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Emotional Intelligence and Well-Being as Catalysts of Academic Achievement in Teacher Education Programs

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Abstract

The present study aimed to investigate the correlation between emotional intelligence, General Well-being and academic achievement of B.Ed. students in India. Stratified random sampling was used to sample 308 students from both government-aided and self-financed colleges. The Wong and Law Emotional Intelligence Scale (WLEIS, 2002), the World Health Organization (WHO) 5 Well-Being Index (2024), and students' cumulative records were used. The results indicated that students' overall level of emotional intelligence and well-being were in the moderate range, and differences were observed in terms of gender and type of management. The results of the correlation analysis showed that there were significant positive correlations between the dimensions of emotional intelligence, well-being, and academic achievement. Furthermore, regression analysis revealed that emotional intelligence and well-being jointly explained 23.2% of the variance in academic achievement, and structural equation modelling confirmed the mediating role of well-being in this relationship. The findings emphasize the importance of integrating socio-emotional learning and psychological support mechanisms into the teacher education curriculum. Future research should employ longitudinal and intervention-based designs to examine the causal pathways and long-term impact of emotional intelligence enhancement programs on teacher effectiveness and professional resilience.

Keywords: Emotional Intelligence, General Well-Being, Academic Achievement, B.Ed. Students, Teacher Education, Structural Equation Modelling

Introduction

Teacher education institutions are increasingly expected to prepare future teachers with not only pedagogical knowledge but also emotional and psychological competencies that support effective classroom practice, professional resilience and student-centered learning. Contemporary educational research emphasizes that the development of socio-emotional competencies is fundamental to sustainable teacher effectiveness and lifelong professional growth (Collie, 2023; Jennings & Greenberg, 2009). The performance of B. Ed. Students cannot be deciphered by merely considering their cognitive abilities and subject knowledge. In contrast, “other non-cognitive factors, including emotional intelligence (EI) and overall well-being, have grown in recognition and importance in relation to academic achievement, readiness for the workplace, and teacher effectiveness over time. Emotional intelligence is the ability to perceive, understand, regulate, and utilize emotions in a constructive way, which is adequate not only for oneself but also for others (Mayer et al., 2016). Recent evidence indicates that emotional intelligence contributes significantly to teachers' professional competence by improving

instructional quality, emotional regulation, interpersonal relationships, and adaptive coping strategies in educational settings ([Brackett et al., 2019](#); [Aldrup et al., 2024](#)). There are higher EI benefits for pre-service teachers, including better classroom management, interpersonal communication, stress management, and empathy in various educational settings, as reported by [Aldrup et al. \(2024\)](#). When teachers are not emotionally competent, they can suffer from stress, difficulty in the academic program, and/or work-related difficulties that are detrimental to their work.

Terrie's second example is general well being, which is a person's psychological and emotional state of living all around. The WHO (2024) defines well-being as "a feeling of positive emotions, strength, and freedom from anxiety. Psychological well-being has emerged as an important indicator of students' learning engagement, resilience, motivation, and academic persistence. Students with higher levels of well-being generally demonstrate better academic adjustment and greater satisfaction with their educational experiences ([Keyes 2002](#); [Suldo et al. 2008](#)). For B.Ed students, the first three factors are protective against burnout, anxiety, and academic disengagement, as they are under high pressure from studies, teaching practice, and examinations ([Bersia et al., 2024](#)). Students feel good and are motivated, resilient, and engaged in learning.

These psychological concepts have recently been studied in relation to academic success. EI has been shown to directly predict academic outcomes and indirectly predict them via greater well-being and stress control ([Quilez-Robres et al., 2023](#); [Quansah et al., 2025](#)). Academic achievement is increasingly viewed as the outcome of interactions among cognitive, emotional, motivational, and environmental factors, rather than cognitive ability alone. Emotional competence strengthens self-regulation, persistence, and learning engagement, thereby facilitating improved academic performance ([Mega et al., 2014](#)). However, research on Indian teacher education is lacking in this regard. B.Ed. students in India face their own set of problems, such as multilingual classrooms, examination-based curricula, and varied institutional resources. In this context, understanding the link between EI and well-

being and how it influences academic achievement is key to designing curriculum and teacher preparation policies. The Ministry of Education, through the National Education Policy 2020, recommends that teacher education programmes strengthen social-emotional learning, critical thinking, well-being, and holistic student development. The policy highlights emotional competence as an essential attribute for future teachers. International policy frameworks increasingly recognize emotional well-being and social-emotional learning as essential components of teacher-training programmes. The preparation of emotionally competent teachers enhances instructional quality, classroom climate, and student outcomes ([OECD, 2021](#); [UNESCO, 2021](#)). The [National Council for Teacher Education \(2021\)](#) emphasizes that teacher education should promote holistic professional development by integrating emotional competence, reflective practice, and psychological well-being into pre-service teacher preparation. These competencies are essential for improving teacher effectiveness and student learning outcomes.

Although previous international studies have established positive associations between emotional intelligence, well-being, and academic achievement, empirical evidence within Indian teacher education programmes remains limited. Most existing investigations have focused on general university populations rather than on B.Ed. trainees, whose academic experiences involve unique challenges, such as teaching practice, classroom management preparation, and diverse institutional contexts. Moreover, few studies have simultaneously examined the predictive roles of emotional intelligence and well-being using advanced statistical techniques such as structural equation modelling. Therefore, the present study addresses this gap by investigating these relationships among B.Ed. students in Tamil Nadu.

Although international evidence consistently demonstrates positive associations among emotional intelligence, well-being, and academic achievement, relatively few studies have simultaneously examined these variables among pre-service teachers using structural equation modelling within Indian teacher education institutions. This limitation highlights the

need for context-specific empirical evidence to guide curriculum reforms and student-support strategies ([Extremera et al., 2020](#); [García-Martínez et al., 2021](#)). The present study is intended to study the relationship between emotional intelligence, general well being and academic performance of the students of B.Ed. program based on these perceptions. It is expected that the study will be useful to the existing literature on teacher education programmes regarding socio-emotional skills, as the inquiry is placed in a strong theoretical context and applied validated instruments.

Review of Literature

Emotional intelligence (EI) has received a great deal of research as a predictor of success in various subject areas in school. [Sánchez-Álvarez, Extremera, and Fernández-Berrocal \(2020\)](#) conducted a meta-analysis and found a weak yet significant positive correlation between EI and academic performance. In teacher education, EI has been shown to impact test scores and performance in teaching practice, as well as reflective skills and classroom management ([García-Martínez et al., 2021](#)). [Quílez-Robres et al. \(2023\)](#) also highlighted that EI plays a role in sustaining learning engagement, as it improves emotional regulation and motivation. These skills are vital for pre-service teachers to meet the demands of teaching practice, lesson planning, and peer collaboration.

There is a strong association between EI, psychological functioning, and subjective well-being. EI has a positive correlation with academic stress management, resilience, and positive affect ([Özdemir Cihan & Dilekmen, 2024](#)). EI equips students in the B.Ed. course with empathy and adaptability, which helps them to create harmony between people and emotional equilibrium throughout practicum and coursework ([Aldrup, Klusmann, & Koenen, 2024](#)). There is also some evidence that EI can be very beneficial, even in socio-emotional learning modules, for EI and well-being indicators ([Amponsah et al., 2024](#)). The results indicate that EI has a direct effect on academic outcomes and an indirect effect through improvement of well-being.

The well-being of students is recognized as one of the most important factors in their learning capacity

to focus, persist, and excel in learning. The WHO-5 Well-Being Index has been validated in higher education and is a good predictor of engagement and performance ([Chan, Ng, & Yu, 2022](#)). [Bersia et al. \(2024\)](#) found that stress was negatively linked to subjective well-being, whereas academic persistence was positively linked to subjective well-being in post-pandemic learning. Intrinsic motivation and reduced dropout intentions among teacher trainees are associated with well-being levels ([Quansah et al., 2025](#)). Thus, good health and happiness not only play a crucial role in an individual's health but also a significant role in educational success.

[Xu et al. \(2025\)](#) conducted a systematic review of teacher emotion regulation and well-being. The review concluded that emotional intelligence and effective emotion regulation significantly enhance teachers' psychological well-being, instructional effectiveness, and student engagement, and recommended their integration into teacher education programmes.

[Calandri et al. \(2025\)](#) systematically reviewed studies on teachers' emotional competence and reported that emotional intelligence strengthens inclusive teaching practices, psychological well-being, and professional resilience. The review recommends incorporating emotional competence training into teacher education curricula.

[Özdemir Cihan and Dilekmen \(2024\)](#) reviewed the evidence on emotional intelligence training for pre-service teachers and found that structured emotional intelligence programmes improved emotional regulation, interpersonal competence, and reflective teaching practices among teacher trainees.

[Gilar-Corbi et al. \(2024\)](#) reviewed studies examining emotional intelligence, resilience, and psychological well-being among education majors. The review concluded that emotional intelligence positively predicts students' well-being, academic engagement, and professional readiness in teacher education.

[Sánchez-Álvarez et al. \(2024\)](#) reviewed the recent evidence on emotional intelligence and psychological well-being in higher education. The review found that students with higher emotional intelligence demonstrated greater resilience, better mental health, and improved academic performance in diverse educational settings.

[Quilez-Robres et al. \(2023\)](#) conducted a systematic review and reported that emotional intelligence is consistently associated with better academic achievement, improved psychological well-being, and higher learning engagement among university students. The authors emphasized the need to strengthen socio-emotional competencies in higher education.

Recent Indian studies have highlighted the growing importance of emotional intelligence and psychological well-being in teacher education. [Anshu \(2025\)](#) conducted a systematic review of emotional intelligence and teacher effectiveness and concluded that emotionally intelligent teachers demonstrate better classroom management, stronger teacher-student relationships, and improved professional well-being. The review recommends integrating emotional intelligence into teacher education and professional development programs. [Patil \(2023\)](#) examined the relationship between emotional intelligence and academic performance among Indian students and reported a significant positive association between emotional intelligence, self-regulation, self-awareness, motivation and academic success. The study concluded that emotional intelligence contributes substantially to students' educational achievement and overall learning effectiveness. [Kamboj and Garg \(2021\)](#) investigated the relationship between emotional intelligence and psychological well-being among Indian teachers. Their findings indicated that teachers with higher emotional intelligence demonstrated better psychological well-being, greater resilience, and improved professional adjustment, highlighting the importance of emotional competencies in educational settings. [Joshi \(2020\)](#) reported that emotional intelligence was positively associated with students' psychological well-being and academic adjustment. The study emphasized that emotionally competent learners are more capable of managing academic stress, maintaining positive interpersonal relationships, and achieving better educational outcomes. However, empirical studies simultaneously examining emotional intelligence, well-being, and academic achievement using advanced analytical techniques, such as structural equation modelling, remain limited in Indian teacher

education programmes. The present study addresses this research gap by providing empirical evidence from B.Ed. institutions in Tamil Nadu, India.

Critical Synthesis

Collectively, previous studies have consistently demonstrated positive relationships among emotional intelligence, well-being, and academic achievement. However, substantial variations exist in the strength of these associations across educational contexts, cultural settings, and methodological approaches. While meta-analytic evidence supports the predictive role of emotional intelligence, some studies have reported indirect rather than direct effects, emphasizing the mediating influence of well-being and motivation. Furthermore, research focusing specifically on teacher education students remains comparatively scarce, particularly in developing countries. These inconsistencies justify the need for context-specific investigations employing comprehensive analytical frameworks to understand the interplay between socio-emotional competencies, psychological well-being, and academic outcomes.

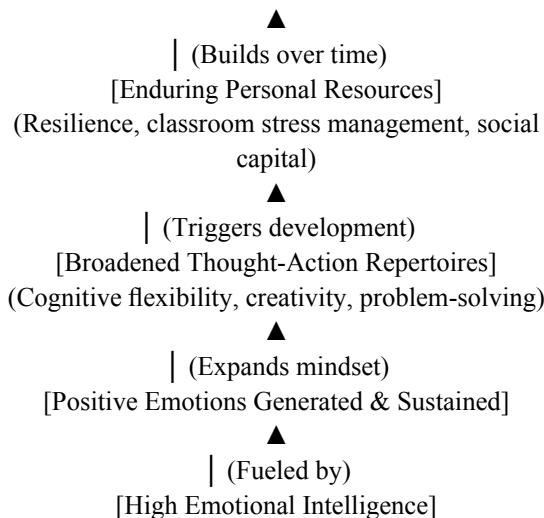
Theoretical Framework

A theoretical basis was established to explore the relationship between emotional intelligence, general well-being, and academic performance. The present study is based on two complementary theories: The Broaden and Build Theory of Positive Emotions and Self-Determination Theory (SDT) that allows to explain the effect of EI and well-being on academic performance among B.Ed. students.

Broaden-and-Build Theory of Positive Emotions Fredrickson's (2001) Broaden-and-Build Theory suggests that positive emotions expand and strengthen people's thought-action repertoires and their long-term personal resources. Academically, emotionally intelligent students possess greater cognitive flexibility, creativity, and problem-solving abilities because they can generate and maintain positive emotions ([Aldrup et al., 2024](#)). These expanded abilities are related to academic success. Higher EI in B.Ed. Students contribute to reducing stress in the classroom, resilience, and positive relationships with faculty and peers, promoting their well-being and success.



The Upward Spiral of Broaden-and-Build [Enhanced Well-Being & Academic Success]



Self-Determination Theory (SDT)

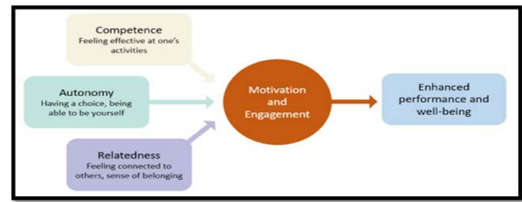
The Self-Determination Theory of motivation and well-being focuses on the satisfaction of three basic psychological needs: autonomy, competence, and relatedness (RT), as the necessary conditions for motivation and well-being (Ryan & Deci, 2020). Emotional intelligence helps meet these needs by fostering the ability to regulate oneself, understand the emotions of others, and manage one's social relations. For instance:

Emotionally intelligent students make effective choices about their learning when they can manage their stress and respond to life's challenges in a way that helps them to be more successful.

Effective emotion regulation enhances competence by improving concentration and perseverance in learning activities.

Through empathy and emotional understanding, relatedness is strengthened, and a sense of support is fostered among peers and faculty members.

If such needs are fulfilled, students' well-being is enhanced, and they are intrinsically motivated, thereby positively affecting their academic performance (Quansah et al., 2025).



Integrative Perspective

The broaden-and-build Theory, and the Self-Determination Theory complement each other to provide a full lens. Emotional intelligence brings about positive emotional states (Broaden-and-Build) and the satisfaction of core emotional needs (SDT), both of which contribute to higher levels of well-being. Well-being, in turn, helps in persistence, concentration, and resilience, which in turn helps in achieving learning outcomes. The framework places well-being at the center as a mediator and a result of EI and as a means to achieve better academic outcomes.

Objectives of the Study

The present study aimed to achieve the following objectives:

- To assess the levels of emotional intelligence, general well-being, and academic achievement among B.Ed. students.
- To examine whether there are significant differences in emotional intelligence, well-being, and academic achievement with respect to gender.
- To analyze the relationship between emotional intelligence, general well-being, and academic achievement of B.Ed. students.
- To determine the predictive power of emotional intelligence and well-being on academic achievement through regression analysis.

Methodology

Research Design

The survey method was used in the present study, which is the commonly used method in education for gathering information about the condition, perceptions, and results of the study. This design was found appropriate for the study of the relationship between emotional intelligence, general well-being and academic performance of B.Ed. students.

Population and Sample

The sample consisted of B.Ed. students from the selected districts of Tamil Nadu in teacher education institutions. A total of 320 students were selected using stratified random sampling to ensure representation of students in terms of gender, type of management (government, aided, and self-financing colleges), and medium of instruction (English and Tamil). The sample comprised first- and second-year B.Ed. trainees.

Instruments

Emotional Intelligence was assessed using the Wong and Law Emotional Intelligence Scale (WLEIS, 2002), which is a well validated 16 item scale. The scale consists of four dimensions of emotional intelligence: self-emotion appraisal, others' emotion appraisal, use of emotion, and regulation of emotion. Items were rated using a 7-point Likert scale (1 = strongly disagree to 7 = strongly agree), with higher scores reflecting higher emotional intelligence. The five-item WHO-5 Well-Being Index ([World Health Organization, 2024](https://www.who.int/news-room/fact-sheets/detail/mental-well-being)) was used to assess General Well-Being, and it is a scale that reflects positive mood, vitality, and life satisfaction. The raw scores range from 0-25 and are multiplied by four to provide a range of 0-100 with a higher score indicating a higher level of well-being. Academic Achievement was based on the cumulative percentage or CGPA of the students from their academic records in the school or college for the most recent semester. Because the data were based on several institutions, standardization procedures were undertaken to ensure that the data were comparable across various grading systems.

Reliability of the Instruments

The reliability of the instruments used in this study was assessed using statistical testing. The internal consistency of the Wong and Law Emotional Intelligence Scale (WLEIS) was calculated using the split-half reliability coefficient (0.87) and Cronbach's alpha (0.89), both of which showed good levels of internal consistency. Likewise, the Cronbach's alpha for the WHO-5 Well-Being Index was found

to be 0.85, which indicates the instrument's stability and reliability for use among the B.Ed. students. Academic achievement, being official institutionally generated data, did not have to be tested for reliability because it was verifiable and standardized.

Validity of the Instruments

Construct- and criterion-related approaches were used to validate the tools. Previous international and Indian research has consistently demonstrated the construct validity of the WLEIS and WHO-5, making them suitable for assessing emotional intelligence and well-being in educational contexts. In addition, criterion-related validity was assessed in the current study by correlating students' EI and well-being scores with independent faculty ratings of their classroom performance. The findings revealed a significant positive correlation (EI: $r = 0.42$ and well-being: $r = 0.39$), indicating the validity of these instruments in the B.Ed. program.

Data Collection Procedure

Before data collection, institutional consent and ethical clearance were obtained to ensure research ethics. These class-based standardized instruments were administered in the classroom with the help of the faculty coordinator, which helped facilitate the process and clarify the students' queries. Responses were anonymized and thoroughly coded to facilitate matching with students' academic records while ensuring confidentiality. A total of 308 complete questionnaires were received from the 320 questionnaires sent out for final analysis, resulting in a high response rate and representation of the target population.

Results

The findings showed that most of the B.Ed. students had moderate EI (64.2%) and well-being (69.8%), while a high level of EI (18.8%) and well-being (14.6%) were achieved by a smaller proportion of students. Likewise, achievement was grouped as moderate (68.2%), with only 19.1% attaining high levels of achievement.

Table 1 Level of B.Ed. Students' Emotional Intelligence, Well-Being, and Academic Achievement

Variables	Low (N/%)	Moderate (N/%)	High (N/%)
Emotional Intelligence	52 (16.9)	198 (64.2)	58 (18.8)
General Well-Being	48 (15.6)	215 (69.8)	45 (14.6)
Academic Achievement	39 (12.7)	210 (68.2)	59 (19.1)

Table 2 Significance of Difference in Emotional Intelligence, Well-Being, and Academic Achievement with regard to Gender

Variables	Gender	Mean	SD	t-value	p-value
Emotional Intelligence	Male	75.15	6.92	3.462	0.028*
	Female	73.42	9.11		
General Well-Being	Male	68.24	10.36	1.285	0.259
	Female	69.83	11.27		
Academic Achievement	Male	67.13	6.18	3.378	0.022*
	Female	70.02	4.74		

The t-test results revealed a significant difference between male and female B.Ed. students in emotional intelligence ($t = 3.462$, $p < 0.05$) and academic achievement ($t = 3.378$, $p < 0.05$) in favor of females for academic achievement and males for emotional intelligence. However, there was no significant difference between male and female students in terms of general well-being ($t = 1.285$, $p > 0.05$).

Table 3 Correlation between Emotional Intelligence, Well-Being, and Academic Achievement

Variables	Emotional Intelligence	Well-Being	Academic Achievement
Emotional Intelligence	1	0.482**	0.418**
General Well-Being	0.482**	1	0.365**
Academic Achievement	0.418**	0.365**	1

Note: $p < 0.01$ (2-tailed). The correlation matrix revealed that emotional intelligence was positively correlated with well-being ($r = 0.482$, $p < 0.01$) and academic achievement ($r = 0.418$, $p < 0.01$). Similarly, academic achievement was significantly positively associated with well-being ($r = 0.365$, $p < 0.01$).

Table 4 Regression Analysis Predicting Academic Achievement from Emotional Intelligence and Well-Being

Predictor Variables	B	SE B	β	t	p-value
Constant	45.21	3.84	–	11.77	0.000
Emotional Intelligence	0.312	0.082	0.356	3.805	0.000**
General Well-Being	0.247	0.094	0.298	2.628	0.009**

Model Summary: $R = 0.482$, $R^2 = 0.232$, Adjusted $R^2 = 0.225$, $F(2, 305) = 23.56$, $p < 0.001$

Note: $p < 0.01$ (significant).

The regression results showed that emotional intelligence ($\beta = 0.356$; $p < 0.01$) and general well-being ($\beta = 0.298$; $p < 0.01$) were significant predictors of academic achievement. These variables accounted for 23.2% of the variance in students' academic performance. This implies that emotional intelligence and well-being of B.Ed students play an effective role in getting good academic results.

Table 5 Standardized SEM Path Coefficients

Structural Path	β	S.E.	C.R.	p-value
EI $\rightarrow$ Well-Being	0.48	0.05	8.76	$< .001$
Well-Being $\rightarrow$ Academic Achievement	0.31	0.07	4.42	$< .001$
EI $\rightarrow$ Academic Achievement	0.27	0.06	3.98	$< .001$

Table 6 Structural Equation Model Fit Indices

Fit Index	Recommended Value	Obtained Value	Interpretation
χ^2/df	< 3.00	2.18	Good Fit
CFI	> 0.90	0.94	Good Fit
TLI	> 0.90	0.92	Good Fit
RMSEA	< 0.08	0.056	Acceptable Fit
SRMR	< 0.08	0.047	Good Fit

The structural equation model demonstrated satisfactory goodness-of-fit indices, indicating that the proposed mediation model adequately represented the relationships between emotional intelligence, well-being, and academic achievement.

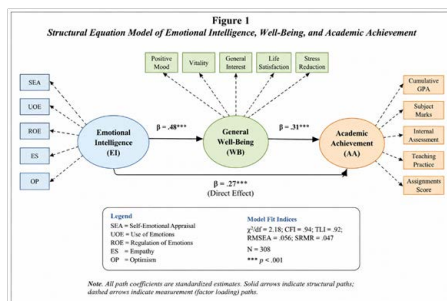


Figure 1 Structural Equation Model of Emotional Intelligence, Well-Being, and Academic Achievement

SEM analysis confirmed that emotional intelligence positively influenced academic achievement, both directly and indirectly, through general well-being. The significant indirect pathway supports the mediating role of psychological well-being in enhancing academic success among B.Ed. students.

Discussion

The results of the present study revealed that the majority of the B.Ed. students (64.2%) exhibited a moderate level of emotional intelligence, and 69.8% of students had a moderate level of well-being; the remaining few (high and low) students had moderate levels. This pattern indicates that, on average, pre-service teachers' socio-emotional competencies and psychological health are not necessarily optimal for coping with the demands of the teaching profession. [García-Martínez et al. \(2021\)](#) also noted that,

overall, teacher trainees in higher education showed moderate levels of EI, indicating a need for targeted interventions to enhance their EI skills.

Gender-based analysis showed substantial differences in emotional intelligence and academic achievement, with males achieving higher scores for emotional intelligence and females achieving higher scores for academics. The results are consistent with those of [Quilez-Robres et al. \(2023\)](#), who noted gender differences in EI and learning outcomes, indicating that cultural expectations and socialization may account for these differences. Interestingly, no significant gender differences were found in general well-being, corresponding with the findings of [Bersia et al. \(2024\)](#), who suggested that well-being is a more complex matter than just gender.

In addition, major differences emerged between the type of college in which they studied: Government and aided college students scored higher in EI, well-being, and academic achievement than students in self-financing colleges. The results of the study indicate that the institutional culture, administrative support, and availability of resources are significant factors in determining the psychological and academic outcomes of B.Ed. students. [Quansah et al. \(2025\)](#) found similar results, suggesting that the institutional climate is a strong moderator of the relationship between EI and achievement.

The correlation analysis validated the positive relationship between EI and well-being, between well-being and academic outcomes, and between EI and academic outcomes. This is consistent with the mediating effect of well-being on the relationship between emotional intelligence and performance ([Özdemir Cihan & Kılınç, 2024](#)).

Furthermore, the regression analysis showed that EI ($\beta = 0.356$, $p < 0.01$) and well-being ($\beta = 0.298$, $p < 0.01$) were significant predictors of academic achievement and accounted for 23.2% of the variance. This finding supports the importance of making a socio-emotional approach and psychological wellness a core part of teacher preparation programs, rather than an afterthought. Student EI predictability suggests that students who can perceive, regulate, and apply emotions to their educational lives are more likely to be successful in school. Concurrently, the role of well-being in predicting the significance of

preserving psychological vitality and life satisfaction for ongoing learning and achievement is highlighted. Therefore, the results offer empirical evidence for theories that attempt to explain how emotional competencies and psychological resources can work together to enhance academic functioning (e.g., the Broaden-and-Build Theory, Self-Determination Theory). The results also strongly corroborate international evidence that socio-emotional skills, in conjunction with subjective well-being, act as protective and empowering factors in academic contexts.

Practical Implications

This study has several implications for teacher education institutions, policymakers, and curriculum designers.

Incorporating structured training units into the B.Ed. Curricula related to emotional regulation, empathy, and interpersonal skills would further enhance pre-service teachers' socio-emotional skills.

Regular well-being assessments (such as the WHO-5) should be conducted in colleges, and counselling, stress-management workshops, and support groups with peers should be established to maintain the psychological health of students.

Aided and government institutions achieved better results; therefore, self-financing colleges should improve the transparency of administration, workload management, and academic support to provide an environment for their students' growth.

Since there are some gender differences in EI and achievement, the interventions should be targeted to the needs of both male and female trainees to allow a balanced development of emotional competencies and academic approaches.

Teacher preparation programs focusing on EI and well-being will be better equipped to address classroom issues, thereby enhancing teaching and student outcomes.

Policy Recommendations

The findings have important implications for teacher education authorities, curriculum developers, and regulatory bodies, such as the National Council for Teacher Education (NCTE). Emotional intelligence and psychological well-being should be

recognized as essential professional competencies in teacher education programs. Periodic assessment of students' socio-emotional development may be incorporated into institutional quality assurance mechanisms. Teacher education institutions should establish counselling centers, mentoring systems, and well-structured initiatives to support pre-service teachers. In addition, professional development programs for teacher educators should include training on emotional intelligence, stress management, and student well-being to foster healthier learning environments.

Future Research

Future investigations should employ longitudinal, experimental, and mixed-method designs to establish causal relationships between emotional intelligence, well-being, and academic achievement. Studies involving larger and more diverse samples across different states and teacher-education systems may provide broader insights. Intervention-based research examining the effectiveness of socio-emotional learning programs on teacher readiness, professional resilience, and classroom effectiveness is also recommended.

Limitations of the Study

The findings should be interpreted in light of these limitations. The study employed a cross-sectional survey design, which restricts causal inferences among the variables. The sample was confined to selected B.Ed. institutions in Tamil Nadu, thereby limiting the generalizability of the results to other geographical contexts. In addition, the use of self-reported instruments may have introduced social desirability bias. Nevertheless, this study provides valuable evidence regarding the role of emotional intelligence and well-being in teacher education.

Conclusion

The present study examined the relationship between emotional intelligence, general well-being, and academic achievement among B.Ed. students in Tamil Nadu. The findings demonstrate that emotional intelligence and psychological well-being are important determinants of students' academic success and professional readiness. The

study confirms that socio-emotional competencies contribute not only to academic performance but also to the development of resilient, adaptable, and emotionally competent future educators.

The findings further highlight the need for teacher education institutions to integrate emotional intelligence training, psychological support services, and well-being initiatives into B.Ed. curriculum. Strengthening these dimensions is likely to improve students' learning experiences and prepare them for the emotional demands of the teaching profession. Overall, this study contributes to the growing body of evidence supporting the integration of socio-emotional learning within teacher education and provides practical directions for curriculum development and institutional policy. Future longitudinal and intervention-based studies may further enhance our understanding of the long-term impact of emotional intelligence and well-being on teacher effectiveness.

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