sensitive to students' emotional needs and respond in appropriate ways. This helps create a safe and supportive learning environment, where students feel valued and accepted. Teachers with high EQ tend to be more skillful in managing their own emotions and the emotions of students (Marzano et al., 2003). They can control negative emotions such as anger or frustration, and promote positive emotions such as enthusiasm and passion in the learning process. This ability allows for more positive and constructive interactions between teachers and students.

EQ also contributes to the development of social skills needed to build strong and supportive relationships between teachers and students (Brackett et al., 2020). Teachers with high EQ tend to be more empathetic, more sensitive to students' emotional needs, and more skilled in communicating effectively (Jennings & Greenberg, 2009). This facilitates more meaningful interactions and helps overcome misunderstandings or conflicts that may arise within the classroom environment.

Recent research by (Zins et al., 2023) explored the relationship between teacher EQ, teaching style, and student academic achievement. The study found that teachers with high EQ tend to adopt a more student-centered teaching style, which involves more meaningful interactions and greater emotional support. This in turn has a positive impact on students' learning motivation and academic achievement. The findings emphasize the importance of integrating EQ into teaching practices to improve student learning outcomes.

Her research provides important insights into the relationship between teachers' emotional intelligence (EQ), teaching style and students' academic achievement. The results of this study highlight that teachers who have high EQ tend to implement a more student-oriented teaching style. That is, they are more open to students' emotional needs, able to read and respond well to emotional signals, and create a classroom environment that supports students' emotional and academic growth. In this context, interactions between teachers and students become more meaningful, responsive and have a positive impact on students' learning motivation and academic achievement.

The findings also provide a deeper understanding of the importance of integrating emotional intelligence into teaching practices. Teachers with high EQ not only teach the

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material, but also form strong emotional bonds with students, creating an environment that supports exploration, growth and active engagement in learning. Through a student-centered teaching style that pays attention to students' emotional aspects, teachers can motivate students to learn better, increase self-confidence, and achieve higher academic performance. Thus, the integration of EQ in teaching practices not only enriches teacher-student interactions, but also optimizes students' overall learning potential.

A qualitative study by (Sánchez-Álvarez et al., 2024) explored teachers' perceptions of the role of EQ in building positive relationships with students. This study revealed that teachers perceive EQ as an important component in creating an emotionally safe classroom environment, where students feel valued and supported. Teachers also emphasized the importance of EQ skills in managing conflict and preventing behavioral problems in the classroom. Research by (Kim & Park, 2023) focused on the development and evaluation of an EQ training program for teachers. The study found that after attending the training program, teachers showed significant improvements in their EQ skills, such as self-awareness, emotion management, and empathy. Furthermore, classroom observations revealed that teachers who had attended the training tended to be better able to build more positive relationships with students and create a classroom climate that was more conducive to learning.

A recent meta-analysis by (Yang et al., 2024) explored the influence of teacher EQ on students' mental health and emotional well-being. Findings from this meta-analysis showed that high teacher EQ correlated with lower levels of stress, anxiety, and depression in students, as well as improvements in their emotional well-being. These results confirm the important role of teacher EQ in supporting students' mental health and emotional well-being, which in turn can facilitate a more effective learning process.

The integration of emotional intelligence (EQ) in learning contexts involves using emotional awareness, emotion regulation, empathy and other social skills as an integral part of students' learning experience. In this case, teachers with high EQ can integrate these aspects in their daily learning to create an environment that supports the development of students' mental health and emotional well-being. For example, teachers can use mindfulness exercises or emotion regulation techniques as part of the classroom routine, helping students identify and manage their emotions more effectively, which in turn can reduce levels of stress, anxiety and depression.

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In addition, the integration of EQ in learning also involves building empathic and responsive relationships between teachers and students. Teachers with high EQ are able to read and respond well to students' emotional signals, create a safe space for students to share and express, and facilitate open dialog about emotional well-being. This can be done through practices such as providing constructive feedback, organizing time to listen to students' feelings, and creating opportunities for students to participate in activities that promote empathetic understanding and cooperation. By integrating EQ in learning, teachers can help create a learning environment that supports students' holistic development, including aspects of their mental health and emotional well-being.

Although there are some gaps in the literature, overall, the results suggest that EQ plays an important role in improving the quality of teacher-student interactions. Teachers with high EQ tend to be better able to create a positive learning environment, build supportive relationships with students, and manage conflict effectively. These findings highlight the importance of integrating aspects of EQ in teacher training and professional development programs. Future research could explore how teachers' EQ can be integrated with other pedagogical approaches, such as active learning, student-centered teaching, or the use of technology in education. Understanding the synergy between EQ and innovative teaching strategies can help create a more effective and engaging learning environment for students.

The integration of emotional intelligence (EQ) in learning has significant implications for teachers and students. For teachers, understanding and applying EQ has a positive impact on creating a supportive, safe and productive learning environment. Teachers with high EQ can better recognize and manage their own emotions as well as students' emotions, enabling them to respond effectively to students' emotional needs. This creates more positive and constructive interactions, helps resolve conflicts, and increases student engagement in the learning process. In addition, EQ integration also strengthens teachers' ability to adopt a more student-centered teaching style, facilitate meaningful interactions, and provide greater emotional support, all of which contribute to students' learning motivation and academic achievement.

Meanwhile, for students, the integration of EQ in learning creates an environment that is more inclusive, supportive, and attentive to their emotional well-being. Students who learn in an environment led by teachers with high EQ tend to experience lower levels of stress, anxiety and depression, while their emotional well-being improves. This results in

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a more effective learning process, where students feel valued, heard and empowered to develop their full potential. Thus, the integration of EQ in learning provides tangible benefits for students' holistic development, not only in terms of academics but also in terms of mental and emotional well-being.

CONCLUSION

This literature review confirms the vital role that emotional intelligence (EQ) plays in facilitating quality interactions between teachers and students. Recent research shows that teachers with high EQ tend to be better able to create a positive learning environment, build supportive relationships with students, and manage conflict effectively. These findings highlight the importance of integrating aspects of EQ into teacher training and professional development programs. By developing EQ skills such as self-awareness, emotion management, empathy and social skills, teachers can improve the effectiveness of their interactions with students, which in turn can have a positive impact on students' learning motivation, academic engagement and academic achievement.

Based on the findings outlined efforts can be integrated with further research focusing on developing valid and reliable evaluation tools to measure teachers' and students' EQ, as well as exploring teaching strategies that integrate EQ with other pedagogical approaches. By giving proper attention to EQ in the educational context, we can create a more meaningful, inclusive and supportive learning environment for all parties involved in the educational process.

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