

Emotional Intelligence Training as a Buffer Against Teacher Burnout: A Review of Evidence-Based Interventions

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HIGHLIGHTS

- Systematically reviews EI training interventions addressing teacher burnout
- Summarises key intervention approaches and reported outcomes across studies
- Shows consistent links between EI development and improved teacher well-being
- Identifies effective design features of EI-based professional development
- Discusses implications for teacher support, retention, and education quality

ABSTRACT

This systematic review synthesizes evidence from empirical studies on Emotional Intelligence (EI) training interventions for teachers, identifies key trends in intervention design and outcomes, and highlights methodological and contextual gaps to inform future research and practice. Peer-reviewed journal articles published between 2015 and 2025 were systematically retrieved from the ProQuest and Emerald databases. Fifteen empirical studies met the inclusion criteria and were subjected to narrative thematic synthesis. The findings indicate that EI training interventions significantly enhance emotional regulation, resilience, coping strategies, and self-efficacy, contributing to measurable reductions in burnout symptoms, particularly emotional exhaustion, and depersonalization. Interventions that are continuous, context-specific, and integrate both intrapersonal and interpersonal competencies demonstrate the greatest effectiveness. Integrating Emotional Intelligence training into teacher professional development and institutional well-being policies offers a sustainable strategy for mitigating burnout, enhancing educational quality and inclusive practice aligned with SDG 3 (Good Health and Well-Being) and SDG 4 (Quality Education). The review highlights the need for inclusion of culturally responsive EI training in both pre-service and in-service training of teachers, especially in under-researched contexts such as small island developing states, and provides examples of intervention design, implementation, and research.

KEYWORDS

Emotional Intelligence
Teacher Burnout
Professional Development
Well-being
Systematic Review

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INTRODUCTION

Teaching is frequently framed as a vocation grounded in care and commitment—a “labour of love” (Schwab et al., 1986). Yet contemporary educational work increasingly demands sustained emotional labour, high-stakes accountability, rapid pedagogical change, and expanding administrative responsibilities. These conditions position teaching among the most stress-intensive professions, with growing implications for teacher well-being, instructional quality, and workforce stability. Personality traits such as positive self-perceptions, self-efficacy, optimism, and a sense of wellbeing are known to help teachers flourish. However, poor teacher subject expertise, low feelings of self-efficacy, chronic stress from work and life, and expanding teacher roles are leading to teacher attrition from burnout (UNESCO, 2024).

Burnout is typically conceptualized as a work-related syndrome comprising emotional exhaustion, depersonalization, cynical negative attitudes towards work, and reduced professional efficacy. Burnout is situation-specific, rooted in insecure work conditions, unstable job contracts, long work hours, low job resources, low personal resources, and inadequate compensation causing job related anxiety and illness (Schaufeli, 2017). Among teachers, burnout can impair emotional regulation, professional attitudes, classroom climate, and teacher-student relationships and is associated with reduced job satisfaction and increased attrition risk (Kasalak & Dağyar, 2022; Gillet et al., 2022). During periods of intensified change—such as the COVID-19 pandemic—burnout risk may be magnified, interacting with stressors linked to remote instruction, reduced social support, and blurred work-life boundaries (Gómez-Domínguez et al., 2022).

Within schools, emotional intelligence (EI) has emerged as a potentially protective and trainable personal resource. Ability-based models define EI as a set of mental abilities for perceiving, using, understanding, and managing emotions (Mayer et al., 2001; Mayer et al., 2008), while competency-based models frame EI as learnable competencies related to self-awareness, self-management, social awareness, and relationship management (Goleman & Boyatzis, 2017). Across models, EI is linked to stronger coping and emotion regulation under stress, healthier relationships, and better professional functioning in people-intensive roles. Empirical research suggests that teachers with higher EI report lower occupational stress, stronger engagement, more adaptive coping, and reduced burnout symptoms (Schoeps et al., 2021; D’Amico et al., 2020). EI is also associated with effective classroom management and positive teacher-student relationships, including in online learning environments where emotional cues may be harder to interpret (Lyanda & Owidi, 2025; Qazi et al., 2024).

By synthesizing current knowledge and examining its relevance, this review contributes to guide the design of culturally responsive EI training programs tailored to the unique needs of teachers in small island developing states. From a policy perspective, the review can inform school leaders about scalable, research-informed strategies to promote teacher well-being, and retention by providing opportunities for teachers to develop healthy relationships, positive engagement in teaching, a sense of achievement, and to achieve work-life-family balance.

There is limited research addressing how cultural norms, communication styles, school leadership structures, and policy environments shape intervention effects. In small-island developing states (SIDS), geographic dispersion and isolation can lead to unique teacher recruitment and retention challenges, low school resourcing, and strong community-based cultural norms which can put higher demands on teachers, beyond their professional expectations, with greater role ambiguity and role conflict. Special learning needs inclusion implementation also creates additional emotional and professional demands, without additional training, support, and time allocation (Nishan, 2018). Research based studies highlight the role of principal support, effective principal-teacher conflict management, teachers’ working conditions, guidance and psychosocial support to teachers, collaborative culture and peer development among teaching teams, teachers’ autonomy and professional growth, and inclusive, safe and supportive learning environments for both teachers and students support the overall wellbeing of teachers, and engagement (Ali et al., 2023a; Ali et al., 2023b; Nasir et al., 2023a; Nasir et al., 2023b, UNESCO, 2024). These patterns suggest EI development could be valuable, but the adaptation of intervention models requires careful synthesis of what existing evidence actually supports.

This literature review is driven by three main research questions.

1. How do EI training interventions enhance teachers’ emotional regulation skills, and in turn, reduce symptoms of burnout?
2. What trends and patterns emerge in the design, delivery, and outcomes of evidence-based EI interventions for teachers across different contexts and educational levels?
3. What methodological gaps and contextual limitations in existing research on EI training and burnout inform priorities for future studies?

LITERATURE REVIEW

Burnout

Burnout is a work-related syndrome driven by chronic stress exposure, particularly in people-oriented professions

(Maslach & Jackson, 1981; Maslach et al., 2001). Teacher burnout is shaped by workload, emotional demands, student needs, role ambiguity, limited resources, and weak support structures (Adeoye et al., 2023). Teacher self-efficacy and related personal resources influence vulnerability: lower confidence in managing job demands predicts higher burnout risk (Gillet et al., 2022; Edú-Valsania et al., 2022). Burnout has consequences for classroom climate, instructional quality, and teacher retention, increasing the likelihood of attrition and disruption to school continuity (Pyhältö et al., 2021). Taken together, these findings position burnout as both an individual experience and an organizational outcome requiring combined personal and systemic strategies.

Emotional Intelligence (EI)

EI is defined as the capacity to perceive, understand, use, and manage emotions in ways that enhance thinking, decision-making, and relationships (Mayer et al., 2008). The Four-Branch Model specifies abilities for perceiving emotions, using emotions to facilitate thought, understanding emotions, and managing emotions (Mayer et al., 2001; Salovey & Grewal, 2005). Complementing this, competency-based models emphasize learned competencies across self-awareness, self-management, social awareness, and relationship management (Goleman & Boyatzis, 2017). These models converge on two points central to this review: (a) EI is multidimensional and relevant to professional functioning in relational work; and (b) EI skills are, at least partly, learnable, and improvable through training.

EI is linked to supportive teacher–student relationships, classroom management, and teacher resilience. Teachers with stronger EI demonstrate improved coping, reduced occupational stress, and higher job satisfaction (D’Amico et al., 2020). EI is also relevant to online or blended learning, where emotionally intelligent pedagogical approaches support relational quality and engagement (Lyanda & Owidi, 2025). EI contributes to workplace communication, conflict resolution, and collaboration (Messaoudi & Sakale, 2024), with evidence that EI shapes emotion regulation strategies under stress and supports prosocial behaviour even when demands are high (Hovnanyan et al., 2022).

Emotional Intelligence Training

EI training programs are structured interventions aimed at improving participants’ emotion-related knowledge, skills, and behavioural competence. Programs vary in duration and format, from brief workshops to multi-week interventions—and often use reflective activities, skill

rehearsal, coaching, and applied practice (Durham et al., 2023). EI training effectiveness is often assessed using validated measures such as the WLEIS and MSCEIT (Brackett & Salovey, 2006; Kotsou et al., 2019), though the field also relies heavily on self-report instruments that may be susceptible to social desirability.

In education, EI-related professional development programs have included coaching approaches (Patti et al., 2015), structured SEL frameworks such as RULER (Hagelskamp et al., 2013; Henry, 2023), and multi-component training integrating stress management, resilience, and innovative teaching methods (Pozo-Rico et al., 2020; Pozo-Rico et al., 2023). Evidence suggests training can improve emotional awareness, regulation, self-efficacy, coping, and relationships, with downstream benefits for well-being and, in some studies, reductions in burnout indicators (Pozo-Rico et al., 2020; Izquierdo et al., 2025).

Goleman’s mixed model of emotional intelligence conceptualizes EI as learned capabilities linked to workplace performance and leadership effectiveness (Sfetcu, 2023). The framework emphasizes self-awareness, self-management, social awareness, and relationship management and proposes that EI competencies can be developed through targeted learning and reinforcement. The model is widely applied in organizational contexts and is relevant for teacher professional development because it links emotional competencies to performance, adaptability, and collaboration (Trad et al., 2022). For teachers, these competencies underpin classroom climate, conflict management, and stress regulation—factors closely tied to burnout risk. EI training, therefore, may reduce burnout via two linked pathways: (a) strengthening personal resources that buffer stress; and (b) enabling better relational functioning that indirectly improves access to job resources (e.g., support from colleagues and leaders).

METHODOLOGY

This study used a systematic review approach guided by PRISMA 2020 reporting principles (Page et al., 2021). Given the heterogeneity of study designs and outcomes, a narrative thematic synthesis was selected rather than meta-analysis. The review focused on empirical studies addressing EI training or EI-oriented interventions involving teachers, with outcomes relevant to burnout, stress, well-being, resilience, coping, self-efficacy, or related constructs that are theoretically linked to burnout.

Search was conducted in the ProQuest and Emerald databases, focused on peer-reviewed studies published between 2015 and 2025 in English language. A structured keyword search strategy was applied using Boolean operators, combining “emotional intelligence” with intervention-related terms (training, intervention,

program, workshop, professional development), teacher population terms (teacher, educator, principal, “pre-service teacher”, “school staff”, “university teacher”), and outcome-related terms linked to burnout and occupational well-being (burnout, stress, well-being, “work engagement”, resilience, coping, “emotional regulation”).

The database search yielded 5,209 records (Emerald: 522; ProQuest: 4,687). After screening using database filters by title and abstract for relevance to EI interventions and teacher outcomes, 1,215 records remained for further review. Full-text eligibility assessment excluded articles that were not empirical, not teacher-focused, did not include EI training/intervention components, or did not address outcomes relevant to burnout or its established predictors. A final set of fifteen studies met inclusion criteria and were retained for synthesis.

For each included study, data were extracted on country, population (pre-service/in-service/level), design, intervention type and duration (where applicable), EI model or competencies targeted, measures used, and key outcomes (burnout dimensions, stress,

well-being, resilience, self-efficacy, engagement, relationships). Studies were then grouped into thematic categories reflecting intervention mechanisms and outcomes. Due to variability in measures, designs, and program types, a narrative synthesis approach was used to identify patterns and convergence of findings.

FINDINGS

This review synthesized fifteen studies (as in Table 1) across diverse contexts. While Spain was the most represented setting, the evidence base included work from Australia, China, Türkiye, United Kingdom, United States of America, and Uruguay. Methodologically, the selected papers highlight how to assess teachers’ emotional competence, findings of areas which need targeting, findings highlighting importance of emotional competence for inclusive practice, and how to design, implement and conduct intervention based research in pre-service and in-service settings.

Table 1. Reviewed Studies

Author/Design/Country	Result
Berrios-Martos & Palomera, 2025, Quantitative, Spain	Twelve video clips of one minute duration were developed and used to Video-Test Emotional Intelligence of secondary school teachers, based on the ability model of EI (Mayer et al., 2012), using existing free, culturally relevant video clips. Findings indicate that audiovisual tests combined with other tools is a good online technique to assess EI and form the basis of evidence-based training of teachers to foster wellbeing. Data also showed correlations between perceived emotional beliefs and burnout.
Chen et al., 2025, Quantitative, China	A modified version of The Levels of Emotional Awareness Scale (Lane et al., 1990) was used to measure Chinese pre-service teachers’ emotional awareness. Pre-service teachers’ emotional awareness scores were below the theoretical midpoint, with lower scores for awareness of others, compared to self-awareness, with significant differences by age, gender, and experience, indicating necessity to incorporate emotional competence into curriculum and certification of teachers.
Cook et al., 2017, Quantitative, USA	44 secondary teachers who participated in weekly after school sessions for five weeks in ACHIEVER Resilience Curriculum (ARC) training reported that they intended to continue to use physiological practice (sleep, eating, and exercise), and a large majority reported that they found mindfulness-based practices effective and intended to use them in the future. Findings showed reductions in job related stress, improvements in teaching self-efficacy and stronger intentions to use evidence-based classroom practices.
García-Álvarez et al., 2022, Quasi-experimental, Uruguay	The 12 session, multicomponent intervention based on positive psychology demonstrated increase in teaching competencies to build educational centers as sustainable ecosystems of wellbeing and health. The training included development of school-based activities and collaboration across different districts, to ensure application of learning and discussion among teachers, enabling a learning community for teachers.
Gilar- Corbi et al., 2018, Quasi-experimental, Spain	Trainee teachers in an educational psychology module of a teaching degree programme completed a combination of the conventional programme and EI programme exercises, which were transversely linked to practical components of the course. The intervention produced significant improvements in emotional intelligence (Mayer-Salovey-Caruso EI Test and EQ-i scores), academic performance, and stress management in the experimental group compared to the control group, while no initial differences were observed between groups in the pre-test phase.

Izquerido et al., 2025, Experimental design, Spain	A thirty-hour intervention across six weeks was designed specifically focusing on promoting emotional intelligence, resilience, and reducing stress and burnout among active primary teachers. The blended online sessions were combined with coaching and mentoring to enable teachers to apply the learning in real-life scenarios. The results demonstrated significant gains in psychological well-being and self-efficacy within the experimental group.
Jennings et al., 2019, Quantitative, USA	A longitudinal study of an intensive five-day intervention using Cultivating Awareness and Resilience in Education (CARE). 224 primary school teachers from impoverished areas of New York City self-reported continued emotion regulation, decreases in physical aches, psychological distress, and some dimensions of mindfulness.
Murturi, 2025, Experimental study, Türkiye	100 teachers participated in six to eight sessions of 90 minutes duration, using McPheat Manual for Training Emotional Intelligence (2010). Findings showed improvements in emotional self-regulation, empathy, conflict management, resilience, and classroom climate. The teachers mentioned a redefined self-concept regarding their work that included emotional intelligence as a critical aspect to effective teaching.
Orozco & Morina, 2023, Qualitative, Spain	100 teachers from Early Childhood, Primary, Secondary and Higher Education provided four common recommendations for other teachers to become inclusive: 1) teacher planning; 2) methodologies; 3) ethical and emotional competencies; and 4) training
Özdemir Cihan & Dilekmen, 2024, Mixed methods, Türkiye	The quantitative analysis of the pre and post-test of six sessions integrated into the 2nd year of a teacher training program with follow up assessment activities, based on Bar-On's (2006) model of social-emotional intelligence showed that the implementation of the training program increased the emotional intelligence levels of the pre-service teachers in the experimental group.
Patti et al., 2015, Qualitative, United Kingdom	Pre and post-test interviews and online reports from six coaching sessions for teachers showed benefits for both coaches-in-training and the teacher clients including deeper commitment to teaching EI skills, increases in self-awareness and self-management, and improved relationships with others. Lack of support at the leadership level was a barrier for successful implementation of the program.
Pozo-Rico et al., 2020 & 2023, Quantitative, Spain	Seventy primary teachers participated in a 14 week training program at a teacher centre, with one online session, and one to one face to face coaching of two hours weekly. Data was collected pre-and post-intervention. The intervention improved hardiness, resourcefulness, optimism, and resilience as evaluated by the BRS. It significantly decreased the symptoms related to mental health problems, evaluated with the GHQ; improved the well-being dimensions of self-acceptance, positive relationships, autonomy, environmental mastery, purpose in life, and personal growth, assessed by the PWB scale and significantly increased the emotional attention, clarity, and repair assessed by the TMMS. It significantly improved the aspects evaluated by the NTSES - instruction, adaptation of teaching to the individual needs of students, achievement of student motivation, maintaining discipline in the classroom, ability to collaborate with members of the educational community, and coping with change.
Schoeps et al. (2019), Quantitative, Spain	In a longitudinal study, in which teachers engaged in five two-hour sessions, within three months, in groups of 15-20 teachers, data on burnout syndrome, emotional symptoms (depression, anxiety, stress), self-esteem and life-satisfaction were collected in three waves: before the training (T1), after the training (T2), and at six-month follow-up (T3). Results showed increased self-esteem and life-satisfaction among the experimental group, with reduced burnout and emotional symptoms compared to control group
Wang et al., 2022, Quantitative, China	Mindfulness was found to reduce job burnout among preschool teachers, with emotional intelligence and coping styles acting as mediators. These results highlight how mindfulness influences burnout and provide guidance for future psychological interventions.
Zhang et al., 2023, Quantitative, China	Teacher social-emotional competence reduced job burnout and strengthened teacher-student relationships. In turn, positive teacher-student relationships lowered burnout, confirming their mediating role between social-emotional competence and burnout.

INTERVENTION DESIGN FEATURES AND OUTCOMES OF EI-ORIENTED INTERVENTIONS

Across intervention and training-oriented studies, improvements clustered around five outcome domains (1) EI-related programs improved emotional awareness, clarity, repair, and regulation capabilities (Schoeps et al., 2021; Fuentes-Vilugrón et al., 2024), (2) improved teacher self-efficacy and confidence in handling demands (Izquierdo et al., 2025; Pozo-Rico et al., 2023); (3) gains in psychological well-being and resilience-oriented outcomes (Pozo-Rico et al., 2023; García-Álvarez et al., 2022); (4) Work engagement, job satisfaction, and commitment (D'Amico et al., 2020); (5) Where burnout was measured explicitly, EI training and multi-component programs reported reductions in emotional exhaustion and depersonalization, alongside increases in personal accomplishment (Pozo-Rico et al., 2023). Correlational findings also consistently linked EI facets to lower burnout (Schoeps et al., 2021; Chakravorty & Singh, 2022).

Across studies, four design features emerged as most consistently associated with positive outcomes (1) Programs spanning multiple weeks (e.g., 14-week training) with ongoing practice and reinforcement (Pozo-Rico et al., 2020), (2) included reflective practice, coaching, classroom application, and skill rehearsal (Patti et al., 2015; Pozo-Rico et al., 2023), (3) developed both self-focused regulation (self-awareness, emotion control) and other-focused competencies (empathy, conflict management) (Levi-Keren et al., 2022; Sanz-Ponce et al., 2023), and (4) frameworks embedded in school-wide practices and climate (e.g., RULER) demonstrated promise not only for teacher outcomes but also for classroom quality and relational climate (Brackett, 2025; Henry, 2023). This suggests that organizational reinforcement may be crucial for sustaining individual skill gains.

DISCUSSION

This review supports the conclusion that EI-oriented interventions can function as a buffer against teacher burnout through interrelated psychological and organizational pathways.

Firstly, EI training strengthens emotion regulation, which directly targets emotional exhaustion. Teaching requires frequent regulation of frustration, empathy fatigue, and emotional display rules. Evidence indicates that EI facets such as emotional clarity and repair are linked to lower burnout, but negative affect can constrain these benefits, underscoring the importance of training that explicitly addresses emotion regulation under stress (Schoeps et al., 2021).

Secondly, EI training supports adaptive coping and resilience, enabling teachers to interpret demands as

manageable and to respond using problem-solving, reappraisal, and help-seeking strategies. Emotional intelligence is associated with coping responsiveness (Tarman & Filiz, 2023) and may moderate stressors related to work–family interference (Chakravorty & Singh, 2020). Resilience and EI also support inclusive behaviours and teaching quality in high-stress contexts (Salinas-Falquez et al., 2022).

Thirdly, EI training enhances self-efficacy and engagement, which are protective against burnout. Intervention studies report improvements in self-efficacy and psychological well-being (Izquierdo et al., 2025), while correlational evidence links EI with work engagement and satisfaction (D'Amico et al., 2020). EI also moderates the relationship between workplace support and intention to quit, suggesting emotionally skilled teachers may use support resources more effectively or be more resilient when support is limited (Mérida-López et al., 2020).

Fourthly, EI may improve relational and organizational functioning, reducing the social friction that contributes to burnout. Teaching is embedded in relational networks—with students, colleagues, and leadership. EI competencies are relevant to conflict management, communication, and teamwork (Levi-Keren et al., 2022). Organizational approaches that reinforce EI practices (e.g., whole-school SEL professional development) may be especially beneficial because they shift workplace climate alongside individual capability (Henry, 2023).

TRENDS IN EVIDENCE-BASED EI INTERVENTIONS FOR TEACHERS

The review indicates that EI-related interventions in education increasingly combine EI training with broader well-being and professional learning strategies. Training formats include coaching grounded in EI (Patti et al., 2015), programs integrating resilience and innovative methodologies (Pozo-Rico et al., 2023), and structured SEL frameworks (Brackett, 2025). These interventions reflect a shift from “skills-only” approaches toward multi-component professional development that addresses both emotional competence and pedagogical practice.

A second trend concerns delivery modality and intensity. Programs range from short courses to multi-week interventions and online training models (Durham et al., 2023). Evidence suggests both in-person and online formats can be effective when aligned with participant needs and supported by practice opportunities. However, stronger evidence for burnout reduction is associated with multi-session and sustained interventions (Pozo-Rico et al., 2020; Izquierdo et al., 2025).

A third trend is attention to career stage. Many studies focus on pre-service and early-career teachers, recognizing

that emotional competence supports transition into demanding professional roles (Chen et al., 2025; Lucas-Mangas et al., 2022). Others highlight the relevance of EI for school leaders navigating crisis and change (Fernandes et al., 2023). These findings collectively support the idea that EI development is important across the teacher lifecycle.

Evidence supports a tiered and system-aligned strategy: 1) Pre-service integration: Embed EI competencies into teacher education as core professional skills (emotion regulation, empathy, classroom relational practice). 2) In-service development: Provide multi-session EI/SEL professional development with coaching and practice opportunities rather than one-off workshops (Pozo-Rico et al., 2020; Patti et al., 2015). 3) Whole-school reinforcement: Align training with school climate initiatives and leadership practice; structured frameworks (e.g., SEL-aligned approaches) may strengthen sustainability (Hagelskamp et al., 2013). 4) Well-being policy and HR support: Pair EI training with workload management, counselling access, and supportive supervision structures consistent with job demands-resources theory (Bakker & Demerouti, 2014).

This is particularly relevant for school systems where teacher supply and retention are critical and where scalable, low-cost interventions that strengthen personal resources can be impactful when combined with supportive organizational practice.

RECOMMENDATIONS FOR FUTURE RESEARCH AND PRACTICE

A dominant limitation across the evidence base is the reliance on cross-sectional, self-report designs. Future research should: (1) prioritise longitudinal designs to evaluate sustained effects and burnout trajectories (Gillet et al., 2022), (2) use mixed-method approaches to capture lived experience, implementation barriers, and cultural meaning of EI practices (Jones, 2017; Levi-Keren et al., 2022), and (3) incorporate performance-based or multi-source measures where feasible, reducing common-method bias (Kotsou et al., 2019; Berrios-Martos & Palomera, 2024).

Future studies should evaluate which design features drive outcomes: duration, coaching, school-wide reinforcement, leadership involvement, and integration with job resource improvements. Research should also examine moderators such as school climate, principal support, teacher career stage, teaching load, student needs, and cultural fit (Fuentes-Vilugrón et al., 2024; Salinas-Falquez et al., 2022).

POLICY AND PRACTICE RECOMMENDATIONS

EI training is most effective when paired with complementary organizational support, including manageable workload structures, access to counselling and employee assistance services, and emotionally intelligent leadership practices such as principal coaching. The literature further highlights the value of conducting regular well-being audits to identify stressors and align staff support services with teachers' evolving needs, particularly during periods of reform, crisis, or systemic change (Maharaj & Ramsaroop, 2024). Finally, demonstrating the value of these initiatives is strengthened by explicitly linking teacher well-being and classroom relational climate to student outcomes and overall school effectiveness, reinforcing the case for sustained policy investment in emotionally intelligent education systems (Brackett et al., 2025; Pozo-Rico et al., 2023).

CONCLUSION

This systematic review synthesised evidence from fifteen empirical studies on EI-focused training and related socio-emotional professional development for teachers. The findings support the conclusion that EI is a trainable capacity with meaningful implications for teacher well-being. EI-oriented interventions are associated with improved emotion regulation, coping, resilience, self-efficacy, engagement, and psychological well-being, and—where directly measured—reductions in burnout symptoms, particularly emotional exhaustion and depersonalization. Program features most consistently linked to positive outcomes include sustained multi-session delivery, practice-based learning, integration of intrapersonal and interpersonal competencies, and whole-school or organizational reinforcement.

Nonetheless, the evidence base is constrained by reliance on self-report measures, limited longitudinal evaluation, and geographically concentrated research. Addressing these limitations requires stronger designs, mixed-method approaches, and greater attention to culturally responsive implementation. For small-island education systems, integrating EI into teacher development and institutional well-being policies offers a feasible pathway to reduce burnout risk, strengthen retention, and enhance educational quality, supporting SDG 3 and SDG 4 commitments.

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