The Teacher's Emotional Culture: A Self-Education Framework for Students' Emotional Development

Lilia Țurcan[1] Maia Borozan[2][2]

Objectives: The purpose of this research is to substantiate the significance and formative impact of the teacher's emotional culture on students' emotional development through self-education, within the context of contemporary societal challenges. The study aims to elucidate the values embedded in the teacher's emotional culture as a model of balanced conduct and to demonstrate that self-education may serve as a meaningful contributor to the emotional development of students. **Prior Work:** The framework builds upon existing scholarship regarding the theoretical foundations of teacher emotional culture, the importance of developing students' emotional intelligence, and the pedagogical value of self-directed learning. **Approach:** Synthesizing insights from educational psychology, affective neuroscience, and contemporary pedagogy, the inquiry analyzes conceptual definitions of emotional culture, identifies core values in emotional development, examines the axiology of emotional development processes, and models the pedagogical relationship between teachers' emotional culture and students' self-directed emotional learning. **Results:** An evidence-based framework demonstrates how teachers' emotional culture exerts a sustained, multidimensional influence on students' emotional development. Significant impacts are observed across three domains: enhancement of academic engagement and performance, strengthening of psychological resilience and well-being, and development of prosocial competencies. **Implications:** Findings are particularly relevant to educational researchers, schoolteachers, parents, students, and other stakeholders interested in emotional self-education, as they reveal the influence of the teacher's emotional culture on students' motivation and self-esteem. **Research Value:** The value lies in its axiological emphasis on the promotion of emotional

---

[1] PhD, Associate Professor, Ion Creangă State Pedagogical University of Chisinau, Republic of Moldova, lilianaturcan25@yahoo.com.

[2] Dr. Habil., Full Professor, Ion Creangă State Pedagogical University of Chisinau, Republic of Moldova, mayacojocari@yahoo.com.

culture, substantiated through references to authoritative scholars, and in its comprehensive articulation of the processual impact exerted by teachers' emotional culture on students' emotional development.

Keywords: emotional culture; emotional intelligence; emotional competencies; teachers; students

Introduction

The relevance of contemporary research on international standards for teachers' professional competencies emphasizes the continuous development of pedagogical skills. According to Johnson and Golombek (2002, as cited in Karimi et al., 2022), professional development emerges from a process of reshaping teachers' existing knowledge, beliefs, and practices rather than simply imposing new theories, methods, or materials on teachers. From this perspective, teachers are able to develop their personal and professional knowledge and experiences socially over time. The integration of affective skills into classroom practices has become an essential dimension of contemporary pedagogy, emphasizing the development of emotional and social competencies alongside academic achievement. Effective classroom practice in this regard is not characterized by discrete lessons in emotional intelligence, but by the sustained incorporation of pedagogical strategies that activate emotional engagement and interpersonal growth.

Despite the growing scholarly attention to affective education, a notable gap persists in the literature regarding how these concepts are perceived and implemented by teachers themselves (Uslukaya & Yalçın, 2025). Teachers' professional effectiveness is closely tied to their emotional culture, which fosters curiosity, creativity, ingenuity, and pedagogical innovation. Emotional culture not only shapes instructional efficacy and academic outcomes but also influences teachers' relational capacities, enabling them to recognize and respond to students' emotional needs and to cultivate supportive, emotionally resonant learning environments. Accordingly, professional development extends beyond subject knowledge, rational decision-making, and the careful selection of curricular resources; it must also encompass the capacity to nurture students' cultural and emotional growth.

To fully conceptualize its impact on teaching practice, a precise definition of this multifaceted construct is necessary. Emotion, while central to all human behavior, remains difficult to measure and interpret because of its dynamic and context-dependent nature (Karimi et al., 2022). Within the educational sphere, emotional culture can be understood as a comprehensive system of affective, communicative, and intrapersonal regulatory mechanisms through which teachers cultivate self-

awareness, emotional acceptance, and the ability to manage both their own emotional states and those of their students. This integrative framework serves as a mediating structure that connects instructional efficacy with the quality of teacher–student and collegial relationships, while also shaping the broader trajectory of teachers' personal and professional development. Both theoretical analyses and practical teaching experience point to a direct correspondence between teachers' emotional culture and their professional achievement. Contemporary societal advancement depends on integrating scientific knowledge with the art of personality development, with particular emphasis on fostering and transmitting cultural values. Thus, teachers function not only as facilitators of learning but also as active promoters and creators of cultural and educational values.

This conceptual understanding can be further operationalized by examining the core structural components of emotional culture within the pedagogical context. For educators, emotional culture constitutes a specialized dimension of professional formation, emerging from the dynamic interplay between personal development and the structural mechanisms that support emotional functioning. This interplay is modeled in Figure 1, which delineates five constitutive components: *self-image and social awareness, motivational-normative orientation, cognitive and experiential understanding, connotative and cultural interpretation, and relational and communicative competence.*
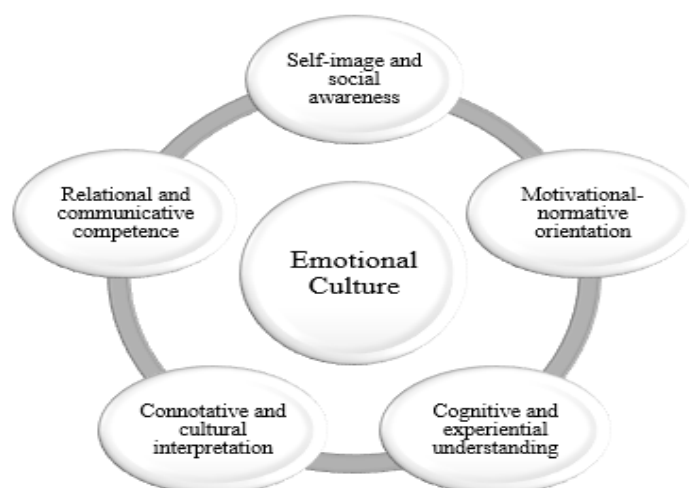

Figure 1. Components of Emotional Culture Relevant to Teachers Professional Identity and Practice

Understanding these components in relation to one another provides educators with a foundation for cultivating emotional culture as part of their pedagogical practice. By recognizing how each dimension informs both professional growth and interpersonal interaction, educators can more effectively align their personal development with the broader demands of the educational context.

Core Components of Teachers' Emotional Culture

➢ *Self-Image and Social Awareness*. This component encompasses a teacher's *self-perception*, including beliefs about professional competence, personal value, and the role within the classroom. It also involves *interpersonal awareness*, which is the ability to recognize and understand the emotions and perspectives of students, colleagues, and others in the school environment. A key aspect of this dimension is *assertiveness*, the capacity to communicate needs, boundaries, and viewpoints clearly and respectfully. This component highlights the critical balance between internal self-understanding and external awareness of others' emotional states.

➢ *Motivational-Normative Orientation*. This refers to the *internal values, ethical principles, and social norms* that guide a teacher's emotional behavior and professional decision-making. It dictates how teachers manage their emotions, respond to challenges, and uphold integrity, fairness, and consistency in their relationships with students and colleagues. This component emphasizes the moral and ethical compass that directs a teacher's emotional expression and professional conduct.

➢ *Cognitive and Experiential Understanding of Emotion*. This dimension combines the a teacher's *conceptual knowledge of emotion* (e.g., identifying, labeling, and analyzing emotional states) with the *personal, lived experience of emotion.* These aspects enable teachers to reflect on emotional situations, understand their causes and effects, and respond with empathy and insight. It underscores the integration of intellectual understanding with personal emotional experience to foster thoughtful responses.

➢ *Connotative and Cultural Interpretation*. This component highlights how *emotional meaning is shaped by personal history, cultural background, and shared educational narratives*. Teachers' interpretations and expressions of emotion are influenced by their identity, professional training, community context, and the cultural norms of the school environment. This

acknowledges that emotions are not universally understood or expressed but are deeply intertwined with cultural and personal lenses.

➤ *Relational and Communicative Competence.* This includes the *emotional and social skills* necessary to sustain healthy, respectful, and productive relationships. Key elements are *emotional regulation, active listening, empathy, conflict resolution, and the ability to engage inclusively* with students, colleagues, and families. These competencies are grounded in values that support ethical and equitable engagement across diverse educational settings, emphasizing the practical application of emotional intelligence in interpersonal interactions.

These components show how *emotional culture shapes a teacher's professional identity and practice.* This specific understanding is powerfully supported and deepened by broader academic views, which define emotional culture as:

➤ a constellation of competencies responsible for the regulation and direction of emotional energy (Sunil Kumar, 2003; Lord, Klimiski, & Kanfer);

➤ a significant organizational resource that influences institutional functionality and cohesion (Ferres & Connell, 2004); (c) a factor contributing to managerial performance and effectiveness (Slaski & Cartwright, 2002);

➤ an integral component of emotional leadership systems, particularly within leadership dynamics (Ashkanasy, 2002);

➤ a mechanism for perceiving and managing occupational stress (Nickolaou & Tsaousis; Oginska-Bulik);

➤ a determinant of life satisfaction and overall well-being (Palmer, Donaldson, & Stough).

Emotional culture is thus a multidimensional construct, organically integrated within the structure of personality and shaped by socio-professional contexts. It encapsulates socially acquired behaviors, which are articulated through emotional competencies. This intricate system of affective competencies is cultivated and operationalized by educators to enhance their effectiveness across both instructional and interpersonal domains. The functional expression of emotional culture is manifested in the ability to identify and anticipate emotional states, respond adaptively to affective dynamics, regulate one's own attitudes and behaviors,

interpret nonverbal and paraverbal cues, and maintain emotionally constructive engagement in a range of professional interactions.

Given this framework, it becomes clear that a teacher's emotional culture is not ancillary, but foundational to their professional identity. It is not merely an incidental byproduct of experience but the outcome of intentional self-education, reflective practice, and sustained personal development. Through the embodiment of emotional maturity, educators act as authentic role models, communicating values not only through verbal instruction but also through emotionally attuned, consistent behavior. Corcoran and Tormey (2012) support this perspective, emphasizing that emotional intelligence (EI) is a core dimension of teacher professionalism, shaping both classroom dynamics and pedagogical effectiveness. Their empirical research demonstrates that structured, targeted training can significantly enhance teachers' emotional competencies. This, in turn, fosters student engagement, improves classroom management, and mitigates burnout. From this understanding, it becomes evident that systematically integrating emotional intelligence development into teacher education programs is essential. Such integration prepares educators to navigate the emotional complexities of teaching with responsiveness, resilience, and ethical awareness.

The emotional development of educators therefore constitutes a strategic asset for educational institutions, directly influencing students' socio-emotional well-being and academic engagement. In a contemporary context defined by rapid change and increasing complexity, emotionally grounded educators ensure that learners receive a holistic education, one that extends beyond academic attainment to encompass the cultivation of interpersonal competence and emotional resilience. These abilities equip learners with the skills necessary to navigate relationships and maintain inner balance, both essential for lifelong success.

This professional ethos is reflected in educators' continual efforts to analyze and integrate values into their deontological behavior, an indicator of psychological maturity essential for guiding human development. Cultural values, derived from both theoretical frameworks and lived experience, serve as guiding landmarks for navigating the complexities of contemporary society. As such, communication rooted in emotional culture is increasingly recognized as "the key to excellence and harmonious coexistence," enhancing relational quality, institutional effectiveness, and community prosperity within the pedagogical sphere.

The most compelling validation of this ethos lies in its measurable impact on students. A teacher's emotional culture plays a critical role in shaping students' emotional development. By fostering a supportive learning environment, modeling positive emotional behaviors, and promoting emotional intelligence, teachers contribute meaningfully to students' academic success and emotional well-being.

This emotional culture is not abstract; it is operationalized through concrete, empirically supported practices. Viktor Y. Gelman (2023) outlines practical strategies for cultivating emotional culture in educational settings, including:

1. *Emotional stimulation* – using stimuli that evoke emotional responses such as empathy and engagement.

2. *Focus on emotional expressions* – encouraging awareness of emotional manifestations in self and others.

3. *Highlighting appropriate emotional behavior* – drawing attention to correct and incorrect emotional responses.

4. *Group-based education* – fostering group norms and managing group emotions during instruction.

5. *Teacher's personal example* – modeling emotional competence through authentic behavior.

6. *Development of emotional reflection* – promoting students' ability to observe, analyze, and reflect on their emotional experiences.

7. *Individualized emotional assessment* – using tools like the EmIn test to tailor support based on students' EI levels.

8. *Psychological testing* – employing structured tools such as the EmIn questionnaire to measure emotional intelligence components.

9. *Use of emotional situations in practice* – creating emotionally engaging activities to foster awareness and growth.

10. *Analysis of emotional behavior* – facilitating discussion and correction of emotional responses through case studies and reflection.

Investing in teachers' emotional competencies not only improves the school climate but also supports the healthy development of students. Teachers with high emotional awareness are better equipped to manage stress, resolve conflicts, and maintain professionalism even in challenging situations. This self-awareness also enables them to reflect on their own emotional reactions, apply coping strategies, and sustain

a positive learning environment. Moreover, the ability to recognize, understand, and manage both personal and student emotions is foundational to effective teaching.

A teacher's emotional culture represents a dynamic aspect of personality, integrating intrapersonal insight with relational effectiveness. It functions as a system of affective competencies, cultivated to enhance socio–professional success. When expressed through emotionally intelligent and charismatic communication, it becomes both a catalyst for professional fulfillment and a vehicle for transmitting core emotional values.

Building on this foundation, the practical outcome of an integrated emotional culture is a transformed classroom dynamic. When teachers demonstrate emotional self-regulation and employ assertive, constructive communication, they not only model adaptive emotional behavior but also cultivate a climate of psychological safety in which students feel free to express their emotions and engage actively in learning. This empathetic approach fosters trust, encourages collaboration and mutual respect, and integrates emotional literacy into the curriculum through role-play, guided discussions, and targeted activities designed to enhance emotional competence. Such dynamics, in turn, require a reconsideration of the ethical and professional responsibilities involved in fostering emotional values within socio-educational contexts.

This shift in classroom dynamics resonates with broader changes in contemporary education. Current pedagogical paradigms emphasize not only the transmission of knowledge but also the holistic development of the learner's personality across cognitive, emotional, and social dimensions. Research has consistently shown (Hargreaves, 2000; Goleman, 1995; Salovey & Mayer, 1997) that both academic achievement and social adjustment are significantly influenced by emotional intelligence and the ability to regulate emotional states. Accordingly, the role of the teacher must extend beyond that of a knowledge facilitator to encompass the function of a model of emotional culture, a role that requires a deliberate and sustained process of emotional self-education.

This understanding gains further depth when viewed through its social dimension. Simonova (2016) defines emotional culture as the shared norms, representations, and ideologies that shape how emotions are experienced, expressed, and understood, emphasizing that emotions are conditioned by cultural values and practices acquired through socialization. Emotions, she argues, are complex, multi-component phenomena involving physiological, cognitive, and expressive aspects, all regulated

by cultural rules. Consequently, emotional culture governs emotional behavior and perception in social contexts, making emotions a cultural and social phenomenon rather than solely individual or biological responses. Complementing this, institutional models in the contemporary literature (Ashkanasy, 2002) conceptualize emotional culture as a structured system of values, norms, and practices that shape organizational environments and strengthen collective efficacy. Applied to education, this perspective positions the teacher not as an isolated practitioner but as an active participant in a broader emotional ecology that influences group cohesion and the overall quality of the school climate.

From this perspective, the necessity of emotional self-education for teachers becomes evident. The complex and multifaceted pressures inherent in the school environment, including managing student diversity, resolving interpersonal conflicts, and balancing curricular demands with the affective needs of learners, demand sustained emotional growth. Without this dimension, teaching risks becoming a purely procedural task, deprived of substantive influence on the holistic development of students.

Empirical evidence highlights the contrast between teachers who possess a well-developed emotional culture and those who do not. Teachers with strong emotional culture refrain from impulsive reactions to disruptive behaviors; instead, they employ regulation strategies such as conscious breathing and cognitive reframing. These techniques, reinforced by assertive communication, help de-escalate tension and foster a constructive learning atmosphere. By contrast, educators lacking emotional competence may inadvertently transfer their stress to students, thereby undermining learners' motivation and emotional well-being. In this regard, Sadovei (2019) emphasizes that a teacher's emotional culture serves as a significant predictor of students' capacity to manage stress and develop socio-emotional resilience.

The consequences of a deficit in emotional competence are wide-ranging, a point further illuminated by sociological research into the fabric of emotional experience. Goleman (1995) emphasizes that the emotional development of both educators and students represents a key determinant of life success, extending well beyond professional effectiveness and academic achievement. Pedagogical observations also indicate a strong correlation between affective stability and professional effectiveness. In this sense, insufficiently developed emotional competence may manifest as deficits in affective energy, emotional lability, agitation, apathy, weakened regulation, slower adaptation to practicum demands, reduced emotional

expressivity and creativity, diminished resilience, and chronic stress caused by occupational strain.

These findings underscore the necessity of a structured sociological framework for understanding emotional development. Building on this perspective, Simonova (2021) identifies key imperatives within the sociology of emotions, offering a systematic framework for understanding how emotional culture is shaped and sustained in social contexts, including education. These imperatives, summarized in Table 1, articulate the normative pressures that govern emotional life and highlight the multidimensional role of emotions in shaping interpersonal relationships and professional development.

Table 1. Emotional Imperatives Identified by Simonova (2021)

Emotional Imperative	Characterization
Rational control over emotions	Individuals are expected to actively manage and regulate their feelings, particularly negative ones, using rational strategies such as emotional intelligence and self-control mechanisms.
Compulsive desire to be and look happy	Societal norms encourage constant pursuit of happiness and presenting an image of well-being, often through cultivating positive emotions and consumerist practices.
Avoidance of negative feelings	Modern society promotes minimizing or suppressing unpleasant emotions like sadness, shame, or grief, often through therapeutic or self-help practices.
Individual guilt for failures	People internalize blame for setbacks or social failures, experiencing guilt as a reflection of norms emphasizing personal accountability.
Righteous indignation or grievance	Experiencing justified offense or resentment affirms moral standing and self-identity, often connected to social justice or group identity.
Pursuit of authentic feelings	There is an internal moral obligation to express true, sincere emotions, emphasizing authenticity and honesty in self-presentation.

Emotional Imperative	Characterization
Happiness as a life goal	Personal happiness is regarded as the primary objective of life, with practices oriented toward its continuous pursuit through consumption and self-improvement.
Desire for excitement and thrill-seeking	Norms valorize intense, stimulating experiences (e.g., adventure, travel) as evidence of a full and meaningful life, driven by the pursuit of authentic emotional highs.
Norm of nostalgia	Individuals are encouraged to seek comfort in memories and traditions, longing for the stability and emotional authenticity of the past amid social change.
Empathy, compassion, and solidarity	Social norms expect concern for others and acts of solidarity, although these can be mediated by social and capitalist frameworks, sometimes leading to performative care.
Avoidance of shame and humiliation	Individuals minimize feelings of shame and present themselves positively, suppressing failures or inadequacies to maintain social approval and self-esteem.
Expression of vulnerability and emotional openness	Societal norms encourage acknowledging and expressing feelings like fear, anxiety, and vulnerability, linked to authenticity, mental health awareness, and self-disclosure.

The imperatives outlined in Table 1 illustrate that emotions are central to the educational process rather than peripheral events, governed by both explicit and implicit social rules. They influence interpersonal relationships, professional development, and the broader dynamics of the educational environment, which constitutes a complex social and emotional space. Within this context, students and teachers alike face continuous emotional challenges, with stress being a common correlate of educational life. Because stress is inevitable, cultivating emotional awareness and regulation skills is essential to mitigate its negative effects, particularly during the formative years of schooling. Time spent in school plays a critical role in shaping students' thinking, motivation, and decision-making, as they develop their social and professional identities through emotional experiences and personal values. Furthermore, the manner in which students are assessed is often

closely tied to the teacher's ability to exercise emotional intelligence, provide consistent support, and foster a positive emotional climate.

A central challenge in contemporary educational contexts is the regulation of emotional impulsivity. Educators may experience abrupt emotional reactions that can result in maladaptive instructional responses and reinforce the perception that affectivity lacks rational grounding. As Roco (2004) asserts, emotional culture functions as a "psychic sentinel," providing internal signals during moments of affective tension and thereby guiding decision-making processes. This form of awareness enables educators to respond appropriately to the multifaceted situations encountered in the classroom.

Emotions serve as integral components of pedagogical practice, informing judgment, facilitating the establishment of interpersonal boundaries, and supporting coherent communication and collaboration. Emotional responses offer essential cues for maintaining psychological well-being. When recognized and cultivated at a higher cultural level, emotions assume an adaptive role, thereby contributing to the effectiveness of educational interaction.

The transmission of this adaptive capacity occurs predominantly through the process of modeling. In accordance with Albert Bandura's Social Learning Theory (1977), students tend to observe, internalize, and reproduce the behavioral and emotional dispositions exhibited by their teachers. An educator who possesses a well-developed emotional culture:

- Contributes to the reduction of academic anxiety and fosters intrinsic motivation;

- Assists learners in acquiring skills related to emotional self-regulation and assertive communication;

- Establishes a classroom climate that encourages constructive engagement with error as a component of the learning process.

The cultivation of emotional culture within teaching practice is therefore a fundamental requirement in contemporary education. Through the deliberate development of self-awareness, emotional regulation, and reflective capacity, teachers model resilience and emotional stability. As Daniel Goleman (1995) has noted, "emotionally intelligent teachers educate not only minds but also character." Within the broader social context, characterized by elevated levels of stress, anxiety,

and fragmentation, the emotionally competent teacher contributes not merely to knowledge transmission but to the moral and social formation of students.

This consideration highlights the need for the systematic incorporation of emotional competencies into both initial teacher education and ongoing professional development. A coherent and organizationally embedded approach is required. Drawing on the insights of Shingaev, the enhancement of emotional intelligence in educators is most effectively achieved through structured in-house training programs. These initiatives are designed to establish educational environments conducive to emotional skill development and should include modules that address the physiological and psychological foundations of emotions, the articulation and recognition of emotional states, and the application of self-regulation strategies to manage emotional responses. Methodologically, such programs may incorporate lectures, interactive activities, role-play scenarios, case analyses, and self-assessment instruments. These pedagogical tools support the acquisition of competencies including emotional self-awareness, empathy, regulation of affect, and interpersonal effectiveness.

While individual agency remains relevant, the significance of institutional support and the provision of continuous professional learning opportunities cannot be overstated. Through such systemic efforts, educators are better equipped to foster emotionally responsive classroom environments, thereby enhancing both their professional practice and the overall quality of the educational experience.

In **conclusion**, the examination of the theoretical framework concerning the investigated problem highlights the significant influence of a teacher's emotional culture on students' emotional development through self-education. A teacher's emotional culture is expressed through personality traits, emotional competencies, convictions, values, attitudes, and affective behaviors. This integrated system enables teachers to express, understand, regulate, and integrate emotions within educational communication, thereby modeling constructive emotional conduct for their students. In line with Bandura's social learning theory, the teacher's pedagogical conduct functions as a model from which students acquire behavioral patterns through observation and imitation. Emotional stability and mindful practices demonstrated by teachers directly shape the classroom climate, the quality of relationships, and students' capacity for self-regulation, including strategies such as mindfulness, keeping emotional journals, and engaging in emotional intelligence–building activities. Genuine emotional exchanges between teachers and students further create a safe and constructive environment in which emotions are consciously

expressed and regulated. This space of emotional safety supports resilience, empathy, and inclusion, contributing to both student development and the teacher's professional fulfillment. Further research should address the levels of emotional culture among teachers across different educational stages, the correlations between teachers' emotional culture and students' social skills, and the design of training programs aimed at enhancing teachers' emotional competencies. Continuous emotional self-education must be integrated into both initial and ongoing professional development, while school-wide intervention frameworks could strengthen emotional development at an institutional level, ensuring meaningful long-term benefits.

References

Ashkanasy, N. M. (2002). Studies of cognition and emotion in organizations: Attribution, affective events, emotional intelligence, and perception of emotion. *Australian Journal of Management, 27*(s1), 11–20.

Bartosh, D. K. (2019). *The role of emotional culture in pedagogical interaction*. Cyberleninka.

Brackett, M. A., Rivers, S. E., & Salovey, P. (2019). *Emotional intelligence: Skills for leading and learning.* New York: HarperCollins.

Corcoran, R. P., & Tormey, R. (2012). *Developing emotionally competent teachers: Emotional intelligence and pre-service teacher education*. Peter Lang.

Day, C. & Leitch, R. (2001). *Teachers and emotions: The role of emotional intelligence in teaching.*

Ferres, N., & Connell, J. (2004). Emotional intelligence in leaders: An antidote to cynicism. *Academy of Management Review, 29*(4), 501–502.

Gelman, V. Y. (2023). Methods for developing emotional culture in educational settings. *Journal of Educational Psychology,* XX(X), 17–26.

Goleman, D. (1995). *Emotional intelligence*. New York: Bantam Books.

Goleman, D. (2006). *Social intelligence: The new science of human relationships*. New York: Bantam Dell.

Hargreaves, A. (2000). Mixed emotions: Teachers' perceptions of their interactions with students. *Teaching and Teacher Education*, *16*(8), 811–826.

Karimi, M. N., Khazraie, M., & Mansouri, B. (2022). *A review-based model of the interactions of emotions, psychological well-being and personal/professional development among language teachers.* In Mansouri, B., Herrera, L. J. P., & Karimi, M. N. (Eds.). *Teacher emotions as personal and professional development in applied linguistics,* 19–35. Channel View Publications.

Kremenitzer, J. P., & Miller, R. (2008). Emotional intelligence in teacher education. *Teacher Educator*, 43(3), 153–173.

Oginska-Bulik, N. (2005). Emotional intelligence in the workplace: Exploring its effects on occupational stress and health outcomes in human service workers. *International Journal of Occupational Medicine and Environmental Health*, *18*(2), 167–175.

Palmer, B., Donaldson, C., & Stough, C. (2004). Emotional intelligence and life satisfaction. *Personality and Individual Differences*, *33*(7), 1091–1100.

Rachkovskaya, N. A. (2018). *The future teachers' emotional culture development as a professional growth resource*. Cyberleninka.

Roco, M. (2001). *Creativitate și inteligență emoțională/Creativity and emotional intelligence*. Iasi: Polirom.

Sadovei, L. (2019). Comunicarea didactică și valorile culturii emoționale/Didactic communication and the values of emotional culture. *Studia Universitatis Moldaviae, Educational Sciences*, *9*(129), 52-56.

Salovey, P., & Mayer, J. D. (1997). *Emotional development and emotional intelligence: Educational implications.* New York: Basic Books.

Shingaev, S. M. (2019). Возможности внутрифирменного обучения в развитии эмоционального интеллекта педагогов [Possibilities of internal training in development of emotional intelligence of teachers]. *Научно-теоретический журнал*, (38), 24-31.

Ashkanasy, N. M. (2002). Studies of cognition and emotion in organizations: Attribution, affective events, emotional intelligence, and perception of emotion. *Australian Journal of Management*, *27*(s1), 11–20.

Simonova, O. A. (2016). Basic principles of the sociology of emotions. *Vestnik SPbSU. Series 12*(4), 12–26.

Slaski, M., & Cartwright, S. (2002). Health, performance and emotional intelligence: An exploratory study of retail managers. *Stress and Health*, *18*(2), 63–68.

Uslukaya, A., & Yalçın, M. T. (2025). Teachers' perceptions of affective skill development and associated barriers: Strategies and policy implications in secondary education. In Uslukaya, A., Demirdis, B. & Yalçın, M. (Eds.). *Holistic approaches to teacher development: leadership, pedagogical practices, and cognitive insights*, 69–98. IGI Global Scientific Publishing.