Fostering Connection in the Classroom: Emotional Intelligence and Its Influence on Teacher-Student Dynamics

Gaurav Parajuli[1] [*], Sagar Singh[1], Aryan Phuyal[1], Sivansh Pant[1]

[1] BBA Graduate
DAV College, Tribhuvan University, Kathmandu, Nepal
Email: saagarey11@gmail.com
aryan.phuyal12@gmail.com
pantsivansh3@gmail.com

*Corresponding Author:
Email: gaurabparajuli2059@gmail.com

Abstract

The paper investigates contribution of emotional intelligence towards the quality of teacher-student dynamics, with a specific focus on mediating role of teacher commitment and the contextual influence of school culture. The research utilized non-probability convenience sampling technique to gather data from 232 respondents within a descriptive and causal research framework. Based on El theory, the research employed a five-point Likert scale to measure the variables. Hypothesis were tested using regression modeling and correlation analysis. The research discovered that Emotional Intelligence plays a crucial role in enhancing the quality of teacher-student relationships. Teachers who are emotionally aware, empathetic, and skilled in regulating their feelings are more capable of fostering trust, open communication, and emotional security in the classroom. Emotional intelligence not only enables better classroom management but also strengthens relational bonds that are vital for student development and learning. The research is valuable for practical implications in educational institutions and teacher development programs. The strong positive relationship between emotional intelligence and teacher-student relationships suggests that teacher training programs should integrate emotional intelligence development as a core component. Training teachers to be more self-aware, empathetic, and emotionally responsive can lead to more meaningful interactions with students and foster classroom environments that support emotional and academic growth. This study provides a novel contribution by integrating emotional intelligence, teacher commitment, and school culture into a single framework to understand their combined impact on teacher-student relationships. This paper offers new insights particularly relevant to school environments in Nepal, where such comprehensive relational studies are limited. The findings aim to inform both educational policy and teacher training practices to enhance relational dynamics in classrooms.

Keywords - Educational psychology, Emotional intelligence, School culture, Teacher commitment, Teacher-student relationship.

1. Introduction

In recent decades, the focus on emotional intelligence (El) has gained significant attention in the field of education, especially regarding how teachers interact with students. Positive teacher-student relationships are foundational to effective teaching and student success. These relationships are built not just on academic instruction, but also on emotional understanding, trust, and mutual respect. Emotional intelligence, which refers to the ability to perceive, understand, regulate, and use emotions effectively in oneself and others (Goleman, 1995), has been recognized as a critical skill for educators. As teaching is not only an intellectual activity but also an emotional one, a teacher's emotional competence significantly shapes their professional relationships, especially with students. Studies have shown that emotionally intelligent teachers are better equipped to manage classroom dynamics, respond empathetically to student needs, and foster a supportive learning environment (Jennings & Greenberg, 2009). Such emotional interactions promote students' motivation, engagement, and overall academic performance. School culture plays an influential role as well: it can support or inhibit teachers' emotional capacities and thereby affect teacher student relationships (Chaudhary et al, 2024). A study of primary and secondary teachers in China by Xie et al. (2022) found that perceived positive school culture is strongly associated with higher teacher work engagement. This relationship is partially mediated by affective empathy: teachers who perceive the school culture as supportive, collaborative, and resourceful tend to show more empathy toward students, and this empathy helps sustain their engagement. These findings imply that developing a positive school culture doesn't just make teachers happier; it enhances relational and emotional dynamics in the classroom, which contributes to better interactions with students.

The emotional quality of teacher-student relationships has a direct and profound effect on student engagement, learning outcomes, and classroom climate. In this context, Emotional Intelligence (El) plays a pivotal role, as it influences how teachers perceive, manage, and respond to both their own emotions and those of their students. Despite the global recognition of El as a crucial skill in education, its role in shaping teacher-student interactions has received limited attention in the Nepalese educational system (Adhikari et al, 2025). A study by Wang, Song, and colleagues (2023) found that teacher mindfulness has a significant direct effect on the quality of teacher student relationships, and that emotional intelligence acts as an important mediator in this linkage. Teachers who are more mindful meaning they are more present, self aware, and non judgmental are better able to perceive and regulate their own emotions, which in turn improves their sensitivity to students' emotional cues. This heightened sensitivity helps in developing more supportive, empathetic, and trusting interactions with students, which benefits learning outcomes and the classroom climate. Such research suggests that interventions focusing not only on emotional intelligence but also on mindfulness may offer compounded benefits for improving teacher student relational quality.

Beyond relational quality, some studies show that emotional intelligence not only impacts relationships but also contributes to student thriving via intermediary psychological states. For example, Chamizo Nieto, Arrivillaga, Rey, & Extremera (2021) conducted a moderated mediation study with adolescents, finding that flourishing (a measure of well being) fully mediates the relationship between emotional intelligence and academic performance, and that the teacher student relationship moderates this path. Specifically, for students with lower quality teacher student relationships, the positive effect of EI on flourishing (and thus on academic performance) was stronger. This suggests that when teacher–student relationships are weaker, emotional intelligence can serve a compensatory role via enhancing students' psychological flourishing. This underscores the centrality of relational quality as both an outcome and a boundary condition in the emotional intelligence performance pathway.

In the context of Nepal, where classrooms are often diverse and emotionally charged due to varying student backgrounds, the teacher's role in managing emotions becomes even more critical. However, while emotional intelligence is increasingly recognized in global pedagogical discussions, there is limited empirical research in the Nepalese educational setting that explores how a teacher's emotional intelligence influences the teacher-student relationship. Most local studies focus on cognitive competencies and teaching methodologies, leaving a gap in understanding the emotional dimensions of education (Acharya, 2018).

Therefore, this study seeks to explore the role of emotional intelligence in shaping teacher-student relationships, while also considering how additional factors such as teachers' commitment and school culture may influence this dynamic. This study aims to examine the impact of teachers' emotional intelligence on the quality of teacher-student relationships, while also exploring the mediating role of teacher commitment and the contextual influence of school culture in Nepalese schools. Understanding this relationship can contribute to improving teacher training, classroom practices, and student outcomes by promoting emotionally responsive teaching practices.

2. Literature Review and Hypotheses Development

Emotional Intelligence

This theory emphasizes the importance of emotional competencies in personal and professional success, particularly in social roles like teaching. Recent studies continue to highlight the importance of emotional intelligence (EI) in teaching. Teachers with high EI are better at regulating emotions, showing empathy, and maintaining positive classroom climates. Li et al. (2024) found that teacher EI significantly predicted organizational commitment, with psychological well-being mediating this relationship and transformational leadership strengthening it. This shows how EI not only affects Teacher-Student interactions but also broader institutional engagement. Similarly, Geraci et al. (2023) demonstrated that teachers with higher EI reported greater psychological well-being and work engagement, which are critical for sustaining supportive classroom relationships. Maharaj et al. (2022) further confirmed that EI reduces teacher burnout by enhancing adaptive emotion regulation, which allows teachers to respond more patiently and empathetically to student needs. A study by Li and Zhang (2024) also showed that teacher EI positively shapes classroom emotional climate, leading to fewer conflicts and more supportive exchanges.

Building on the work of Salovey and Mayer, Goleman (1995) proposed five key components of emotional intelligence: self-awareness, self-regulation, motivation, empathy, and social skills. These competencies enable individuals to manage their emotions, understand others, and build effective interpersonal relationships. In the context of education, emotionally intelligent teachers are better equipped to navigate classroom dynamics, respond to students' emotional needs, and foster a respectful and supportive learning environment. As such, Goleman's theory provides a strong foundation for understanding how emotional intelligence contributes to positive teacher-student relationships.

Teacher-Student Dynamics

This relationship further helps to understand into the emotional bonds that influence learning environments. Parallel research on teacher-student dynamics underscores the emotional bond as a key determinant of student success. Magro et al. (2023) conducted a meta-analysis and found medium-sized associations between teacher-student relationship quality and students' social competence with peers, emphasizing the relational benefits of supportive teachers. Longitudinal

evidence by Li et al. (2024) revealed that fluctuations in teacher-student relationship quality directly predicted changes in student engagement over time, showing that the relationship is dynamic rather than static. Further, Liu et al. (2024) found that in higher education, supportive Teacher-Student relationships enhanced academic engagement, with perceived social support and reduced academic pressure mediating the effect. Engels et al. (2021) also highlighted that affective Teacher-Student bonds predicted adolescents' long-term academic trajectories, while Forsberg et al. (2023) showed that close teacher relationships protected students from bullying and victimization.

According to Bowlby (1969), the quality of early emotional attachments typically between children and caregivers affects an individual's capacity to form stable relationships later in life. In school settings, teachers often serve as attachment figures, particularly for younger or emotionally vulnerable students. When teachers provide consistent support, emotional responsiveness, and security, they help students develop a secure attachment style, which in turn fosters confidence, trust, and academic engagement. This theory highlights the emotional role of teachers beyond academics and reinforces the importance of nurturing relationships in classrooms.

Relationship Between Variables

Emotional Intelligence and Teacher-Student Relationship

The quality of the teacher-student relationship is significantly influenced by a combination of teacher-related factors such as emotional intelligence, professional commitment, and the school culture they work within. Teachers with higher emotional intelligence are more capable of understanding and managing their own emotions and those of their students, which helps build trust, empathy, and open communication in the classroom. Similarly, teachers who are deeply committed to their profession tend to invest more time and effort in student development, fostering stronger connections. A positive and supportive school culture further enhances these relationships by encouraging collaboration, emotional support, and shared values. Together, these factors contribute to healthier, more effective teacher-student interactions, which are crucial for student engagement and academic success. On the basis of the statement above, it is hypothesized that;

Hypothesis (H1): There is a significant relationship between teachers' emotional intelligence and the quality of teacher-student relationships.

Teachers' Commitment and Teacher-Student Relationship

One of the key factors influencing the quality of the teacher-student relationship is teachers' commitment. Teachers who are committed to their profession are more likely to be emotionally invested in their students' academic growth and overall well-being. This commitment leads to greater consistency, availability, and dedication in the classroom, fostering an environment of trust and support. Committed teachers are more attentive to students' needs, provide timely feedback, and actively encourage student participation, all of which help in building stronger emotional and social bonds (Maharjan et al., 2024). Therefore, teachers' professional commitment is positively related to the development of effective and meaningful teacher-student relationships. On the basis of the argument above, we can hypothesize that;

Hypothesis (H2): There is a significant relationship between teachers' commitment and the quality of teacher-student relationships.
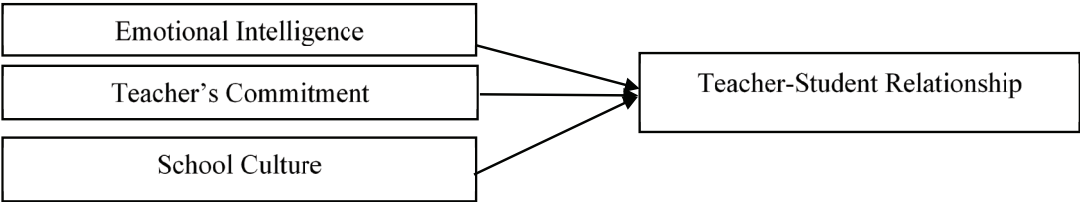
School Culture and Teacher-Student Relationship

School culture significantly influences the quality of teacher-student relationships by shaping the attitudes, behaviors, and interactions within the educational environment(Chaudhary et al, 2023) . A positive school culture characterized by mutual respect, collaboration, shared values, and supportive leadership creates an atmosphere where teachers feel motivated and empowered to connect meaningfully with their students (Adhikari et al., 2025). In such environments, teachers are more likely to foster open communication, show empathy, and build trust with students. On the other hand, a toxic or rigid school culture may limit emotional connection and discourage teacher autonomy. Therefore, a healthy school culture directly contributes to the development of strong, respectful, and supportive teacher-student. Now, we can hypothesize that;

Hypothesis (H3): There is a significant relationship between school culture and the quality of teacher-student relationships.

Figure 1

Conceptual Framework

(Source: Adera, 2022)

3. Research Method

This study employed a quantitative descriptive and causal research design to explore the relationship between emotional intelligence and the teacher-student relationship. For this study, a structured online questionnaire was created using Google Forms to collect data. The survey included demographic questions as well as Likert-scale items. The questionnaire was shared digitally through email, educational forums, and social media platforms like Facebook and WhatsApp to reach a wide range of respondents. Initially, 246 responses were collected, but after cleaning the data and removing incomplete entries, 232 valid responses remained for analysis.

The respondents for this study were university teachers from various academic disciplines, representing both public and private higher education institutions. Purposive sampling was employed for the analysis who possess relevant experience and expertise in the field of higher education. This sampling technique was chosen deliberately to ensure that the data collected would be rich in context and grounded in practical knowledge. University teachers were selected as they play a critical role in curriculum delivery, assessment design, and the overall learning experience of students. Their insights are particularly valuable in understanding how educational policies, technological tools, and institutional strategies impact teaching and learning in real-world academic settings. The decision to focus on this group was further guided by the objective of the study, which aimed to explore faculty perceptions, challenges, and adaptations in contemporary university education.

Instrument/Measurement

The primary instrument used for this study was a structured questionnaire developed based on established emotional intelligence theories, particularly those by Goleman (1995) and Mayer and Salovey (1997). The questionnaire was divided into two sections. Section A collected demographic information such as age, gender, academic qualification, teaching experience, and type of institution. The items were designed to assess key components of emotional intelligence including self-awareness, empathy, emotional regulation, motivation, and social skills, and their effect on teachers' ability to connect with and support students. The instrument was reviewed by academic experts for content validity, and a pilot test was conducted to ensure clarity and reliability. Based on the pilot results, minor revisions were made for better comprehension and alignment with the research objectives.

4. Data Analysis and Results

This paper employed a quantitative cross-sectional research design. The stated hypotheses were tested through descriptive analysis, including measures of mean, standard deviation, and correlation analysis. Additionally, regression analysis was conducted to examine the predictive relationships between emotional intelligence, teacher commitment, school culture, and teacher-student relationships.

Table 1

Demographic Characteristics of the Respondents

Variable	Category	Frequency	Percent
Age	Below 30	14	6.03
	30-40	193	83.19
	40-50	19	8.19
	50 and Above	6	2.59
Gender	Male	125	53.88
	Female	107	46.12
Years of Service	Below 5 Years	41	17.67
	5–10 Years	113	48.71
	10–15 Years	65	28.02
	Above 15 Years	13	5.60
Current Employment Status	Full-Time	119	51.29
	Part-Time	103	44.40
	Counselor	8	3.45
	Retired	2	0.86
Teaching Method	Lecture-Based	99	42.67
	Project-Based	53	22.84
	Assignment-Based	64	27.59
	Online-Based	16	6.90

Table 1 shows the demographic details of the 232 teachers who took part in the study. Most respondents were between 30 and 40 years old (83%), with smaller numbers under 30 (6%), between 40 and 50 (8%), and above 50 (3%). Slightly more than half were male (54%), and the rest were female (46%). Looking at teaching experience, nearly half of the respondents had 5 to 10 years of service (49%), while 10 to 15 years accounted for 28%, below 5 years for 18%, and over 15 years for 6%. Most teachers worked full-time (51%), and a large portion worked part-time (44%), with a few serving as counselors (3%) or retired (1%). In terms of teaching methods, lecture-based teaching was the most common (43%), followed by assignment-based (28%), project-based (23%), and online-based teaching (7%). Overall, the table shows that the sample mainly consisted of mid-career teachers working full-time, using a mix of traditional and modern teaching methods.

Table 2

Reliability Statistics of the Variables

Variable	No. of Items	Cronbach's Alpha
Emotional Intelligence	5	0.823
Teacher Commitment	10	0.876
School Culture	5	0.841
Teacher-Student Relationship	4	0.802

Note: All scales demonstrated acceptable to excellent internal consistency reliability.

Table 2 presents the reliability analysis of the study variables using Cronbach's Alpha. All four constructs Emotional Intelligence, Teacher Commitment, School Culture, and Teacher-Student Relationship demonstrated Cronbach's Alpha values above 0.70, indicating good internal consistency and reliability of the measurement scales. This confirms that the items used to measure each variable are consistent and reliable for further analysis.

Table 3

Descriptive Statistics of the Variables

Variable	N	Mean	SD
Emotional Intelligence	232	3.840	0.612
Teacher's Commitment	232	3.910	0.701
School Culture	232	3.763	0.655
Teacher-Student Relationship	232	4.020	0.587

Table 3 presents the descriptive statistics for the key variables included in the study. Among the 232 respondents, teacher-student relationships received the highest mean score (M = 4.020, SD = 0.587), indicating generally strong interactions between teachers and students. Teacher commitment followed closely (M = 3.910, SD = 0.701), while emotional intelligence (M = 3.840, SD = 0.612) and school culture (M = 3.763, SD = 0.655) showed moderately high scores. These results provide a clear overview of how the respondents perceive each variable and serve as a foundation for further analysis of relationships between emotional intelligence, teacher commitment, school culture, and teacher-student relationships.

Table 4

Correlation Analysis

Variable	Teacher-Student Relationship	Emotional Intelligence	Teacher's Commitment	School Culture
Emotional Intelligence	0.474**	1.00		
Teacher's Commitment	0.553**	0.452**	1.00	
School Culture	0.521**	0.536**	0.498**	1.00
Teacher-Student Relationship	1.00	0.474**	0.553**	0.521**

*Note. N = 232. *p < 0.01 (two-tailed).*

Table 4 presents the correlation matrix for the key variables among 232 respondents. The results indicate significant positive relationships between all variables. Teacher-student relationships showed strong positive correlations with emotional intelligence ($r = 0.474$, $p< 0.01$), teacher's commitment ($r = 0.553$, $p < 0.01$), and school culture ($r = 0.521$, $p < 0.01$). Emotional intelligence was also positively correlated with teacher's commitment ($r = 0.452$, $p < 0.01$) and school culture ($r = 0.536$, $p< 0.01$). Overall, these findings suggest that higher levels of emotional intelligence, commitment, and positive school culture are associated with stronger teacher-student relationships.

Table 5

Regression Analysis-Model Summary

Model	R	R^2	Adjusted R^2	Std. Error of the Estimate
1	0.721	0.520	0.508	0.58

Note. Predictors: Emotional Intelligence, Teacher's Commitment, School Culture. N = 232.

Table 5 presents the summary of the regression model predicting teacher-student relationships based on emotional intelligence, teacher's commitment, and school culture. The model shows a strong positive relationship between the predictors and the outcome ($R = 0.721$). Approximately 52% of the variance in teacher-student relationships is explained by the combined effect of these three variables ($R^2 = 0.520$, Adjusted $R^2 = 0.508$). The standard error of the estimate is 0.58, indicating a reasonable level of prediction accuracy. These results suggest that emotional intelligence, teacher commitment, and school culture together play a significant role in shaping the quality of teacher-student relationships among the sample of 232 educators.

Table 6

Regression Coefficient of the Variables

Predictor	B	SE	β	t	p	Tolerance	VIF
Constant	0.28	0.42	-	0.67	.502	-	-
Emotional Intelligence	0.46	0.10	.34	4.60	.001	0.62	1.61
Teacher's Commitment	0.42	0.12	.30	3.50	.001	0.60	1.66
School Culture	0.28	0.09	.23	3.11	.002	0.65	1.54

Table 6 presents the regression coefficients for the predictors of teacher-student relationships among 232 respondents. Emotional intelligence emerged as the strongest predictor ($\beta = 0.34$, t = 4.60, p< .001), followed by teacher's commitment ($\beta = 0.30$, t = 3.50, p< .001) and school culture ($\beta = 0.23$, t = 3.11, p = .002). All predictors were statistically significant, and tolerance and VIF values indicate no multicollinearity issues among the variables. These results highlight that each of these factors independently contributes to the quality of teacher-student relationships, supporting the idea that fostering emotional intelligence, commitment, and a positive school culture is crucial in educational settings.

Table 7

ANOVA

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	54.08	3	18.03	54.12	.000b
Residual	49.92	228	0.219		
Total	104.00	231			

Note. Dependent Variable: Teacher-Student Relationship. Predictors: Emotional Intelligence, Teacher's Commitment, School Culture. N = 232.

Table 7 of the regression model predicting teacher-student relationships from three predictors: Emotional Intelligence, Teacher's Commitment, and School Culture. The computed F-statistic is 54.12, indicating that the model explains a significant portion of the variability in the dependent variable. The associated p-value is .000, which is less than the conventional significance level of 0.05. This provides strong evidence against the null hypothesis, leading to its rejection. Consequently, we conclude that at least one of the predictors significantly contributes to explaining teacher-student relationships. The total variability in the dependent variable is partitioned into: Regression SS: 54.08, representing the variability explained by the model. Residual SS: 49.92, indicating the unexplained variability. Total SS: 104.00, representing the total variability in the data. The model has 3 degrees of freedom (one for each predictor), and the residual has 228 degrees of freedom, resulting in a total of 231 degrees of freedom.

In summary, the ANOVA results demonstrate that the regression model, comprising Emotional Intelligence, Teacher's Commitment, and School Culture, provides a statistically significant explanation of the variability in teacher-student relationships among the 232 educators in the sample.

Table 8

Hypothesis Confirmation Table

Hypothesis	Relationship	Result
H1	There is a significant relationship between teachers' emotional intelligence and the quality of teacher-student relationships.	Supported
H2	There is a significant relationship between teachers' commitment and the quality of teacher-student relationships.	Supported
H3	There is a significant relationship between school culture and the quality of teacher-student relationships	Supported

In the hypothesis 1, the regression analysis indicates that emotional intelligence has a positive and statistically significant relationship with teacher-student relationships (B = 0.46, β = 0.34, t = 4.60, p< .001). This suggests that teachers who are emotionally aware, empathetic, and capable of managing their emotions are more likely to foster trust, open communication, and supportive classroom interactions. These results support Hypothesis 1. In the hypothesis 2,

teacher's commitment also shows a positive and significant relationship with teacher-student relationships (B = 0.42, β = 0.30, t = 3.50, p< .001). This indicates that teachers with higher levels of commitment invest more effort into student engagement and relational quality, confirming Hypothesis 2. In the hypothesis 3, School Culture is positively and significantly associated with teacher-student relationships (B = 0.28, β = 0.23, t = 3.11, p = .002). A supportive and collaborative school environment strengthens interactions between teachers and students. This result supports Hypothesis 3. Workers with higher EI are more adept at managing their emotions, positively relating to clients, and offering superior customer service. Service employees with high emotional intelligence excel in building positive relationships with customers.

4.1. Findings

This study set out to examine how Emotional Intelligence (EI), Teacher Commitment (TC), and School Culture (SC) influence the quality of Teacher-Student Relationships (TSR) in the context of Nepalese Schools. The study provides empirical evidence that these three factors significantly predict the strength of teacher-student interactions. The findings showed that EI was the strongest predictor of TSR, followed by TC and SC, with all variables displaying positive and statistically significant correlations. Together, they explained 52% of the variance in teacher-student relationship quality, underscoring their collective importance in shaping classroom dynamics. Among these variables, Emotional Intelligence demonstrated the strongest positive correlation with TSR, aligning with Goleman's (1995) assertion that individuals with higher emotional intelligence are more capable of managing social relationships and fostering empathy, and thus they can offer superior services to customers (Chaudhary et al., 2024). Teachers with elevated EI scores were more likely to establish trust, respect, and emotional support with their students. Teacher Commitment and School Culture also showed significant, though comparatively moderate, effects on TSR. The findings provide a comprehensive understanding of how these interconnected factors work together to strengthen teacher-student interactions, aligning directly with the study's aim of examining the role of emotional intelligence, teacher commitment, and school culture in shaping educational experiences in Nepalese classrooms.

5. Discussions

Teachers demonstrating high levels of commitment are more likely to invest in students' growth beyond academic instruction, fostering supportive and nurturing relationships (Mowday et al., 1979). This observation is consistent with Chamizo-Nieto et al. (2021), who found that emotionally intelligent teachers cultivate stronger bonds with learners, promoting both academic achievement and emotional well-being. Similarly, a positive school culture enhances communication, collaboration, and mutual respect, providing an environment in which teacher-student relationships can flourish (Bronfenbrenner, 1979; Chaudhary et al., 2023). These results support prior research by Merida-Lopez and Extremera (2023), who highlighted the combined influence of emotional and institutional environments on relational dynamics in classrooms. Collectively, the data indicate that both individual competencies and institutional contexts are essential in building and sustaining effective teacher-student interactions.

In summary, this study underscores the importance of both personal and institutional factors in shaping teacher-student relationships. Emotional intelligence, teacher commitment, and school culture each contribute uniquely and collectively to fostering trust, open communication, and supportive classroom environments. By integrating descriptive and causal approaches, the study provides a comprehensive perspective on how individual competencies and systemic contexts interact to influence relational dynamics in education.

6. Conclusion

This study demonstrates that emotional intelligence plays a central role in shaping the quality of teacher-student relationships. Teachers who possess strong emotional intelligence are more capable of understanding, regulating, and responding to both their own emotions and those of their students. This ability enables them to create a classroom environment characterized by trust, open communication, and emotional security, which are essential for effective teaching and learning. When teachers can perceive and manage emotions effectively, they are better equipped to provide guidance, support, and encouragement, fostering stronger connections that promote students' engagement, confidence, and overall academic and social development. The findings clearly indicate that emotional intelligence is not only an individual competency but also a foundation for meaningful interpersonal interactions that form the core of productive classroom dynamics.

In addition to emotional intelligence, the study highlights the significant influence of teacher commitment and school culture on teacher-student interactions. Teachers who demonstrate high levels of commitment tend to invest more effort and attention in nurturing students' academic growth and emotional well-being, going beyond routine teaching duties to foster supportive and engaging relationships. Similarly, a positive school culture one characterized by collaboration, shared values, and supportive leadership creates an environment that encourages teachers to form meaningful connections with their students. Together, these factors amplify the effects of emotional intelligence, showing that relational outcomes in the classroom are shaped not only by individual teacher competencies but also by the broader institutional environment that supports and sustains these interactions.

Overall, the study underscores the combined importance of personal and contextual factors in promoting high-quality teacher-student relationships. Emotional intelligence, professional commitment, and supportive school culture collectively influence how teachers interact with their students, build trust, and create an emotionally secure learning environment. By focusing on developing teachers' emotional skills, encouraging professional dedication, and cultivating a positive and collaborative school culture, educational institutions can enhance relational dynamics, which in turn supports student motivation, engagement, and holistic development.

7. Implications

The findings of this study have several important practical implications for educational institutions and teacher development programs. First, the strong positive relationship between emotional intelligence and teacher-student relationships suggests that teacher training programs can integrate emotional intelligence development as a core component. Training teachers to be more self-aware, empathetic, and emotionally responsive can lead to more meaningful interactions with students and foster classroom environments that support emotional and academic growth. Furthermore, school administrators can use emotional intelligence assessments

in teacher evaluations and professional development planning to enhance relational dynamics and student well-being. Additionally, the study underscores the need for promoting a committed teaching workforce and cultivating a positive school culture. Schools should create supportive environments that value teacher dedication and recognize relational aspects of teaching, not just academic performance. Policymakers and education leaders can use these insights to frame teacher policies that encourage emotional engagement, professional commitment, and collegial collaboration. By addressing institutional factors like school culture, educational institutions can create the conditions necessary for strong and lasting teacher-student bonds, ultimately improving student motivation, behavior, and achievement. These implications are particularly relevant for schools in Nepal and similar contexts where emotional development in education is often overlooked.

8. Limitations and Directions for the Future Research

This study was limited by the use of a non-probability (convenience) sampling method, which may not fully represent the entire population of school teachers. The sample was also restricted to a specific geographic area, which limits the generalizability of the findings. Moreover, the study relied on self-reported data, which could be influenced by social desirability bias or inaccurate self-perceptions. Another limitation concerns the composition of the sample regarding employment status. While the majority of respondents were full-time or part-time teachers, a small proportion included counselors and retired educators. Although these participants provided valuable insights, their roles and professional responsibilities may differ from those of regular classroom teachers, potentially influencing responses related to emotional intelligence, teacher commitment, school culture, and teacher-student interactions.

Additionally, the cross-sectional design captures only a snapshot in time and cannot determine causality between emotional intelligence, teacher commitment, school culture, and teacher-student relationships.

Future studies should consider using a larger and more diverse sample, incorporating teachers from various regions and school types to improve generalizability. A longitudinal design would help track how emotional intelligence and teacher-student relationships evolve over time. Furthermore, qualitative or mixed-methods approaches could offer deeper insights into the emotional and relational dynamics in classrooms. Future research may also explore other influencing factors such as teacher stress, administrative support, or student behavior, which could further explain variations in teacher-student relationships.

Conflict of Interest

Authors declare no conflict of interest while preparing this article

References

Acharya, S. (2018). Emotional intelligence and academic motivation among secondary level students in Nepal. *Journal of Educational Studies, 5*(2), 42–51.

Adhikari, M., Tiwari, B., & Thapa, S. (2025). Impact of Leadership Style on Organizational Citizenship Behavior: The Moderating Role of Emotional Intelligence. *The Batuk*, *11*(2), 28–44. https://doi.org/10.3126/batuk.v11i2.82261

Adhikari, M., Ghimire, D. M., & Adhikari, S. (2025). Unveiling Psychological Drivers of Retirement Planning: Mediating Role of Retirement Goal Clarity. *Journal of Emerging Management Studies*, *3*(1), 49–65. https://doi.org/10.3126/jems.v3i1.78635

Adera, B. A. (2022). The effect of emotional intelligence on teacher-student relationship: The mediating role of teacher commitment and moderating role of school culture. *International Journal of Educational Research, 115,* 101997. https://doi.org/10.1016/j.ijer.2022.101997

Bowlby, J. (1969). *Attachment and loss: Vol. 1. Attachment.* New York, NY: Basic Books. https://doi.org/10.1007/978-1-4613-9186-9_5

Bronfenbrenner, U. (1979). *The ecology of human development: Experiments by nature and design.* Cambridge, MA: Harvard University Press.

Chamizo-Nieto, M. T., Rey, L., & Sánchez-Álvarez, N. (2021). The role of emotional intelligence, the teacher-student relationship, and flourishing on academic performance in adolescents: A moderated mediation study. *Frontiers in Psychology, 12,* 695067. https://doi.org/10.3389/fpsyg.2021.695067

Chaudhary, M. K., Ghimire, D. M., Adhikari, M., & Poudel, D. (2025). Antecedents of E-Loyalty: The Mediating Role of E-Trust among Nepalese E-Commerce Consumers . *Nepal Journal of Multidisciplinary Research*, *8*(2), 130–150. https://doi.org/10.3126/njmr.v8i2.76425

Chaudhary, M. K., Adhikari, M., & Shrestha, M. (2024). Prevalence of Online Learning: Adoption and Impact of Virtual Learning among Management Graduates in Nepalese Higher Education. *Patan Pragya*, *13*(1), 35–51. https://doi.org/10.3126/pragya.v13i1.71180

Chaudhary, M. K., Neupane, K., Dhungana, M., & Giri, B. (2024). Emotional Intelligence as a Strategic Driver of Competitive Advantage and Service Quality in the Banking Industry. *International Research Journal of MMC (IRJMMC)*, *5*(4), 134–146. https://doi.org/10.3126/irjmmc.v5i4.70826

Chaudhary, M. K., Mahato, S., & Adhikari, M. (2023). The Effectiveness of Online Learning in The Emerging Academic Environment: A Structural Equation Modelling (SEM) Approach. *FIIB Business Review*, *14*(1), 103-113. https://doi.org/10.1177/23197145231210355

Creswell, J. W. (2014). *Research design: Qualitative, quantitative, and mixed methods approaches* (4th ed.). Thousand Oaks, CA: SAGE Publications.

Engels, M. C., Colpin, H., Van Leeuwen, K., & Verschueren, K. (2021). Affective teacher-student relationships and adolescents' engagement and achievement: A longitudinal study. *Learning and Instruction, 72,* 101204. https://doi.org/10.1016/j.learninstruc.2020.101204

Forsberg, C., Thornberg, R., & Samuelsson, M. (2023). Teacher-Student relationships and bullying involvement: A longitudinal study. *Journal of School Psychology, 98,* 89–103. https://doi.org/10.1016/j.jsp.2022.12.002

Geraci, G., Palmer, D., Ricciardi, C., & Tomasello, G. (2023). Teacher emotional intelligence and work outcomes: Evidence on psychological well-being and engagement. *Behavioral Sciences, 13*(4), 296. https://doi.org/10.3390/bs13040296

Goleman, D. (1995). *Emotional intelligence: Why it can matter more than IQ.* New York, NY: Bantam Books.

Jennings, P. A., & Greenberg, M. T. (2009). The prosocial classroom: Teacher social and emotional competence in relation to student and classroom outcomes. *Review of Educational Research, 79*(1), 491–525. https://doi.org/10.3102/0034654308325693

Li, M., Liu, F., & Yang, C. (2024). Teachers' emotional intelligence and organizational commitment: A moderated mediation model of teachers' psychological well-being and principal transformational leadership. *Behavioral Sciences, 14*(4), 345. https://doi.org/10.3390/bs14040345

Li, T., Yu, L., Wang, C., & Zhang, H. (2024). Teacher-Student relationships and student engagement: A longitudinal multilevel study of low-achieving elementary students. *Contemporary Educational Psychology, 69,* 102149. https://doi.org/10.1016/j.cedpsych.2022.102149

Liu, X., Li, X., & Zhang, Y. (2024). Teacher-Student relationships and academic engagement in higher education: The mediating roles of perceived social support and academic pressure. *Frontiers in Psychology, 15,* 1369916. https://doi.org/10.3389/fpsyg.2024.1369916

Magro, S. W., Hobbs, K. A., Li, P. H., Swenson, P., Riegelman, A., Rios, J. A., & Roisman, G. I. (2023). Meta-analytic associations between the Student-Teacher Relationship Scale and students' social competence with peers. *School Psychology Review, 53*(1), 38–54. https://doi.org/10.1080/2372966X.2023.2183789

Maharjan, M., Pokhrel, S. K., Pokhrel, L., & Giri, B. (2024). Workplace spirituality and organizational citizenship behavior: An empirical evidence on teachers of Nepali management colleges. *The Journal of Business and Management, 8*(2), 80-97. https://doi.org/10.3126/jbm.v8i2.76131

Maharaj, A., Levecque, K., & Vanderlinde, R. (2022). Emotional intelligence and teachers' emotion regulation: Effects on burnout and classroom practices. *Frontiers in Psychology, 13,* 921343. https://doi.org/10.3389/fpsyg.2022.921343

Mayer, J. D., Salovey, P., & Caruso, D. R. (2004). Emotional intelligence: Theory, findings, and implications. *Psychological Inquiry, 15*(3), 197-215. DOI: 10.1207/s15327965pli1503_02

Merida-Lopez, S., & Extremera, N. (2023). Exploring positive Teacher-Student relationships: The synergy of teacher mindfulness and emotional intelligence. *Frontiers in Psychology, 14,*1301786. https://doi.org/10.3389/fpsyg.2023.1301786

Mowday, R.T., Steers, R.M., & Porter, L.W. (1979). The measurement of organizational commitment. *Journal of Vocational Behavior, 14*(2), 224-247. Doi: 10.1016/0001-8791(79)90072-1

Sekaran, U., & Bougie, R. (2016). *Research methods for business: A skill-building approach* (7th ed.). West Sussex, UK: Wiley.

Yin, H., Huang, S., & Wang, W. (2021). The role of teacher emotional intelligence in classroom emotional climate and student outcomes. *Frontiers in Psychology, 12,* 695067. https://doi.org/10.3389/fpsyg.2021.695067