

Teacher Emotional Intelligence and its Impacts on Social and Emotional Learning of Students

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Emotional intelligence (EI) of teachers is becoming a topic of increasing importance regarding the role it plays in the development of Social-Emotional Learning (SEL) in children and young adults. To better understand the Emotional intelligence of teachers, this study investigated how teachers are aware of their own emotions as well as of those around them. A mixed method strategy of using quantitative and qualitative data is implemented to determine teachers' EI levels and their perspectives on SEL. The survey consisted of demographic information, the Wong, and Law Emotional Intelligence Survey (WLEIS) and 3 open-ended questions. Though there are some limitations to the research, some valuable findings provided insights for future research and professional development related to SEL.