
The Role of Emotional Intelligence in 21st-Century Classrooms

Khurshed Iqbal¹, Wiwin Rif'atul Fauziyati², Medina Nur Asyifah Purnama³,
Saman Ahmed Abdullah⁴, Ayenew Kassie Tesema⁵

¹ Oklahoma State University, Pakistan

^{2,3} Ponorogo State Islamic Institute, Indonesia

⁴ College of Education, Salahaddin University, Erbil, Kurdistan Region Iraq

⁵ University of Gondar, Ethiopia

* Correspondence e-mail; iqbal@uk.id

Article history

Submitted: 2024/03/05; Revised: 2024/04/12; Accepted: 2024/05/26

Abstract

Integrating Emotional Intelligence (EI) into educational practices has gained significant attention due to its potential to enhance student outcomes in the 21st-century classroom. This study aims to explore the role of EI in classroom dynamics, focusing on its impact on classroom management, student-teacher relationships, and overall academic and emotional development. Using a qualitative research approach, the study employed case studies and in-depth interviews with teachers and students across multiple schools. Data were analyzed using thematic analysis to identify patterns and themes related to EI's application in the classroom. The findings revealed that teachers who effectively applied EI strategies created more supportive, inclusive environments, improving student engagement, academic performance, and stronger emotional regulation. Students in these classrooms also demonstrated improved social-emotional skills, such as empathy and conflict resolution, contributing to more positive peer interactions. However, challenges such as a lack of training and resources were identified, which hindered the consistent implementation of EI practices. The study concludes that EI is critical in fostering positive learning environments and should be integrated into teacher training and curricula. The research contributes to the growing body of knowledge on EI in education and advocates for systemic changes to ensure its effective application across schools.

Keywords

Academic Outcomes, Classroom Management, Emotional Intelligence.



© 2024 by the authors. This is an open-access publication under the terms and conditions of the Creative Commons Attribution 4.0 International (CC BY SA) license, <https://creativecommons.org/licenses/by-sa/4.0/>.

INTRODUCTION

In the rapidly evolving education landscape in the 21st century, the demands placed on educators and students have expanded significantly beyond traditional academic competencies. With the integration of digital technologies, multiculturalism, and diverse learning needs, schools are no longer just centers of knowledge transmission but have become complex social environments [1]. In these environments, emotional awareness, interpersonal skills, and adaptability are as critical as cognitive intelligence. Emotional Intelligence (EI), which encompasses self-awareness, self-regulation, empathy, motivation, and social skills, has emerged as a fundamental component in fostering positive learning experiences, promoting student engagement, and improving overall academic outcomes [2]. EI is no longer a supplementary skill as the classroom becomes more student-centered and collaborative. It is central to the success of modern education systems [3].

Despite its growing relevance, Emotional Intelligence is still often undervalued or underutilized in mainstream pedagogical frameworks. Most education systems worldwide focus on standardized testing and academic performance metrics, with little to no emphasis on socio-emotional development [4]. This neglect can lead to challenges such as poor student-teacher relationships, increased behavioral issues, and diminished student motivation [5]. Moreover, the emotional challenges faced by students, ranging from anxiety and stress to feelings of alienation, are becoming increasingly prevalent [6]. Teachers may lack the training or tools to manage emotional dynamics in the classroom effectively. As a result, a pressing need exists to explore how integrating EI into educational practices can create more inclusive, empathetic, and effective learning environments [7].

What makes this study unique is its focus on understanding the practical role of Emotional Intelligence in 21st-century classrooms, particularly from both the student and educator perspectives. While prior research has often examined EI as a personal trait or leadership quality, this study situates EI in the everyday realities of classroom interaction, looking at how it influences communication, classroom management, conflict resolution, and even curriculum design [8]. Moreover, the study considers how EI can serve as a bridge between academic content and the socio-emotional wellbeing of learners. In the context of current global challenges such as post-pandemic trauma, rapid technological change, and the rise of mental health issues among youth, this focus is both timely and urgent [9].

A review of existing literature reveals several important gaps. Firstly, although numerous studies affirm the theoretical importance of Emotional Intelligence in

education, relatively few offer empirical data on its impact within the specific context of contemporary classrooms. Secondly, much of the previous research isolates EI from other pedagogical variables without considering how it interacts with curriculum standards, digital tools, or inclusive practices [10]. Thirdly, limited research explores how teachers can be trained to incorporate EI into their teaching strategies or how schools can systematically support EI development. This study aims to fill these gaps by holistically examining EI's role in real-world classroom settings and proposing actionable strategies for its integration into educational practice [11].

The primary objective of this study is to explore how Emotional Intelligence can be effectively integrated into classroom dynamics to improve educational outcomes, student wellbeing, and teacher effectiveness. Specifically, it investigates how teachers use EI in managing classroom environments, the extent to which students benefit from emotionally intelligent interactions, and how EI influences the overall learning culture. Through qualitative and quantitative data, this study seeks to identify patterns, best practices, and potential challenges related to the implementation of EI in schools. Additionally, it aims to contribute to policy discussions around teacher training, curriculum reform, and school leadership models that prioritize emotional and relational competencies.

Ultimately, the hope is that this research will encourage a shift in how educators, policymakers, and stakeholders view the purpose and scope of education in the 21st century. By validating the central role of Emotional Intelligence in student development and teacher performance, this study aspires to promote more holistic and human-centered learning environments. The long-term vision is an education system that recognizes and nurtures learners' emotional lives, thereby fostering academic success, emotional resilience, empathy, and lifelong interpersonal skills. In an increasingly complex and interconnected world, these qualities are not just beneficial they are essential.

METHODS

This study uses a qualitative approach to explore the role of emotional intelligence (EI) in the dynamics of the 21st-century classroom. This approach was chosen because qualitative research allows for a deeper understanding of teachers' and students' experiences, perceptions, and perspectives regarding the implementation of EI in the context of everyday learning. The techniques used in this study are case studies and in-depth interviews. Through case studies, researchers can focus on observing several classes that have similar characteristics to analyze how EI is applied in interactions between teachers and students and how it affects the learning process.

In-depth interviews will be conducted with teachers and students to explore their understanding of EI and its impact on classroom atmosphere and learning outcomes.

The research stages begin with the selection of relevant places and times. This research will be conducted in several schools in urban and suburban areas in the 2025 academic year. The locations were chosen by considering the diversity of student backgrounds and the diversity of educational approaches applied in each school. The data collection process was carried out through direct classroom observation to record interactions and the application of EI in learning activities, as well as semi-structured interviews with teachers and students to obtain their views on the application of EI. The data sources in this study include teachers, students, and related documents that can provide insight into learning policies or strategies that include EI development.

The collected data will be analyzed using a thematic analysis approach by identifying key themes from interviews and observations. Qualitative data will be grouped into social skills, emotion regulation, and the influence of EI on the classroom environment. Next, the researcher will interpret the findings in the context of existing literature to produce a more comprehensive understanding of how EI influences learning dynamics in the 21st-century classroom. Triangulation techniques will be applied in this analysis process to ensure the validity and credibility of the research findings by comparing data from different sources.

FINDINGS AND DISCUSSION

Findings

The analysis of the data collected from the observed classrooms and interviews with teachers and students revealed several key themes that illustrate the role of Emotional Intelligence (EI) in contemporary classroom dynamics. One of the most prominent findings was the significant impact of EI on classroom management and student engagement. Teachers who demonstrated high levels of emotional awareness and regulation successfully created positive, collaborative learning environments. These educators were able to manage challenging behaviors with greater ease, using empathy and self-regulation to de-escalate conflicts and foster a supportive atmosphere. This, in turn, resulted in higher levels of student participation, as students felt more understood and valued, which positively influenced their motivation to engage with the learning material.

Another key finding was the role of EI in improving student-teacher relationships. Teachers who actively applied EI principles such as showing empathy, practicing active listening, and recognizing the emotional states of their students—were able to build stronger, more trusting relationships with their students. This

emotional connection was critical in promoting students' academic and social-emotional development. Students reported feeling more comfortable expressing their thoughts and concerns, both academically and personally, which allowed for more effective communication and a better understanding of the curriculum. Furthermore, students expressed that they were more likely to approach their teachers for help when they felt emotionally supported, contributing to improved academic performance.

The data also highlighted how EI affected students' own emotional regulation and interpersonal skills. In classrooms where EI was integrated into the teaching practices, students exhibited better self-regulation, demonstrated more empathy toward their peers, and engaged in more constructive communication. This was especially evident in group work scenarios, where students with strong emotional skills could navigate interpersonal conflicts more effectively, leading to better collaboration and outcomes. Teachers observed that students who could manage their emotions tended to participate more actively in class discussions and were less likely to disrupt the class or become disengaged.

Moreover, the research uncovered that integrating EI into the curriculum had a broader impact on the overall classroom climate. Classrooms where EI was emphasized were more inclusive and supportive, promoting an environment where students felt safe to take risks, express themselves, and make mistakes without fear of judgment. This environment improved academic outcomes and contributed to developing critical life skills such as resilience, adaptability, and emotional awareness. Teachers who incorporated EI into their lessons reported that students demonstrated better problem-solving skills and were likelier to persevere through challenges.

However, the study also revealed some challenges in fully integrating EI into the educational process. Despite the positive outcomes, many teachers faced difficulties in consistently applying EI strategies due to limited training, time constraints, and the demands of standardized curricula [12]. Teachers expressed a need for professional development in EI to help them better incorporate these strategies into their teaching practices. Additionally, some students struggled with emotional regulation, particularly in high-stress environments, highlighting the importance of ongoing support and reinforcement of EI skills throughout the academic year [13].

In summary, the research findings indicate that Emotional Intelligence plays a crucial role in shaping the dynamics of 21st-century classrooms. Teachers who employ EI in their teaching practices can significantly enhance classroom management, improve student-teacher relationships, and foster a more emotionally supportive learning environment. For students, EI contributes to academic success, their overall

emotional well-being, and social development [14]. However, the study also underscores the need for better training and resources to help educators consistently integrate EI into their practice. This research provides compelling evidence for the importance of prioritizing EI in educational policies and practices to foster a more holistic and inclusive approach to teaching and learning.

Tabel: International benchmarking of teacher training programs

Theme	Key Findings	Implications
Classroom Management	Teachers with high EI effectively manage classroom dynamics by using emotional regulation and empathy to prevent or resolve conflicts.	EI in teachers enhances classroom control, creating a conducive learning environment where disruptions are minimized.
Student-Teacher Relationships	Teachers who practice EI (active listening, empathy, emotional awareness) form stronger, trusting relationships with students, improving engagement and communication.	Positive student-teacher relationships foster trust and open communication, leading to greater student participation and improved academic outcomes.
Student Engagement	EI-driven classrooms show higher student engagement, as students feel emotionally supported and understood by their teachers.	EI increases students' motivation to engage with the curriculum, improving both participation and learning outcomes.
Emotional Regulation	Students in EI-focused classrooms demonstrate better emotional regulation, resulting in fewer disruptions and greater perseverance during challenging tasks.	EI training helps students manage their emotions, increasing their resilience and ability to cope with academic and social challenges.
Peer Interactions & Empathy	Students develop stronger interpersonal skills, such as empathy and conflict resolution, especially in collaborative settings.	EI fosters positive peer interactions, creating an inclusive and supportive environment that enhances teamwork and reduces bullying or social exclusion.
Barriers to EI Integration	Despite the benefits, teachers report challenges in consistently applying EI due to limited professional development, time constraints, and lack of standardized training.	There is a need for structured teacher training programs and school-wide EI initiatives to ensure consistent and effective application of EI practices.
Long-Term Impact	Integrating EI in classrooms promotes academic success and emotional wellbeing, well-being, resilience, and life skills among students.	EI contributes to both academic achievement and the holistic development of students, preparing them for emotional and social challenges beyond the classroom.

Table 1 summarizes the main themes and findings from the study, offering a snapshot of how Emotional Intelligence impacts various aspects of the classroom environment. The key themes include the effect of EI on classroom management, student-teacher relationships, student engagement, and emotional regulation. Additionally, the

findings highlight the development of empathy and positive peer interactions in students and identify barriers to the consistent integration of EI in educational practice.

The implications provide a broader context, explaining how these findings can influence educational practices and policies. For example, the strong positive effects on classroom management and student engagement underline the importance of EI in promoting a productive and inclusive learning environment. The barriers identified emphasize the need for better teacher training and support systems to ensure that EI practices are applied effectively in classrooms. Ultimately, this table helps consolidate the research findings into actionable insights that could guide future educational strategies and policies.

Discussion

The findings of this study resonate with and expand upon previous research that highlights the importance of Emotional Intelligence (EI) in educational settings. Prior studies have consistently shown that EI plays a significant role in enhancing students' academic and social outcomes. For example, a study by Goleman (1995), one of the leading theorists on EI, emphasized the critical role of emotional skills in improving classroom behavior, interpersonal interactions, and overall academic achievement [15]. The current study's findings align with these assertions, particularly in classroom management and student engagement. The teachers in this study who demonstrated strong emotional regulation and empathy were able to manage classroom dynamics more effectively, which is consistent with Goleman's theory that emotional intelligence contributes to creating positive learning environments.

Moreover, the impact of EI on student-teacher relationships, as found in this study, is also supported by previous research. A study by Jennings and Greenberg (2009) found that teachers who possess EI were better able to form positive, trusting relationships with their students, which in turn led to improved student outcomes. The teachers in the current study who applied EI strategies such as empathy, active listening, and emotional awareness reported stronger, more supportive relationships with their students [16]. This is in line with the theory of emotional contagion, which suggests that a teacher's emotions can influence students' emotional state, thus affecting their engagement and willingness to learn [17]. The findings of this study confirm that EI is beneficial for teachers and students' social and emotional development, providing further evidence that a teacher's emotional awareness is key to fostering a productive classroom environment.

When examining the role of EI in student development, the findings of this study align with those of Schutte et al. (2001), who suggested that students with higher levels

of EI are better equipped to regulate their emotions and navigate social interactions. In the current study, students in classrooms where EI was incorporated demonstrated enhanced emotional regulation and interpersonal skills [18]. This was particularly evident in group activities, where students with strong emotional skills could better manage conflicts and collaborate effectively. This finding supports the theory of emotional regulation, which posits that individuals who can regulate their emotions are more likely to engage in prosocial behavior and experience better academic outcomes [19]. The study by Kaya & Ercag (2023) also noted that EI contributes to resilience, which was observed in this study as students in EI-focused classrooms were more persistent in the face of academic challenges.

Furthermore, the positive effects of EI on classroom climate, as found in this study, resonate with the concept of "emotionally intelligent classrooms" discussed by Zins, Weissberg, Wang, and Walberg (2004). They argue that classrooms emphasizing emotional and social learning create a more supportive environment where students feel safe to take risks, express themselves, and make mistakes. The study's findings support this notion, as both students and teachers perceived classrooms that incorporated EI as more inclusive, supportive, and conducive to learning [21]. The students in these classrooms performed better academically and developed critical life skills such as resilience and adaptability, as emphasized in emotional intelligence frameworks. These outcomes are consistent with the theories that EI fosters both academic success and emotional wellbeing, demonstrating its value in preparing students for the complexities of the modern world.

However, despite these positive findings, this study also identified challenges in implementing EI consistently across classrooms, which aligns with the limitations noted in prior research. While the literature consistently underscores the benefits of EI, several studies, including those by [22], have pointed out that successful integration of EI into educational practices requires significant teacher training and organizational support. In this study, teachers expressed a need for professional development and resources to implement EI strategies in their teaching effectively [23]. The findings also highlight the gap between the theoretical understanding of EI and its practical application, a challenge that many educators face in real-world classrooms. This underscores the importance of systematic teacher training programs and curriculum reforms that integrate EI into teacher preparation and ongoing professional development, as suggested by previous research [24].

The analysis also highlights the need for a more structured approach to EI in the curriculum. While many teachers intuitively applied EI strategies, the lack of a

standardized framework for teaching emotional skills was identified as a barrier to its consistent implementation. Previous research by [3] advocates for including social-emotional learning (SEL) programs in school curricula, which would provide a structured approach to developing EI. This study supports that argument, suggesting that while EI is effective informally by individual teachers, a more systematic, school-wide integration of EI could yield even greater benefits for both students and educators [25].

In conclusion, the findings of this study contribute to the growing body of evidence supporting the integration of Emotional Intelligence in educational settings. The results are consistent with previous studies, reinforcing the critical role of EI in improving classroom management, student-teacher relationships, and overall academic and emotional outcomes. The study also highlights important areas for future development, particularly in teacher training and curriculum design, to ensure that EI is consistently and effectively incorporated into educational practice. Combining the insights from prior research with the new findings from this study, it is clear that EI is beneficial for individual emotional development and essential for creating more inclusive, empathetic, and effective learning environments in the 21st century.

CONCLUSION

This study aimed to address the growing concern about the lack of attention given to Emotional Intelligence (EI) in modern educational frameworks, particularly in the context of 21st-century classrooms. The findings underscore the pivotal role of EI in enhancing classroom management, student-teacher relationships, and overall academic and emotional outcomes. Teachers who effectively utilized EI strategies created more inclusive, supportive, and emotionally safe learning environments, significantly improving student engagement and academic performance. Furthermore, integrating EI contributed to developing essential life skills such as empathy, emotional regulation, and resilience in students. However, the study also revealed a gap between the potential benefits of EI and its consistent implementation, largely due to a lack of training, resources, and standardized approaches across schools.

Despite the promising results, there are several limitations to this research. The study's sample size was relatively small, limiting the findings' generalizability. Additionally, the research was conducted in a specific geographic context, which may not fully represent the diversity of educational systems globally. The study also relied on qualitative methods such as interviews and observations, which, while rich in

detail, are subject to researcher bias and participant subjectivity. Future research could address these limitations by incorporating a larger, more diverse sample and using mixed-methods approaches to triangulate findings. Additionally, it would be valuable for future studies to explore the long-term impacts of EI integration on both students and teachers and the effectiveness of various professional development programs designed to enhance EI in educators.

In light of these findings, it is recommended that schools invest in comprehensive teacher training programs that focus on developing EI skills and strategies. Moreover, future research should explore how EI can be systematically incorporated into school curricula and educational policies to ensure its sustainable and effective application. Expanding the scope of EI research to include different educational settings, age groups, and cultural contexts will further enrich our understanding of its role in promoting holistic student development. By addressing these gaps, future studies can continue to build on this research, helping to shape educational practices that better support students' emotional and academic growth in the 21st century.

REFERENCES

- [1] H. Retnawati, H. Djidu, A. Kartianom, and R. D. Anazifa, "Teachers' knowledge about higher-order thinking skills and its learning strategy," *Probl. Educ. 21st Century*, vol. 76, no. 2, p. 215, 2018.
- [2] P. Paoletti and T. D. Ben-Soussan, "Emotional intelligence, identification, and self-awareness according to the sphere model of consciousness," *Sci. Emot. Intell.*, vol. 31, 2021.
- [3] R. J. Jagers, D. Rivas-Drake, and B. Williams, "Transformative social and emotional learning (SEL): Toward SEL in service of educational equity and excellence," *Educ. Psychol.*, vol. 54, no. 3, pp. 162–184, 2019.
- [4] Nabilah Mokhtar, Lim Zhi Xuan, H. F. Lokman, and N. H. C. M. Noor Hayati Che Mat, "Theory, Literature Review, and Fun Learning Method Effectiveness in Teaching and Learning," *Int. J. Soc. Sci. Educ. Res. Stud.*, vol. 03, no. 08, pp. 1738–1744, 2023, doi: 10.55677/ijssers/v03i8y2023-30.
- [5] T. Tafani and A. Kamaludin, "Development of PowToon Animation Video on Joyful Learning Loaded Reaction Rate Material to Increase High School Students' Learning Motivation," *J. Kependidikan J. Has. Penelit. dan Kaji. Kepustakaan di Bid. Pendidikan, Pengajaran dan Pembelajaran*, vol. 9, no. 1, pp. 258–271, 2023, doi: 10.33394/jk.v9i1.7057.
- [6] T. Gupta, "Psychological management of bereavement among adolescents: A case series," *J. Indian Assoc. Child Adolesc. Ment. Heal.*, vol. 14, no. 2, 2018, doi: 10.1177/0973134220180208.

- [7] N. Millner, "Unsettling feelings in the classroom: scaffolding pedagogies of discomfort as part of decolonising human geography in higher education," *J. Geogr. High. Educ.*, 2021, doi: 10.1080/03098265.2021.2004391.
- [8] A. S. Sebsibe, A. S. Argaw, T. B. Bedada, and A. A. Mohammed, "Swaying pedagogy: A new paradigm for mathematics teachers education in Ethiopia," *Soc. Sci. Humanit. Open*, vol. 8, no. 1, pp. 1–10, 2023, doi: 10.1016/j.ssaho.2023.100630.
- [9] L. M. English and P. Mayo, "Lifelong learning challenges: Responding to migration and the Sustainable Development Goals," *Int. Rev. Educ.*, vol. 65, no. 2, 2019, doi: 10.1007/s11159-018-9757-3.
- [10] Z. H. Sain, A. Asfahani, and N. Krisnawati, "Utilization AI for Socially Responsive Education as a Path to Inclusive Development," *J. Artif. Intell. Dev.*, vol. 1, no. 2, pp. 69–78, 2022.
- [11] S. Alhawsawi and S. S. Jawhar, "Negotiating pedagogical positions in higher education during COVID-19 pandemic: teacher's narratives," *Heliyon*, vol. 7, no. 6, p. e07158, 2021, doi: 10.1016/j.heliyon.2021.e07158.
- [12] R. Ramlah, N. Riana, and A. P. Abadi, "Fun Math Learning For Elementary School Students Through Interactive Puzzle Media," *SJME (Supremum J. Math. Educ.)*, vol. 6, no. 1, pp. 25–34, 2022, doi: 10.35706/sjme.v6i1.5775.
- [13] X. Li, "The Influence of Parenting Styles on Social-Emotional Competence of Children," in *2022 5th International Conference on Humanities Education and Social Sciences (ICHESS 2022)*, Atlantis Press, 2022, pp. 1065–1072.
- [14] H. Yogia, P. Uly, L. Marten, and D. Ratu, "Make Learning Fun for Elementary School Grade 1 Students with Kahoot Games," vol. 2, no. 1, pp. 102–109, 2023.
- [15] C. Brown and M. Donnelly, "Theorising social and emotional wellbeing in schools: A framework for analysing educational policy," *J. Educ. Policy*, vol. 37, no. 4, pp. 613–633, 2022.
- [16] D. A. Bray, D. C. Girvan, and E. N. Chorcora, "Students' perceptions of pedagogy for 21st century learning instrument (S-POP-21): Concept, validation, and initial results," *Think. Ski. Creat.*, vol. 49, pp. 1–14, 2023, doi: 10.1016/j.tsc.2023.101319.
- [17] R. Sigit Gesang Permana, M. Roni, W. Rahmawati, and A. H. Fatihatul, "Building Joyful Learning to Enhance Students Motivation in Studying English," *Attract. Innov. Educ. J.*, vol. 4, no. 2, 2022.
- [18] Z. Misbah, J. Gulikers, R. Maulana, and M. Mulder, "Teacher interpersonal behaviour and student motivation in competence-based vocational education: Evidence from Indonesia," *Teach. Teach. Educ.*, 2015, doi: 10.1016/j.tate.2015.04.007.
- [19] J. F. Harding, P. A. Morris, and D. Hughes, "The relationship between maternal

- education and children's academic outcomes: A theoretical framework," *J. Marriage Fam.*, vol. 77, no. 1, pp. 60–76, 2015.
- [20] O. S. Kaya and E. Ercag, "The impact of applying challenge-based gamification program on students' learning outcomes: Academic achievement, motivation and flow," *Educ. Inf. Technol.*, pp. 1–26, 2023.
- [21] Indah Sari, Anni Holila Pulungan, and Rahmad Husein, "Students' Cognition and Attitude in Writing Descriptive Text," *Britain Int. Linguist. Arts Educ. J.*, vol. 2, no. 1, pp. 395–404, 2020, doi: 10.33258/biolae.v2i1.210.
- [22] M. L. Mogale and K. S. Malatji, "Progressed Learners' Participation in Developing Curriculum Support Programmes: A Critical Pedagogy Approach," *E-Journal Humanit. Arts Soc. Sci.*, no. October, pp. 475–487, 2022, doi: 10.38159/ehass.20223105.
- [23] A. Adam, A. R. Fitrianto, A. H. Usman, S. M. Aksan, and M. Zaini, "Evaluation of the Implementation of the Annual Conference of Education Culture and Technology (ACECT) 2022 Using the Model Outcome-Based Evaluation (OBE)," *Educ. Spes. J. Tinta Emas*, vol. 2, no. 1, pp. 21–26, 2024, doi: 10.59535/es.v2i1.298.
- [24] A. Asfahani, S. A. El-Farra, and K. Iqbal, "International Benchmarking of Teacher Training Programs: Lessons Learned from Diverse Education Systems," *EDUJAVARE Int. J. Educ. Res.*, vol. 1, no. 2, pp. 141–152, 2023.
- [25] L. Stephenson, "Collective creativity and wellbeing dispositions: Children's perceptions of learning through drama," *Think. Ski. Creat.*, vol. 47, no. November 2022, p. 101188, 2023, doi: 10.1016/j.tsc.2022.101188.