

The Role of Teachers' Emotional Intelligence in Building an Inclusive and Empathetic Learning Environment



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ABSTRACT

This study examines the role of teachers' emotional intelligence in building inclusive and empathetic learning environments. The main issue addressed is the challenge of creating classroom environments that support diverse students while maintaining positive emotional interactions between teachers and learners. The purpose of this study is to analyze how teachers' emotional intelligence contributes to inclusive classroom practices and empathetic relationships in educational settings. This research employs a library research method by reviewing relevant literature from books, academic journals, and previous scientific studies related to teachers' emotional intelligence, inclusive learning environments, and empathy in education. The data were analyzed using a content analysis technique to identify patterns, conceptual relationships, and key insights within the collected literature. The findings indicate that teachers' emotional intelligence, particularly emotional awareness, emotional regulation, empathy, and social skills, significantly supports the creation of inclusive classrooms where students feel respected, supported, and encouraged to participate actively in the learning process.

INTRODUCTION

In recent years, the demand for inclusive and empathetic learning environments has become increasingly prominent within contemporary educational discourse. Schools are expected not only to transmit academic knowledge but also to cultivate emotional awareness, social sensitivity, and mutual respect among diverse groups of learners. In many classrooms, however, the reality still reflects persistent challenges related to inequality, discrimination, and limited emotional responsiveness toward students' diverse backgrounds and needs. Students who come from different cultural, social, linguistic, or learning ability backgrounds often encounter

subtle forms of exclusion that hinder their academic participation and emotional well-being. Such conditions indicate that inclusion is not merely a structural policy implemented through curriculum or institutional regulations, but also a relational practice that unfolds through everyday interactions between teachers and students. Within this interactional space, teachers hold a central role in shaping the emotional climate of the classroom. When teachers demonstrate understanding, patience, and emotional awareness, students tend to feel valued and psychologically safe. Conversely, when teachers lack sensitivity toward students' emotional states or individual differences, the classroom environment may become rigid and



less supportive of diverse learners. Therefore, the issue of how teachers manage their own emotions and respond empathetically to students emerges as a crucial element in building inclusive learning spaces. This reality highlights the importance of examining teachers' emotional intelligence as a key factor influencing the development of inclusive and empathetic educational environments(Khattak et al., 2025).

Scholarly discussions within educational psychology and pedagogy have long emphasized the importance of emotional competence in teaching practices. Theoretical frameworks on emotional intelligence suggest that the ability to recognize, regulate, and utilize emotions plays a significant role in interpersonal relationships, including those formed in educational settings. Various studies have explored how teachers' emotional intelligence contributes to classroom management, student motivation, and the overall quality of teacher–student relationships.

These studies generally indicate that emotionally intelligent teachers are more capable of understanding students' emotional signals, responding constructively to behavioral challenges, and fostering a supportive learning atmosphere. Nevertheless, despite the growing body of literature addressing emotional intelligence in education, there remains a notable gap in understanding how this construct specifically supports the creation of inclusive and empathetic learning environments. Much of the existing research tends to focus on academic achievement, stress management, or teacher burnout rather than on inclusive pedagogical practices. Moreover, theories of inclusive education often emphasize institutional policies, curriculum adaptations, and accessibility measures while paying comparatively less attention to the emotional competencies of teachers as relational agents within the

classroom. As a result, the intersection between teachers' emotional intelligence, inclusive classroom practices, and empathy development among students has not been sufficiently examined. This gap suggests that further research is needed to explore how teachers' emotional intelligence functions as a practical and relational mechanism in fostering inclusive and empathetic educational environments(Rajendran et al., 2020).

Based on the realities observed in educational practice and the theoretical gaps identified in previous studies, this research seeks to examine the role of teachers' emotional intelligence in fostering inclusive and empathetic learning environments. Specifically, the study aims to analyze how teachers' emotional awareness, emotional regulation, empathy, and social skills influence their interactions with students from diverse backgrounds. The research also intends to explore how emotionally intelligent teaching practices contribute to creating classroom conditions in which students feel respected, understood, and encouraged to participate actively in the learning process. By investigating these dimensions, the study aims to provide a deeper understanding of how emotional intelligence operates not only as an individual psychological trait but also as a pedagogical competence that shapes classroom culture.

Furthermore, the research seeks to identify patterns of teacher behavior that promote empathy, cooperation, and mutual respect among students. Through this analysis, the study hopes to contribute to the broader discussion on inclusive education by highlighting the emotional aspects of teaching that often remain underexplored in traditional pedagogical frameworks. Ultimately, the research is designed to offer conceptual insights and practical implications for educators, teacher training



institutions, and policymakers who seek to strengthen inclusive educational practices through the development of teachers' emotional competencies (Kumar Baral, 2024).

Considering the increasing diversity present in modern classrooms and the persistent challenges associated with inclusion, it can be argued that teachers' emotional intelligence represents a fundamental component in the development of empathetic and inclusive learning environments. When teachers possess strong emotional intelligence, they are more likely to interpret students' emotional expressions accurately, respond with sensitivity, and manage classroom interactions in ways that respect individual differences. Such competencies enable teachers to create learning spaces where students feel psychologically safe, valued, and motivated to express their perspectives without fear of judgment. From this perspective, emotional intelligence does not merely support interpersonal harmony but also functions as a pedagogical resource that facilitates equitable participation and collaborative learning. Therefore, the central assumption guiding this research is that higher levels of teachers' emotional intelligence significantly contribute to the formation of inclusive classroom cultures characterized by empathy, mutual respect, and constructive dialogue. By empirically examining this relationship, the study seeks to provide evidence that emotional competencies among teachers are not secondary attributes but rather essential elements in effective inclusive education. Consequently, understanding the role of teachers' emotional intelligence becomes crucial for strengthening educational practices that aim to support diversity, empathy, and meaningful learning experiences for all students (Posokhova et al., 2020).

METHOD

Research Object

This research focuses on the phenomenon of teachers' emotional intelligence in relation to the development of inclusive and empathetic learning environments within educational settings. The central issue addressed in this study concerns the growing diversity of students in modern classrooms and the challenges educators face in responding effectively to students' emotional and social needs. As classrooms increasingly include students with varied cultural backgrounds, learning abilities, socio-economic conditions, and emotional experiences, teachers are expected to demonstrate sensitivity, empathy, and adaptive communication skills. However, in many educational contexts, teachers' emotional competencies are not always systematically developed or adequately emphasized in pedagogical practice. This condition often results in classroom environments where certain students may feel marginalized, misunderstood, or less encouraged to participate in the learning process. Such circumstances highlight the need to explore how teachers' emotional intelligence contributes to creating learning environments that are inclusive and supportive for all learners. The object of this research, therefore, lies in examining the conceptual relationship between teachers' emotional intelligence and the cultivation of inclusive and empathetic classroom interactions. By focusing on this phenomenon, the study seeks to understand how emotional awareness, emotional regulation, and empathy function as important components of effective teaching practices that support diverse learners. Through a systematic review of relevant academic literature, the research aims to investigate how emotional intelligence among teachers is conceptualized and how it influences the formation of inclusive educational practices (Chaski, 2025).



Type of Research and Data Sources

This study employs a library research approach as its primary research design, focusing on the systematic examination of written sources relevant to the topic under investigation. Library research is considered appropriate for this study because it allows the researcher to explore theoretical perspectives, conceptual frameworks, and empirical findings that have been documented in previous scholarly works. The primary data used in this research consist of key academic literature that specifically discusses the phenomenon of teachers' emotional intelligence and its relevance to inclusive and empathetic learning environments. These primary sources include scholarly books, peer-reviewed journal articles, and foundational studies that directly analyze emotional intelligence in educational contexts. In addition to primary data, the study also utilizes secondary data derived from a broader range of supporting literature related to the research keywords, namely teachers' emotional intelligence, inclusive learning environments, and empathy in education (Sarif & Mandal, 2023).

Secondary sources include educational theory books, research reports, conference papers, and previously conducted scientific studies that provide contextual information and supporting perspectives on the topic. By combining primary and secondary literature sources, the research aims to build a comprehensive understanding of the theoretical and conceptual foundations surrounding the relationship between emotional intelligence and inclusive educational practices. This approach enables the researcher to synthesize various scholarly viewpoints and identify patterns or insights relevant to the research objectives (Sharma & Sharma, 2026).

Theoretical Foundations of the Study

The theoretical framework of this study is primarily grounded in the theory of emotional intelligence introduced by Peter Salovey and John D. Mayer in 1990 and further popularized by Daniel Goleman in 1995. Salovey and Mayer conceptualized emotional intelligence as the ability to perceive, understand, manage, and utilize emotions effectively in oneself and others.

According to their theory, emotional intelligence involves several key components, including emotional perception, emotional facilitation of thinking, emotional understanding, and emotional regulation. These abilities enable individuals to process emotional information and use it to guide behavior and decision-making in social contexts. Building upon this foundation, Daniel Goleman expanded the concept by emphasizing practical competencies such as self-awareness, self-regulation, motivation, empathy, and social skills. Goleman's model highlights how emotional intelligence influences interpersonal relationships and leadership effectiveness, including in educational environments. Within the context of teaching, these theoretical perspectives suggest that emotionally intelligent teachers are better equipped to recognize students' emotional needs, manage classroom dynamics constructively, and foster supportive interactions among learners. The integration of these theoretical foundations provides a conceptual lens for analyzing how teachers' emotional intelligence contributes to the development of inclusive and empathetic learning environments. By using these theories as a guiding framework, the study aims to interpret existing literature and derive meaningful insights regarding the role of emotional competencies in educational practice (Irshad et al., 2024).

Research Process and Data Collection



Techniques

The research process in this study involves several systematic stages of data collection through the examination of relevant literature sources. The first stage consists of identifying and selecting scholarly materials that are closely related to the research topic. These materials include books on educational psychology, academic journals discussing emotional intelligence and inclusive education, as well as previous research findings that address similar themes. After identifying the relevant sources, the researcher conducts an intensive reading process to understand the main ideas, theoretical arguments, and empirical findings presented in each source. During this stage, important information related to teachers' emotional intelligence, inclusive learning environments, and empathy in education is carefully noted and categorized according to thematic relevance. The next stage involves organizing the collected information into conceptual groups that reflect the key variables examined in the study. Sources that discuss emotional intelligence theories, inclusive education frameworks, and teacher-student relational dynamics are systematically compared and synthesized. This structured approach to literature review enables the researcher to gather comprehensive data and insights that contribute to answering the research questions. Through careful reading, documentation, and classification of relevant literature, the research ensures that the collected information remains closely aligned with the objectives and focus of the study (Santoso & Rahayu, 2025).

Data Analysis Technique

The data collected through the literature review process are analyzed using the content analysis technique. Content analysis is a qualitative analytical method used to systematically

examine textual information in order to identify meaningful patterns, conceptual relationships, and significant themes embedded within the data. In this research, the technique involves several stages of analysis designed to interpret the information obtained from various literature sources. The first stage includes carefully reviewing the collected texts to identify key concepts related to teachers' emotional intelligence, inclusive learning environments, and empathy in education. The second stage involves coding and categorizing the information based on recurring ideas, theoretical explanations, and research findings that appear across different sources. Through this process, the researcher identifies patterns that reveal how emotional intelligence is described, applied, and connected to inclusive teaching practices. The final stage of analysis focuses on synthesizing the categorized data in order to construct coherent interpretations regarding the role of teachers' emotional intelligence in fostering inclusive and empathetic classrooms. By employing content analysis, the research is able to transform a large body of textual information into structured insights that address the objectives of the study. This analytical approach ultimately allows the researcher to develop a comprehensive understanding of the conceptual relationships underlying the research topic (SHAHZAD et al., 2025).

RESULT AND DISCUSSION

Result

The results of this study indicate that teachers' emotional intelligence plays a fundamental role in shaping inclusive and empathetic learning environments. Based on the analysis of various scholarly literature, emotional intelligence influences how teachers interpret students' emotional expressions and respond to diverse classroom situations. Teachers who demonstrate high levels of emotional intelligence tend to



recognize students' emotional needs more effectively and adjust their instructional approaches accordingly. This responsiveness allows teachers to create classroom interactions that are more supportive and respectful toward students from different backgrounds, learning abilities, and social experiences. The literature consistently shows that when teachers are able to understand their own emotional states and the emotions of their students, they are more capable of maintaining positive communication and constructive relationships within the classroom. Such conditions contribute to the development of a learning environment in which students feel acknowledged and valued as individuals. Consequently, students become more willing to participate actively in classroom discussions and collaborative activities. The findings therefore suggest that emotional intelligence functions not only as an individual psychological competence but also as a pedagogical resource that shapes the emotional climate of the classroom. Through emotionally intelligent practices, teachers are able to promote a learning environment that supports diversity and encourages mutual respect among students (Yasnita et al., 2025).

Another important result revealed through the literature analysis concerns the role of emotional awareness in facilitating inclusive classroom practices. Emotional awareness allows teachers to identify subtle emotional signals expressed by students during the learning process, such as anxiety, confusion, frustration, or disengagement. Teachers who possess strong emotional awareness are more attentive to these signals and can respond by providing encouragement, clarification, or adjustments in teaching strategies. This capability becomes particularly significant in classrooms that consist of students with varied academic abilities, cultural backgrounds, and personal experiences. When teachers demonstrate sensitivity toward

students' emotional conditions, they can prevent situations in which students feel ignored or marginalized. The literature suggests that emotionally aware teachers often adopt a reflective teaching approach in which they continuously evaluate their interactions with students and consider how these interactions influence students' emotional well-being. As a result, classroom communication becomes more empathetic and responsive to individual needs. This responsiveness strengthens students' sense of belonging within the classroom community. Students who feel emotionally recognized by their teachers are more likely to engage actively in the learning process and develop confidence in expressing their ideas. Therefore, emotional awareness emerges as a critical component of teachers' emotional intelligence that supports the development of inclusive and empathetic educational practices (Judge & Robbins, 2017).

The findings also highlight the importance of emotional regulation as a key dimension of teachers' emotional intelligence in maintaining positive classroom dynamics. Emotional regulation refers to the ability of teachers to control and manage their emotional reactions when encountering challenging or stressful situations during the teaching process. Classrooms are dynamic environments where teachers frequently face complex circumstances, including student misbehavior, academic difficulties, and interpersonal conflicts among learners. Teachers who possess strong emotional regulation skills are able to respond to such situations calmly and thoughtfully rather than reacting impulsively. The literature reviewed in this study indicates that emotionally regulated teachers are more capable of maintaining a stable emotional atmosphere that supports effective learning. Their ability to remain patient and composed encourages students to approach learning challenges with a similar attitude.



Moreover, when teachers demonstrate balanced emotional responses, students tend to perceive the classroom as a safe space where mistakes are treated as opportunities for learning rather than reasons for criticism. This perception contributes to reducing students' fear of failure and encourages them to participate more openly in classroom activities. The ability of teachers to regulate their emotions therefore plays a significant role in preventing conflict escalation and ensuring that classroom interactions remain respectful and constructive(Haryani, 2022).

Another significant result emerging from the literature analysis is the role of empathy in strengthening teacher–student relationships. Empathy enables teachers to understand students' emotional experiences and perspectives, allowing them to respond in ways that demonstrate care and understanding. The literature consistently indicates that empathetic teachers are better able to build meaningful connections with their students because they acknowledge the personal and emotional dimensions of learning. When teachers show empathy toward students' struggles or achievements, students feel respected and appreciated as individuals. This recognition contributes to the development of trust between teachers and students, which is an essential element in inclusive educational environments. Empathetic teaching practices also encourage teachers to consider the diverse circumstances that may influence students' learning experiences, such as cultural differences, socio-economic conditions, or individual learning challenges. By taking these factors into account, teachers can adapt their teaching strategies to accommodate diverse learners more effectively. Furthermore, empathy helps teachers address potential biases and discrimination within the classroom by promoting attitudes of understanding and acceptance. As teachers

model empathetic behavior, students are encouraged to treat their peers with similar respect and consideration. Thus, empathy not only strengthens teacher–student relationships but also contributes to the development of positive social interactions among students.

The literature reviewed in this study also reveals that teachers' emotional intelligence contributes significantly to the development of effective classroom communication and social interaction. Teachers who possess strong interpersonal skills are able to facilitate open dialogue and collaborative learning among students. These teachers encourage students to express their opinions, ask questions, and participate in discussions without hesitation. Through supportive communication strategies, teachers create an atmosphere where students feel comfortable sharing their ideas and experiences. The literature suggests that such communication patterns promote mutual respect and understanding among students from different backgrounds. In addition, teachers with well-developed social skills often implement cooperative learning activities that require students to work together and support each other in achieving shared learning goals. These collaborative experiences strengthen relationships among students and help cultivate empathy and tolerance within the classroom community. Effective teacher–student communication also enhances students' trust in their teachers, making them more willing to seek guidance when encountering academic or personal difficulties. Consequently, emotionally intelligent communication practices play a crucial role in creating a learning environment where students feel included and supported(Rachma et al., 2023).

Another result identified in the literature relates to the impact of teachers' emotional intelligence



on the formation of inclusive classroom climates. An inclusive classroom climate is characterized by a sense of acceptance, fairness, and mutual respect among all members of the learning community. Teachers who demonstrate emotional intelligence actively promote values such as empathy, cooperation, and respect for diversity. The literature indicates that emotionally intelligent teachers are attentive to classroom dynamics and take proactive steps to ensure that no student feels excluded from learning activities. For example, they may design learning tasks that encourage participation from all students and ensure that diverse perspectives are acknowledged during discussions. These practices help establish classroom norms that emphasize equality and shared responsibility for maintaining a positive learning environment. Furthermore, emotionally intelligent teachers often intervene constructively when they observe behaviors that may lead to discrimination or exclusion. By addressing such issues sensitively, teachers help students understand the importance of respecting differences. Through these efforts, the classroom becomes a supportive environment where diversity is viewed as a valuable aspect of the learning experience rather than a source of division (Uemura & Comini, 2022).

The findings further indicate that teachers' emotional intelligence positively influences student engagement and participation in learning activities. Students tend to demonstrate higher levels of motivation and involvement when they feel emotionally supported by their teachers. The literature suggests that emotionally intelligent teachers create learning environments in which students feel comfortable sharing their ideas and asking questions. This openness encourages active participation and collaborative problem-solving during classroom activities. Additionally, teachers who recognize

and appreciate students' contributions help build students' confidence and encourage them to take initiative in their learning. In inclusive classrooms where students may differ in their levels of confidence or academic ability, such encouragement is particularly important. Teachers who demonstrate empathy and understanding are more likely to identify students who may hesitate to participate and provide them with the necessary support. As a result, participation becomes more balanced among students, allowing everyone to contribute to the learning process. This balanced participation not only enhances academic learning but also strengthens students' sense of belonging within the classroom community (Habibi et al., 2025).

The analysis of relevant literature also demonstrates that teachers' emotional intelligence contributes to the prevention and resolution of classroom conflicts. Conflicts may arise from misunderstandings, differences in opinions, or competition among students during learning activities. Teachers who possess strong emotional intelligence are better equipped to recognize the early signs of tension and address them constructively. Rather than responding with punishment or criticism, emotionally intelligent teachers encourage open dialogue and reflection among students involved in conflicts. This approach helps students develop skills in communication, negotiation, and problem-solving. The literature suggests that when teachers guide students toward resolving disagreements respectfully, they promote the development of social competence and emotional maturity among learners. Furthermore, teachers who manage conflicts calmly and fairly create a sense of trust and stability within the classroom environment. Students feel confident that their concerns will be addressed respectfully, which reduces the



likelihood of ongoing disputes. Through these practices, emotionally intelligent teachers help maintain a harmonious classroom atmosphere that supports both learning and positive social interaction.

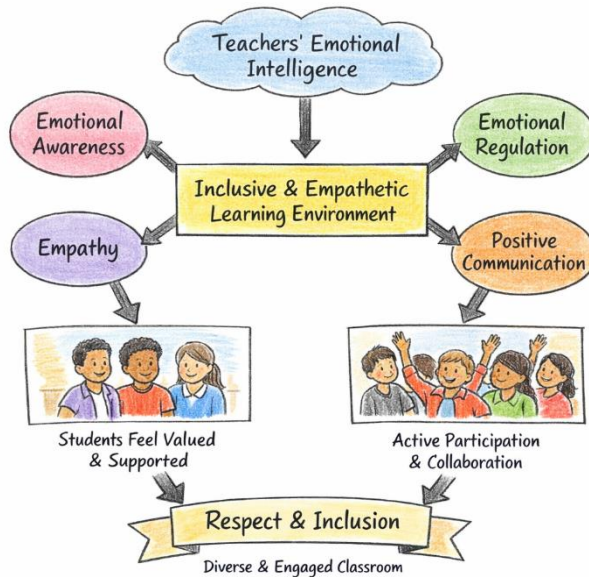


Image 1, Conceptual Framework of Teachers' Emotional Intelligence in Building an Inclusive and Empathetic Learning Environment

The diagram illustrates the conceptual relationship between teachers' emotional intelligence and the formation of an inclusive and empathetic learning environment in the classroom. At the top of the diagram, teachers' emotional intelligence is presented as the central foundation that influences several important emotional and interpersonal competencies in the teaching process. These competencies include emotional awareness, emotional regulation, empathy, and positive communication, which represent the key dimensions of emotional intelligence applied in educational practice.

Emotional awareness enables teachers to recognize both their own emotions and the emotional signals expressed by students during the learning process. Through this awareness,

teachers can identify students who may experience confusion, anxiety, or disengagement and respond appropriately. Emotional regulation allows teachers to manage their emotional responses when encountering challenging classroom situations, such as student conflicts or learning difficulties. By maintaining calm and balanced reactions, teachers help create a stable and supportive learning atmosphere.

Empathy plays a crucial role in strengthening teacher–student relationships. Through empathetic understanding, teachers are able to recognize students' personal experiences and learning challenges, which allows them to provide support that is sensitive to students' needs. In addition, positive communication represents the interpersonal skill that allows teachers to facilitate open dialogue, encourage participation, and build constructive interactions among students.

These four components collectively contribute to the creation of an inclusive and empathetic learning environment, where classroom interactions are supportive, respectful, and responsive to student diversity. As shown in the diagram, such an environment leads to outcomes in which students feel valued and supported, as well as actively participate and collaborate in learning activities. Ultimately, these conditions foster a classroom culture characterized by respect, inclusion, and engagement, where diversity is appreciated and all students have equal opportunities to contribute to the learning process.

Discussion

The Significance of Teachers' Emotional Intelligence in Inclusive Education

Teachers' emotional intelligence emerges as a

fundamental element in the development of inclusive learning environments because teaching involves complex interpersonal interactions that extend beyond the delivery of academic content. In modern educational settings, classrooms consist of students with diverse cultural backgrounds, learning abilities, emotional experiences, and social conditions. These differences require teachers to demonstrate sensitivity, patience, and adaptability when interacting with students. Emotional intelligence enables teachers to recognize and interpret emotional cues expressed by students during the learning process. When teachers possess this ability, they are better prepared to respond to students' needs in a supportive and constructive manner. Consequently, emotionally intelligent teaching contributes to the formation of classroom environments that value diversity and encourage mutual respect among students. The findings from the literature analysis indicate that emotional intelligence functions not only as an individual competency but also as a pedagogical tool that supports inclusive educational practices.

Furthermore, the importance of emotional intelligence in inclusive education can be understood through its influence on the quality of teacher–student relationships. Positive relationships between teachers and students play a crucial role in shaping students' motivation, participation, and overall learning experience. Teachers who demonstrate empathy and emotional awareness are more likely to establish meaningful connections with their students. These connections allow teachers to understand the personal challenges that students may encounter during their academic journey. When students feel that their teachers genuinely care about their well-being, they develop a stronger sense of trust and belonging within the

classroom environment. This sense of belonging encourages students to participate actively in learning activities and express their ideas without fear of judgment or discrimination.

Another important aspect of teachers' emotional intelligence lies in its ability to create emotionally supportive classroom climates. In classrooms where emotional intelligence is actively practiced, teachers often promote values such as cooperation, tolerance, and understanding. These values help students learn how to interact respectfully with peers who may have different perspectives or backgrounds. Through emotionally intelligent behavior, teachers model positive social attitudes that students can emulate in their daily interactions. As a result, emotional intelligence contributes to the development of social harmony within the classroom community. This supportive environment becomes particularly beneficial for students who may feel vulnerable due to academic difficulties or social differences.

The role of emotional intelligence also extends to teachers' ability to manage classroom challenges effectively. Teaching frequently involves situations that require quick decisions and emotional stability, such as addressing disruptive behavior or resolving conflicts among students. Teachers who possess strong emotional intelligence are more capable of maintaining calmness and fairness in these situations. Their balanced responses prevent the escalation of conflicts and encourage constructive dialogue among students. Consequently, emotional intelligence helps maintain a positive classroom atmosphere that supports both academic learning and social development.

Additionally, emotional intelligence enhances teachers' capacity to adapt instructional



strategies to meet the diverse needs of students. Inclusive education requires teachers to recognize that students learn in different ways and at different paces. Teachers who understand students' emotional responses to learning tasks are better able to modify their teaching approaches accordingly. For example, they may provide additional encouragement to students who experience anxiety or offer alternative explanations to students who struggle with certain concepts. This adaptability ensures that learning opportunities remain accessible and meaningful for all students.

In summary, teachers' emotional intelligence serves as a critical foundation for inclusive educational practices. By fostering emotional awareness, empathy, and effective interpersonal communication, teachers can create learning environments that support diversity and encourage collaboration among students. The discussion highlights that emotional intelligence is not merely an additional skill for teachers but rather a central component of effective teaching in diverse classrooms. Therefore, educational institutions should recognize the importance of emotional intelligence and integrate its development into teacher training and professional practice.

Emotional Awareness and Emotional Regulation in Classroom Interaction

Emotional awareness represents one of the most essential components of teachers' emotional intelligence because it enables teachers to understand both their own emotional states and those of their students. In classroom settings, emotional awareness allows teachers to identify subtle signals that may indicate students' emotional experiences, such as confusion, anxiety, frustration, or enthusiasm. Recognizing these emotional signals is important because students' emotions significantly influence their

ability to concentrate, participate, and engage with learning materials. Teachers who are attentive to these emotional dynamics can provide timely support that helps students overcome learning difficulties and maintain motivation. Therefore, emotional awareness becomes an important factor in ensuring that classroom interactions remain supportive and responsive to students' needs.

The development of emotional awareness also contributes to more reflective teaching practices. Teachers who possess strong emotional awareness often evaluate their interactions with students and consider how their behavior may influence students' emotional well-being. This reflective approach encourages teachers to adjust their communication styles and instructional methods in ways that promote positive classroom experiences. For instance, teachers may choose more encouraging language when providing feedback or create opportunities for students to express their thoughts during discussions. Through such practices, emotional awareness helps teachers create a classroom environment where students feel respected and valued.

Closely related to emotional awareness is the concept of emotional regulation, which refers to teachers' ability to manage their emotional responses in challenging situations. Classrooms are dynamic environments where unexpected situations frequently occur, including student disagreements, behavioral issues, or academic struggles. Teachers who lack emotional regulation may react impulsively or express frustration, which can negatively affect the classroom atmosphere. In contrast, teachers who regulate their emotions effectively are able to respond calmly and constructively. This balanced approach helps maintain stability within the classroom and prevents emotional



tension from disrupting the learning process.

Emotional regulation also plays a significant role in shaping students' perceptions of fairness and trust within the classroom. When teachers consistently respond to challenges with patience and understanding, students perceive them as reliable and supportive figures. This perception encourages students to approach teachers when they encounter academic or personal difficulties. As a result, the classroom becomes a space where open communication and mutual respect can flourish. Emotional regulation therefore contributes not only to effective classroom management but also to the development of positive teacher–student relationships.

Moreover, emotionally regulated teachers often serve as role models for students in managing their own emotions. Students observe how teachers respond to stress, disagreements, and challenges, and they may adopt similar strategies in their interactions with peers. When teachers

demonstrate calmness and thoughtful problem-solving, students learn constructive ways to address conflicts and emotional difficulties. This modeling process supports the development of emotional competence among students, which is essential for healthy social interaction.

Ultimately, emotional awareness and emotional regulation work together to strengthen the emotional climate of the classroom. Teachers who possess these competencies are better equipped to understand students' needs, manage complex classroom situations, and maintain positive relationships with learners. By integrating emotional awareness and regulation into daily teaching practices, educators can create learning environments that are not only academically effective but also emotionally supportive and inclusive for all students.

Table 1. Components of Teachers' Emotional Awareness and Regulation: Definitions, Practices, Impacts, and Implications

Component	Sub-Element	Specific Definition/Description	Teacher Practices/Strategies	Student Impacts/Outcomes	Classroom Environment Effects	Research Implications
Emotional Awareness	Recognizing own emotions	Teachers understand their own emotional states to reflect on interactions.	Evaluate personal behavior's influence on students; adjust communication styles.	Feel respected and valued; increased motivation.	Supportive and responsive interaction s.	Links to reflective teaching practices (e.g., post-lesson self-assessment).



Emotional Awareness	Detecting student emotions	Identify subtle signals like confusion, anxiety, frustration, or enthusiasm.	Provide timely support for learning difficulties; use encouraging language in feedback.	Better concentration, participation, engagement with materials.	Positive emotional dynamics; overcomes barriers.	Influences learning ability via emotion-cognition interplay.
Emotional Awareness	Fostering expression	Create opportunities for students to share thoughts.	Facilitate discussions; promote reflective practices.	Enhanced emotional well-being; sustained motivation.	Inclusive space for emotional expression.	Supports student-centered pedagogy models.
Emotional Regulation	Managing responses to challenges	Control impulses in dynamic situations (e.g., disagreements, behavioral/academic issues).	Respond calmly and constructively; avoid frustration outbursts.	Perceives teachers as reliable; approaches for help.	Maintains stability; prevents tension disruptions.	Essential for classroom management efficacy.
Emotional Regulation	Building trust and fairness	Consistent patience shapes student perceptions.	Handle challenges with understanding; encourage open communication.	Develops trust; fosters mutual respect.	Space for open dialogue and positive relationships.	Correlates with teacher-student relationship quality.
Emotional Regulation	Role modeling for students	Demonstrate calmness in stress/disagreements for peer learning.	Model thoughtful problem-solving; address conflicts constructively.	Adopts strategies for own emotional management; builds competence.	Promotes healthy social interactions.	Contributes to students' long-term emotional development.
Integrated Effects	Combined awareness + regulation	Strengthen overall emotional climate.	Integrate into daily practices for understanding needs and managing situations.	Academically effective + emotionally supportive experiences.	Inclusive, positive learning environments.	Holistic factor in teacher emotional intelligence.

Empathy and Social Skills in Building an Inclusive Learning Environment



Empathy plays a central role in the relationship between teachers' emotional intelligence and the creation of inclusive learning environments. Empathy refers to the ability to understand and share the feelings of others, allowing teachers to respond to students' experiences with compassion and understanding. In diverse classrooms, empathy enables teachers to recognize the unique challenges that students may face due to differences in cultural background, learning ability, or personal circumstances. By acknowledging these challenges, teachers can provide support that addresses students' individual needs. Empathetic teaching therefore contributes to the development of classroom environments where students feel respected and understood.

The presence of empathy in teaching practices also strengthens the emotional bond between teachers and students. When teachers demonstrate empathy, students perceive that their perspectives and emotions are valued within the classroom. This perception encourages students to trust their teachers and communicate openly about their academic or personal concerns. Such communication fosters a supportive learning environment where students feel comfortable seeking assistance when they encounter difficulties. As a result, empathy becomes a key factor in promoting positive teacher-student relationships and enhancing students' overall learning experiences.

In addition to empathy, social skills represent another important dimension of teachers' emotional intelligence that contributes to inclusive learning environments. Social skills involve the ability to communicate effectively, build relationships, and facilitate cooperation among individuals. Teachers with strong social skills are able to guide classroom discussions,

encourage student participation, and manage group interactions in ways that promote mutual respect. These skills enable teachers to create classroom dynamics where every student has the opportunity to express their ideas and contribute to collaborative learning activities.

Effective communication is a crucial aspect of social skills in teaching. Teachers who communicate clearly and respectfully can establish an atmosphere of openness and trust within the classroom. This atmosphere encourages students to ask questions, share opinions, and engage in meaningful dialogue with their peers. Through constructive communication, teachers can also address misunderstandings and prevent conflicts from escalating. Therefore, social skills play an important role in maintaining harmonious classroom interactions and supporting inclusive participation.

Furthermore, teachers who possess strong social skills often design learning activities that promote collaboration among students. Cooperative learning strategies encourage students to work together, exchange ideas, and support one another in achieving shared goals. These experiences help students develop empathy and understanding toward their peers. As students interact with classmates from different backgrounds, they learn to appreciate diverse perspectives and develop social awareness. Consequently, cooperative learning contributes to the creation of inclusive classroom communities.

CONCLUSIONS

The study concludes that teachers' emotional intelligence plays a vital role in fostering inclusive and empathetic learning environments within educational settings. Emotional intelligence enables teachers to understand and



manage both their own emotions and those of their students, which significantly influences the quality of classroom interactions. The findings indicate that key dimensions of emotional intelligence, including emotional awareness, emotional regulation, empathy, and social skills, contribute to the development of supportive learning atmospheres where students feel respected and valued. Teachers who demonstrate these competencies are more capable of recognizing students' emotional needs, responding constructively to classroom challenges, and promoting positive communication among learners. As a result, emotionally intelligent teaching practices help create classrooms that encourage student participation, collaboration, and mutual respect regardless of differences in background, ability, or experience.

Furthermore, the integration of emotional intelligence into teaching practices strengthens the foundation of inclusive education by promoting understanding, fairness, and cooperation among students. Empathy and effective interpersonal communication allow teachers to build meaningful relationships with learners, which enhances students' sense of belonging and motivation to engage in learning activities. At the same time, teachers' ability to regulate emotions and manage classroom dynamics helps maintain a stable and respectful learning environment. Therefore, the development of teachers' emotional intelligence should be considered an important aspect of professional competence in education. Educational institutions and teacher training programs are encouraged to emphasize emotional intelligence development so that educators can effectively support diverse learners and cultivate classroom environments that are inclusive, empathetic, and conducive to meaningful learning experiences.

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