Table S1. Search Strings

Component	Details
Databases	ERIC, PsycINFO, Scopus, Web of Science
Search Terms	("teacher emotional competence" OR "teacher emotional intelligence" OR "teacher socio-emotional skills" OR "emotional regulation" AND 'teacher empathy)AND ("student psychosocial well-being" OR "student mental health" OR "student emotional well-being" OR "student social development" OR "student behavior" OR "student psychological adjustment") AND (impact OR influence OR effect OR relationship OR association)
Search Limits	English language, peer-reviewed journals
Study Design	Quantitative, qualitative, or mixed methods studies
Population	Teachers (Primary and secondary) and their students (Learners)
Intervention/Exposure	Teachers' emotional competence (e.g., emotional intelligence, emotional awareness, regulation)
Outcome	Student outcomes related to psychosocial well-being (mental health, emotional adjustment, social behaviour)
Search Date	January 2015- September 2025

Table S2: Inclusion/Exclusion Criteria

Criteria	Inclusion	Exclusion
Population	Studies involving schoolteachers (pre-primary to secondary level and their students)	Studies focusing only on higher education (e,g university lecturers and students or non-teaching population)
Exposure/Intervention	Teacher's emotional competence (e.g. emotional intelligence, emotional regulation, socio-emotional skills)	Studies that did not specifically investigate teacher's emotional competence
Outcomes	Studies reporting on students' psychosocial well-being (e.g. emotional well-being, mental health, social adjustment, behavioural functioning)	Studies that do not report outcomes related to students' psychosocial well-being
Study design	Empirical studies: quantitative, qualitative or mixed methods	Theoretical papers, editorials, commentaries, book chapters or review without empirical data
Language	Studies published in English	Non-English publications
Time frame	Published between 2015 and 2025	Studies published before 2015
Publication Type	Peer-reviewed journal articles	Non-peer-reviewed journal articles

Table S3: Summary of included Studies

Nos	Authors, Year	Region	Study design	Sample size	Data Collection Instrument	Study's Findings
1	Collie, 2025a	Australia	Quantitative longitudinal study using structural equation modelling (SEM) across two time points (beginning and end of a school term).	368 Australian teachers (82% female, 17% male, 1% non-binary) from primary and secondary schools.	The Employee Perceived Social-Emotional Competence Scale—Short (Collie, 2023a	Perceived social-emotional competence enhances teachers' emotional regulation, relationships, and overall well-being, supported by leadership that fosters empathy, assertiveness, tolerance, and effective classroom interactions, ultimately leading to positive student outcomes.
2	Aldrup et al. (2020).	Germany	The study developed and validated a teachers' social-emotional competence instrument through three investigations, assessing reliability, factor structure, and convergent,	Study 1: N = 166 in-service teachers Study 2: N = 73 in-service teachers	Data collection utilized TRUST, a situational judgment test that assesses emotion regulation and	The study reveals that teachers' social-emotional competence has a strong predictive relationship with teacher-student relationships and well-being, thereby enhancing emotional support and fostering

			discriminant, and criterion validity for accuracy and consistency.	Study 3: N = 107 pre-service teachers	relationships, which was validated against MSCEIT, the Big Five, and measures of teacher well-being, interaction, and burnout to ensure reliability and accuracy.	stronger bonds that promote learners' psychosocial health and overall well-being.
3	Collie, 2025b	Australia	The study employed a two-wave longitudinal correlational design, using SEM to analyze relationships among variables over time, controlling for gender, personality, and teaching experience.	492 teachers at Time 1 339 teachers participated at Time 2 (31% attrition)	The Perceived Social-Emotional Competence Scale (PSEC) (5 items; Collie, 2023a)	The study examines teachers' social-emotional competence and psychological well-being, demonstrating that strong emotional skills foster supportive classrooms, enhance learners' psychosocial well-being, promote teacher retention, and create positive relational climates.
4	De Neve et al., 2023	Flanders, Belgium	Empirical research using psychometric network models and causal discovery analysis.	136 secondary school students	Questionnaires measuring emotion regulation difficulties, supportive relationships with teachers, peer relations, and student engagement (e.g., Difficulties in Emotion Regulation Scale Short Form, Adolescent Resilience Questionnaire).	The study reveals that teachers' emotional competence fosters supportive classrooms, thereby enhancing students' emotional and behavioral engagement, relationships, and psychosocial well-being. Conversely, deficits hinder motivation, relationships, and psychological thriving.
5	Fu et al., 2025	China	Cross-sectional quantitative study: mixed effects models (multilevel model) were used for data analysis, accounting for clustering at the school level and controlling for teacher- and school-level covariates	606 teachers	The Multidimensional Assessment of Teacher Social-Emotional Competence (MATSEC).	The study highlights the importance of teachers' social-emotional competence in promoting their own well-being, as well as positively influencing teacher-student relationships, learner engagement, and students' psychosocial and emotional health.
6	Kanbur, O., & Kirikkaleli, N. O. (2023)	Turkish Republic of Northern Cyprus	Quantitative research using a relational (correlational) survey model.	341 teachers	The Turkish version of the Rotterdam EQ Scale to assess teachers' emotional intelligence,	The study finds that teachers' social-emotional competence enhances well-being, reduces burnout, and improves stress management, emphasizing the value of SEC training for better teacher-student interactions and learners' psychosocial health.
7	Ma et al.,2023	China.	Cross-sectional quantitative study using structural equation modeling (SEM).	496 secondary school teachers (386 females, 110 males), aged 21 to 59 years (mean 37.61).	The Teacher Emotion Questionnaire	It emphasizes the significance of teachers' emotional competence (through emotional labor) in shaping the classroom environment, which directly affects learners' psychosocial well-being.

8	Zhang et al., 2025	China,	a cross-sectional quantitative design, utilizing a multilevel (hierarchical) modeling approach with random-intercept-only multilevel models (MLMs) to account for the nested structure of students within classrooms.	Students: 1,181 adolescents (Level 1 units) Teachers: 44 homeroom teachers (Level 2 units)	Data were collected using validated self-report instruments. Students completed the SSWQ, GSES, and SWLS to assess well-being and self-efficacy, while teachers completed the TSWQ. Demographics were also gathered from both groups.	Positive teacher emotions lead to improved classroom management and supportive relationships. In contrast, negative emotions contribute to teacher burnout, which has a detrimental impact on the classroom environment and student well-being.
9	Hem& Goroshit, 2016	Israel	a quantitative, cross-sectional study using structural equation modeling	312 teachers (71 females, 241 males), with a mean age of 40.6 years and an average of 14 years of teaching experience.	Empathy was measured with an adapted version of the Interpersonal Reactivity Index (IRI) modified for the school setting. Emotional self-efficacy was assessed with the Emotional Self-Efficacy Scale.	The study found emotional self-efficacy strongly predicts teachers' empathy, both directly and indirectly via teaching self-efficacy, highlighting that effective emotion regulation fosters supportive teacher–student relationships.
10	Keller & Becker, 2021	German-speaking Swiss cantons (Switzerland)	Two exploratory studies were conducted to examine teachers' emotions from both broad and moment-to-moment perspectives. Study 1 focused on trait-level assessments by collecting data from teachers and students to understand their general emotional tendencies and perceptions. Study 2 employed an experience sampling method to collect real-time emotional data from students, examining their immediate emotional experiences and interactions within the classroom.	Study 1: Teachers N=81, Students N=786 Study 2: Subsample of students N=128 (from Study 1)	Study 1 used paper questionnaires to assess teachers' trait emotions and emotional authenticity, while Study 2 employed electronic experience sampling to capture real-time classroom emotional experiences. .	The study found that teachers' authentic emotional expressions enhance students' well-being, while inauthentic displays harm it, highlighting emotion regulation as central to social-emotional competence and classroom climate.
11	Poulou & Garner, 2025	Greece	Quantitative cross-sectional survey using hierarchical linear modeling (HLM) to analyze questionnaire data.	One hundred twenty elementary school teachers from 15 Greek schools, along with questionnaires, were surveyed for a total of 382 students.	Self-Rated Emotional Intelligence Scale to assess their emotional competence, and the Teacher SEL Beliefs Scale to evaluate their commitment to social and emotional learning (SEL).	Teachers who perceive themselves as emotionally competent (i.e., able to recognize, understand, and regulate emotions) also report closer, warmer, and more positive relationships with their students.
12	Pahor & Nicholls,2025.	Australia	Qualitative phenomenological study using semi-structured interviews and inductive thematic analysis.	3 middle years teachers from one	Semi-structured, face-to-face interviews (20-30 minutes each) with open-	Teachers' emotional competence, encompassing self-efficacy, empathy, and relational skills, fosters the creation of safe

				Australian primary school.	ended questions, audio-recorded and transcribed.	and inclusive classrooms, thereby promoting students' sense of belonging, confidence, resilience, and overall psychosocial well-being.
13	Pakarinen, et al. (2020).	Finland	Longitudinal observational study using multilevel structural equation modeling (MSEM) with two measurement points (autumn and spring).	47 preschool classrooms, 47 teachers, 441 children (6-year-olds).	Teacher emotional support was measured through classroom observations with the Classroom Assessment Scoring System Pre-K (CLASS Pre-K). Children's social competence, including cooperation, empathy, impulsivity, and disruptiveness, was assessed using the Multisource Assessment of Social Competence Scale (MASCS) based on teacher ratings.	It demonstrates that teachers' emotional competence, manifested as emotional support in the classroom, plays a crucial role in fostering children's social competence and, by extension, their psychosocial well-being.
14	Odescalchi et al.,2025	Austria	Online survey with quantitative analysis, including standardized instruments and questionnaires	155 Austrian primary school teachers from mainstream schools155 Austrian primary school teachers from mainstream schools	Teachers' Relational Competence Scale (TRCS), Emotional Self-Efficacy scale, and the	The study highlights that teachers' interpersonal skills, particularly their ability to regulate emotions, remain mindful, and foster strong relationships, are crucial in promoting inclusion and psychosocial well-being among students.
15	Poulou, M. S., & Denham, S. A. (2022)	Greece	Quantitative survey with hierarchical linear modeling analysis	832 teachers (from local schools in Achaia prefecture, Greece) and 662 students rated by teachers	Teachers' emotional expressiveness was evaluated using the Self-Expressiveness in the Classroom Questionnaire (SEQ), which measures both positive and negative emotional displays.	Teachers' positive emotional expressiveness and regulation enhance students' social-emotional skills, school adjustment, engagement, and participation, while fostering supportive relationships and effective classroom management.
16	Shapira, N., & Amzalag, M. (2025)	Isreal	Mixed-methods study combining self-report questionnaires and qualitative content analysis of synchronous online group meetings during a TPD program.	122 teachers enrolled in a national online TPD program focused on social-emotional skills; the majority were female and from diverse cultural backgrounds in Israel	Teachers completed an online questionnaire adapted from validated social-emotional learning (SEL) tools to report on their own practices. Additionally, audio and video recordings of	Teachers' social-emotional competence is vital for students' development and achievement, as teachers' emotions and behaviors directly impact students' well-being and learning outcomes.

					synchronous Zoom meetings were analyzed qualitatively to observe and assess teachers' actual behaviors during collaborative tasks.	
17	Yin et al.,2023	China	Cross-sectional quantitative survey, utilizing a moderated mediation model tested via the PROCESS macro in SPSS.	8,625 valid adolescent participants	The study employed standardized tools: K6 for assessing psychological distress, SECS for evaluating students' social-emotional skills, TCBS for measuring teachers' supportive behaviors, and AES for assessing student academic engagement.	The study highlights how teachers' emotional competence shapes student interactions and learners' psychosocial well-being, emphasizing the gap between self-reported skills and actual classroom practices.
18	Zhou et al.,2025	Shanghai, People's Republic of China	Longitudinal study	452 adolescents (aged 16–19 years)	Various validated questionnaires measuring PSEC, subjective well-being, psychological distress, peer relationships, and teacher-student relationships.	The study found higher perceived social-emotional competence links to better mental health and well-being, highlighting adolescents' social-emotional skills and positive relationships as key supports for overall mental health.
19	Körkkö, M., & Lutovac, S. (2024)	Finland	Narrative categorical analysis	25 teachers (four interviews analyzed in detail	Narrative biographical interviews	The findings suggest that teachers with strong SEC can foster positive classroom environments, which in turn supports students' psychosocial development. Emotionally competent teachers are better equipped to manage classroom behavior and create supportive relationships, enhancing students' social, emotional, and academic outcomes.
20	Llorent, V. J., Yuste-Hidalgo, F., & Núñez-Flores, M. (2025).	Cordoba, Spain	Ex-post-facto cross-sectional multilevel study	731 secondary education teachers	Self-reported surveys, including the Social and Emotional Competencies Questionnaire (SEC-Q), and scales for the importance of promoting social, emotional, and moral competencies,	Teachers' high emotional competence creates safe, trusting classrooms, enhancing students' emotional security, social skills, engagement, and academic performance, thereby supporting overall well-being and social integration.

					planning of TSEC, and teaching of TSEC.	
21	Lin, J., Zhang, L., & Kuo, Y. L. (2024).	China	Cross-sectional study using structural equation modeling	2,801 students (grades 4–8)	Self-reports on SEC and interpersonal relationships, along with demographic questionnaires.	The study highlights how social-emotional competencies foster positive connections with teachers, who often serve as cultural parental figures, thereby influencing learners' emotional support and psychosocial well-being.
22	Martinsone, et al., 2022	Latvia	Quasi-experimental study design with multi-informant assessments	507 preschool children (ages 3–6, Mean age = 4.85 years)	The Strengths and Difficulties Questionnaire (SDQ) and the Social Skills Improvement System (SSIS) Social-Emotional Learning Brief Scales, along with a teacher-reported measure of learning outcomes	The article demonstrates that teachers' recognition and support of social-emotional skills are linked to better psychosocial (emotional and behavioral) outcomes and academic engagement in students
23	Zhang, W., He, E., Mao, Y., Pang, S., & Tian, J. (2023).	Beijing, China	Cross-sectional study using structural equation modeling (SEM)	990 teachers	Surveys assessing teacher social-emotional competence, teacher-student relationships, well-being, and job burnout	The study highlights that teachers' social-emotional competence enhances their well-being, reduces burnout, and strengthens teacher-student relationships, which in turn improves students' psychosocial well-being, motivation, engagement, and emotional safety.
24	Ma, J., & Niu, X. (2025)	Shandong Province, China	Cross-sectional study using structural equation modeling (SEM)	527 students	Surveys assessing teachers' social-emotional competence, students' social-emotional competence, classmate relationships, and bullying behaviors.	Teachers' social-emotional competence enhances classroom climate, reducing bullying and promoting peer support, which in turn improves students' psychological well-being.
25	Pozo-Rico, T., Poveda, R., Gutiérrez-Fresneda, R., Castejón, J. L., & Gilar-Corbi, R. (2023)	University of Alicante region, Spain	Quasi-experimental with experimental and control groups; pre- and post-test measures.	141 primary education teachers (54.6% women; mean age 38.4 years; mean teaching experience 13.1 years)	Emotional intelligence was examined using the Trait Meta-Mood Scale (TMMS-24), and teachers' innovative teaching practices and self-efficacy were measured with the Norwegian Teacher Self-Efficacy Scale (NTSES).	The study shows that teachers' emotional competence positively impacts students' academic success and overall well-being.
26	Ornaghi, V., Conte, E., Cavioni, V.,	Northern Italy,	Cross-sectional quantitative study using structural equation modeling	276 in-service Italian teachers, with a mean	Teachers' social and emotional competence	Teachers' high emotional competence creates supportive classrooms, enhancing

	Farina, E., & Pepe, A. (2023).	including urban and rural schools	(SEM) to test direct and indirect relationships.	age of 46.6 years, mostly female (90%).	was assessed using the Social and Emotional Competence of Teachers Questionnaire (SECTRS), which measures aspects such as teacher-student relationships, emotional regulation, social awareness, and interpersonal relationships.	students' self-esteem, motivation, and mental health by reducing stress through effective teacher emotion regulation.
27	Gabrijelčič, M. K., Antolin, U., & Istenič, A. (2021)	University of Primorska, Faculty of Education, Slovenia.	a quantitative empirical research design, utilizing a survey-based questionnaire to assess teachers' emotional skills and competencies. Data were analyzed using nonparametric statistical methods.	The study sample comprised 152 students, predominantly women (92.1%), aged between 19 and 60 years, with a mean age of 26.	The Emotional Skills and Competence Questionnaire (ESCQ) includes subscales that measure the ability to recognize and understand emotions, express and label emotions, and manage emotions.	The paper emphasizes teachers' social-emotional competence as essential for effective teaching, fostering safe classrooms, strong teacher–student relationships, and enhancing students' psychosocial well-being, emotional intelligence, and academic performance.
28	Barzegar Bafrooei, K., Hosseini, N., & Kalate Sadati, A. (2018).	Yazd, Iran	Cross-sectional, correlational study using Structural Equation Modeling (SEM).	303 sixth-grade students (150 females, 153 males) and their teachers.	Students' emotions were measured using the Achievement Emotions Questionnaire – Elementary, while teachers' emotions were assessed with the Teacher Emotions Scale, and teachers' social-emotional competence was evaluated with an adapted TSEC tool that assessed key emotional and social skills.	The results show that teachers' social-emotional competencies and teaching skills enhance their own positive emotions and interactions, creating a motivating classroom atmosphere that indirectly improves students' emotional experiences.
29	Collie, R. J., Shapka, J. D., Perry, N. E., & Martin, A. J. (2015).	Canada – British Columbia (BC) and Ontario	Quantitative, cross-sectional design using Latent Profile Analysis (LPA) across two samples (exploratory and confirmatory phases).	1,267 teachers (Sample 1: 664; Sample 2: 603)	Teachers' beliefs about SEL were assessed using the Teacher SEL Beliefs Scale,	The article emphasizes that teachers' social-emotional competencies and SEL beliefs shape teaching practices, fostering supportive learning environments that enhance students' psychosocial well-being.
30	Schiepe-Tiska, A., Dzhaparkulova, A., & Ziernwald, L. (2021).	Teachers from various countries, including Kyrgyzstan,	Convergent parallel mixed-methods design (combining qualitative and quantitative data).	Qualitative: 114 interviews with secondary school teachers Quantitative: 79 survey respondents	The study used a mixed-methods approach: qualitative semi-structured interviews explored teachers' SEL experiences, while a	Teachers' strong emotional competence fosters supportive classrooms, strengthens teacher-student relationships, and promotes students' sense of belonging, emotional safety, and overall psychosocial well-being.

		United States, Germany, Turkey, China, South Korea, Finland, and others.			quantitative online survey, via an adapted Teachers' SEL Beliefs Scale, assessed SEL attitudes and school support.	
31	Doyle, N. B., Downer, J. T., & Rimm-Kaufman, S. E. (2024)	The United States	Quantitative, cross-sectional study using survey and observation data (baseline data from an RCT of a social-emotional learning intervention).	190 public elementary school teachers (grades K–6) 33 schools 4,192 students in total (classrooms observed)	Emotion Regulation Questionnaire (ERQ):	Teachers' emotion regulation affects burnout, which influences their emotional availability. Effective regulation reduces burnout, fosters supportive classrooms, and enhances students' psychological health, well-being, and academic success. .
32	Madalinska-Michalak, J. (2015)	Poland	The study employed a pilot programme evaluation using a mixed-methods approach, combining quantitative surveys with closed-ended questions and qualitative data gathered through open-ended survey questions and narrative responses.	24 in-service teachers	Custom survey questionnaire (closed and open-ended questions) administered to participants at the end of a 30-hour pilot training program on teacher emotional competence.	Teachers' emotion regulation influences burnout, which affects their emotional availability; high burnout can reduce teachers' support, negatively impacting students' well-being.
33	Hagenauer, et al. (2015)	Austria	Quantitative, cross-sectional design using self-report questionnaires.	132 secondary school teachers (65.6% female)	Teacher Emotions Questionnaire (joy, anger, anxiety)	The study demonstrates that teachers' emotional competence in regulation, empathy, and relationships has a positive impact on the classroom climate, thereby fostering students' emotional security, engagement, and overall psychosocial well-being.
34	Collie, R. J., & Martin, A. J. (2024)	Australia	The study employs a correlational design, utilizing structural equation modeling (SEM) to analyze the relationships between variables.	373 secondary school students	Online questionnaire assessing perceived autonomy-supportive teaching, perceived academic competence, perceived social-emotional competence, cognitive engagement, homework practices, school satisfaction, and mental well-being.	Autonomy-supportive teaching by emotionally competent teachers enhances students' perceived academic and social-emotional competence, boosting engagement, homework performance, school satisfaction, and overall psychosocial well-being.

35	Ampofo, J., Bentum-Micah, G., Xusheng, Q., Sun, B., & Mensah Asumang, R. (2025	China	Comparative Structural Equation Modeling (SEM) approach	300 students	Self-report questionnaires assessing teacher empathy, student engagement, and mental health outcomes.	Empathetic teachers enhance student engagement, motivation, and participation, which are all linked to improved well-being. Supportive teacher-student interactions foster resilience and higher self-esteem among learners.
36	Rodriguez, V., Lynneth Solis, S., Mascio, B., Kiely Gouley, K., Jennings, P. A., & Brotman, L. M. (2020).	New York City, USA.	• Qualitative study using cognitive interviews and thematic analysis.	18 early childhood education (ECE) teachers.	Cognitive interviews using the Self in Relation to Teaching (SiR2 T) tool.	The article directly addresses teachers' emotional competence (SEC) and thoroughly explores its impact on both classroom environment and learner outcomes, especially learners' social-emotional and psychosocial well-being. It provides an advanced framework for understanding how teacher self-awareness, emotional regulation, and relationship skills contribute to student well-being.
37	Humphries, M. L., Williams, B. V., & May, T. (2018)	The United States	Qualitative study using focus groups and conventional content analysis	15 early childhood teachers (Pre-K to 3rd grade; 14 females, 1 male)	Data were collected through semi-structured focus groups to gather qualitative insights and a demographic questionnaire to obtain background information. The focus group data were analyzed using NVivo content analysis to identify themes.	The study highlights the key role of teachers in shaping the classroom climate, modeling emotional regulation, and fostering positive relationships, which are essential for students' psychological and social well-being.
38	Chang, M. L., & Taxer, J. (2021)	United States	Mixed-method, multi-method approach: Study 1: Qualitative/descriptive (open-ended survey responses) Study 2: Quantitative, using the Experience Sampling Method (ESM) and a pre-survey for trait-level emotion regulation	Study 1: 56 teachers (from an initial 167 invited; 33% response rate) Study 2: Pre-survey: 42 teachers; ESM subsample: 15 teachers (70 incidents of student misbehavior reported)	Open-ended online survey (Study 1) Pre-survey on emotion regulation strategies (Study 2; Likert-type items from established scales) ESM survey on iPads, 3 times daily for 2 weeks (Study 2; in-the-moment affect and regulation)	social-emotional components of teacher behaviour function as an indirect emotional competence pathway impacting learner well-being
39	Collie, R. J. (2022)	Australia	Quantitative study using structural equation modeling	319 secondary school students	Online questionnaire, including new items developed to assess	The study found that teacher instructional and emotional support enhances students' perceived competence, which in turn

					perceptions of social-emotional instructional support, perceived competence for emotion regulation, and conflict resolution, along with behavioral outcomes measured via the Strengths and Difficulties Questionnaire	improves emotional well-being, prosocial behavior, and reduces conduct problems, mediating psychosocial outcomes. .
40	Collie, R. J., & Ryan, R. M. (2025)	Australia	Quantitative study utilizing bifactor exploratory structural equation modeling and structural equation modeling	373 secondary school students	Online questionnaire assessing perceived autonomy support, perceived social-emotional competence, and parent-reported social-emotional skills.	The study shows that teachers' autonomy-supportive practices—reflecting emotional competence—enhance students' perceived social-emotional competence, which in turn improves their social-emotional skills and overall psychosocial well-being.
41	Rey, L., Extremera, N., & Pena, M. (2016).	Spain	Cross-sectional survey with incidental sampling	489 teachers	Emotional Intelligence Scale (WLEIS) for emotional competence,	Emotionally competent teachers experience lower stress, teach more effectively, and create supportive classrooms that enhance students' emotional and psychological well-being.
42	Fiorilli, C., Albanese, O., Gabola, P., & Pepe, A. (2017).	Italy	Cross-sectional survey using structural equation modeling.	149 primary school teachers	Emotional Competence Questionnaire (ECQ.	The study highlights that teachers' emotional competence affects their own well-being, which in turn indirectly influences students' psychosocial health, emphasizing the need for interventions that support both teacher and student well-being.
43	Buettner, C. K., Jeon, L., Hur, E., & Garcia, R. E. (2016).	United States	Quantitative study using structural equation modeling.	1,129 preschool teachers	The Emotional Competence Questionnaire (ECQ)	Teachers who effectively manage their emotions respond positively to children's emotional needs, fostering supportive classrooms and promoting children's emotional competence and social-emotional development.
44	Zinsser, K. M., Denham, S. A., Curby, T. W., & Shewark, E. A. (2015). "	Northern Virginia, United States	Mixed-methods design combining quantitative observations and qualitative focus group discussions.	32 preschool teachers	The study employed the Classroom Assessment Scoring System (CLASS) for observations and semi-structured focus groups to gather qualitative insights into teachers' emotional competence.	Teachers' emotional competence is vital for supportive classrooms, with highly supportive teachers demonstrating stronger emotional skills, which enhance interaction quality and positively influence children's social-emotional growth and development.

45	Collie, R. J., Martin, A. J., Renshaw, L., & Caldecott-Davis, K. (2024)	Australia	Quantitative, cross-sectional, SEM, and bifactor ESEM	501 students (and parents/carers)	Perceived Social-Emotional Competence Scale	The study underscores that teachers' emotional competence is key to supportive classrooms, with highly skilled teachers enhancing teacher–child interactions, fostering children's social-emotional development, and promoting overall psychosocial well-being.
46	Vestad, L., Bru, E., Virtanen, T. E., & Stallard, P. N. (2021)	Norway	Cross-sectional study using structural equation modeling	1,142 eighth-grade students	An Internet-based questionnaire assessed social-emotional competencies, academic efficacy beliefs, and emotional distress.	The study highlights social-emotional competence as crucial for learners' well-being and academic success, emphasizing relationship skills, emotional regulation, and effective structuring of schoolwork to support social, emotional, and academic outcomes.
47	Eriksen, E. V., & Bru, E. (2022)	Norway	Cross-sectional, quantitative, SEM	1085 Students	Emotion Regulation Questionnaire for Children and Adolescents (ERQ-CA)	The article examines students' social-emotional competencies—emotional regulation, relationships, and planning—and highlights their impact on well-being, while indirectly linking to teachers' emotional competence in fostering supportive classroom environments.
48	Fatahi, N., Park, C., Curby, T. W., Zinsser, K. M., Denham, S. A., Moberg, S., & Gordon, R. A. (2023)	United States	Quantitative, observational study with structural equation modeling (SEM) to analyze classroom-level teacher emotion-focused practices as predictors of child outcomes (emotional, social, learning).	The study included 17 classrooms with 47 teachers in various roles and 150 children averaging 48 months old, representing diverse ethnic and socioeconomic backgrounds for inclusivity.	Emotion Teaching Rating Scale (EMOTERS), Emotion Expression Rating Scale (EERS), the Emotion Regulation Checklist (ERC), the Social Competence and Behavior Evaluation (SCBE-30),	The article shows that teachers' emotional competencies—teaching about emotions, modeling regulation, and responding supportively—enhance learners' psychosocial, social, and academic outcomes.

Table S4: Quality Appraisal Protocol

Nos	Authors, Year	Study design/Methods	Criteria Fit	Risk of Bias	Quality Appraisal Notes
1	Collie, 2025	Quantitative longitudinal, SEM	JBI for Cohort Studies	Low	Robust SEM, large sample, adjustment for confounders; self-report measures only
2	Aldrup et al., 2020	Quantitative, instrument development, validation	JBI for Cross-sectional/Diagnostic Studies	Low	Multiple samples and validity checks; well-developed instrument.

3	Collie, 2025	Quantitative, longitudinal	JBI for Cohort Studies	Low	Two-wave, attrition-addressed, validated measures; possible self-report bias.
4	De Neve et al., 2023	Quantitative, network models	JBI for Analytical Cross-sectional Studies	Moderate	Innovative analysis, but limited to one region, moderate sample size.
5	Fu et al., 2025	Cross-sectional quantitative	JBI for Analytical Cross-sectional Studies	Moderate	Multilevel modeling, reasonable control of covariates; online survey, potential reporting bias.
6	Kanbur & Kirikkaleli,2023	Cross-sectional quantitative	JBI for Analytical Cross-sectional Studies	Moderate	Standardized scales, clear measures; cross-sectional, causality unclear.
7	Ma et al.,2023	Cross-sectional, SEM	JBI for Analytical Cross-sectional Studies	Moderate	Large sample, validated tools; self-report, cross-sectional design.
8	Zhang et al., 2025	Cross-sectional, multilevel	JBI for Analytical Cross-sectional Studies	Low	Multilevel analysis, stratified sampling; strong design.
9	Hem & Goroshit, 2016	Cross-sectional, SEM	JBI for Analytical Cross-sectional Studies	Moderate	Valid scales, mediation tested; self-report, limited generalizability.
10	Keller & Becker, 2021	Mixed methods (exploratory, ESM)	MMAT	Low	Real-time data, triangulation; possible selection bias.
11	Poulou & Garner, 2025	Cross-sectional survey (HLM)	JBI for Analytical Cross-sectional Studies	Moderate	Multi-level analysis, teacher and student data; self-report.
12	Pahor & Nicholls,2025	Qualitative, phenomenological	CASP Qualitative Studies	low	In-depth interviews, thematic analysis; small sample.
13	Pakarinen et al.,2020	Longitudinal observational	JBI for Cohort Studies	Low	Objective observation, multiple informants; strong design
14	Odescalchi et al.,2025	Cross-sectional online survey	JBI for Analytical Cross-sectional Studies	Moderate	Validated scales, representative sample; self-report.
15	Poulou & Denham,2022	Quantitative survey (HLM)	JBI for Analytical Cross-sectional Studies	Low	Multilevel, large sample; teacher-rated student outcomes.
16	Shapira & Amzalag,2025	Mixed methods (questionnaire & qualitative)	MMAT	Moderate	Multiple data sources, real-life TPD context; possible self-report bias.
17	Yin et al., 2023	Cross-sectional, moderated mediation	JBI for Analytical Cross-sectional Studies	Moderate	Large sample, advanced modeling; cross-sectional.
18	Zhou et al.,2025	Longitudinal quantitative	JBI for Cohort Studies	Low	Multiple time points, solid measures.
19	Körkkö & Lutovac (2024)	Qualitative, narrative	CASP Qualitative Studies	Moderate	Depth, narrative analysis; low generalizability.
20	Llorent et al. (2025)	Cross-sectional, multilevel	JBI for Analytical Cross-sectional Studies	Low	Multilevel, large sample, validated tools.
21	Lin et al. (2024)	Cross-sectional, SEM	JBI for Analytical Cross-sectional Studies	Moderate	Large sample, clear model, self-report
22	Martinsone et al. (2022)	Quasi-experimental	JBI for Quasi-Experimental Studies	Moderate	Multi-informant, pre/post; non-randomized.

23	Zhang et al. (2023)	Cross-sectional, SEM	JBI for Analytical Cross-sectional Studies	Moderate	Large teacher sample, mediation tested.
24	Ma & Niu (2025)	Cross-sectional, SEM	JBI for Analytical Cross-sectional Studies	Moderate	Student sample, indirect effects measured.
25	Pozo-Rico et al. (2023)	Quasi-experimental	JBI for Quasi-Experimental Studies	Moderate	Pre-post, control group; randomization unclear.
26	Ornaghi et al. (2023)	Cross-sectional, SEM	JBI for Analytical Cross-sectional Studies	Moderate	Standardized instruments, mediation model.
27	Gabrijelčič et al. (2021)	Cross-sectional, quantitative	JBI for Analytical Cross-sectional Studies	Moderate	Well-described, self-report.
28	Barzegar Bafrooei et al. (2018)	Cross-sectional, SEM	JBI for Analytical Cross-sectional Studies	Moderate	Multiple valid measures, student and teacher data.
29	Collie et al. (2015)	Cross-sectional, LPA	JBI for Analytical Cross-sectional Studies	Moderate	Two samples, latent profiles, cross-sectional.
30	Schiepe-Tiska et al. (2021)	Mixed methods	MMAT	Moderate	International scope, mixed data; smaller number for qualitative
31	Doyle et al. (2024)	Cross-sectional, obs. & survey data	JBI for Analytical Cross-sectional Studies	Low	Multi-informant, classroom observation
32	Madalinska-Michalak (2015)	Mixed-methods, pilot	MMAT	Moderate	Pilot, limited sample, descriptive.
33	Hagenauer, et al. (2015)	Quantitative, cross-sectional design using self-report questionnaires.	JBI for Analytical Cross-sectional Studies	Moderate	Robust quantitative design; limited by cross-sectional data; Possible self-report and sample selection bias
34	Collie & Martin (2024)	Correlational, SEM	JBI for Analytical Cross-sectional Studies	Moderate	Student self-report, robust analysis.
35	Ampofo et al. (2025).	Comparative SEM	JBI for Analytical Cross-sectional Studies	Moderate	Small sample, validated measures.
36	Rodriguez et al. (2020).	Qualitative, thematic	CASP Qualitative Studies	Moderate	In-depth, thematic; small, Rich qualitative data, small number, and local sample.
37	Humphries et al. (2018).	Qualitative, focus group	CASP Qualitative Studies	Moderate	ESM is strong, but the number for ESM is small.
38	Chang & Taxer (2021)	Mixed-method, ESM, survey	MMAT	Moderate	Student perceptions, single time-point.
39	Collie (2021)	Quantitative, SEM	JBI for Analytical Cross-sectional Studies	Moderate	Advanced modeling, student self-report.
40	Collie & Ryan (2025)	Quantitative, bifactor SEM	JBI for Analytical Cross-sectional Studies	Moderate	Valid scales, possible social desirability bias.
41	Rey et al. (2016).	Cross-sectional survey	JBI for Analytical Cross-sectional Studies	Moderate	Teacher focus, mediation tested.
42	Fiorilli et al. (2017).	Cross-sectional, SEM	JBI for Analytical Cross-sectional Studies	Moderate	Preschool focus, self-report.
43	Buettner et al. (2016).	Quantitative, SEM	JBI for Analytical Cross-sectional Studies	Moderate	Observational, qualitative insight, small number

44	Zinsser et al. (2015).	Mixed-methods, obs. & focus group	MMAT	Moderate	Student, parent data, validated measures.
45	Collie et al. (2024).	Cross-sectional, SEM	JBI for Analytical Cross-sectional Studies	Moderate	Student, parent data, validated measures.
46	Vestad et al. (2021).	Cross-sectional, SEM	JBI for Analytical Cross-sectional Studies	Moderate	Student focus, large n, self-report.
47	Eriksen & Bru (2022)	Cross-sectional, SEM	JBI for Analytical Cross-sectional Studies	Moderate	Student focus, validated measures.
48	Fatahi et al. (2022).	Quantitative, obs. & survey	JBI for Analytical Cross-sectional Studies	Low	Multiple data sources, including classroom observation.

Table S5: Statistical Representation of Included Studies

Variable	Category	Number of Studies	Percentage
Study Design	Quantitative	35	73%
	Qualitative	4	8%
	Mixed Methods	7	15%
	Quasi-Experimental	2	4%
Region	Category	Number of Studies	Percentage
	Asia	15	31.1%
	Europe	19	39.6%
	Oceania	6	12.5%
	North America	8	16.6%
Quality rating	Category	Number of Studies	Percentage
	Low	13	27.1%
	Moderate	35	72.9%
Publication Years	2015-2020	13	27%
	2021-2025	35	73%

Table S6: Analysis and Synthesis of evidence of conceptual and theoretical frameworks employed

Nos	Conceptual and theoretical framework employed	Focus	Application	Supporting Studies	Included Studies
1	Social and Emotional Learning (SEL) Frameworks	Defines core competencies—self-awareness, self-management, social awareness, relationship skills, and responsible decision-making—as essential for effective teaching and positive student outcomes.	Emphasizes that teachers' own SEL skills enable them to create nurturing classroom climates that support students' social, emotional, and academic development.	Zinsser et al. (2015). Barzegar Bafrooei et al. (2018); Humphries et al. (2018); Aldrup et al. (2020); Schiepe-Tiska et al. (2021); Yin et al. (2023); De Neve et al. (2023); Kanbur & Kirikkaleli (2023); Fu et al. (2025); Collie (2025); Poulou & Garner (2025); Shapira & Amzalag (2025).	12
2	Emotional Intelligence (EI) and Emotional Competence (EC) Theories	EI/EC is conceptualized as the capacity to perceive, understand, regulate, and use emotions adaptively in oneself and others.	Teachers with higher EI/EC can effectively manage classroom interactions, model positive behaviors, and foster supportive environments, which directly impact student well-being.	Madalinska-Michalak (2015); Rey et al. (2016); Fiorilli et al. (2017); Aldrup et al. (2020); Gabrijelčič et al. (2021); Kanbur & Kirikkaleli (2023); Pozo-Rico et al. (2023).	7
3	Job Demands-Resources (JD-R) Theory	Emotional competence is viewed as a personal resource that buffers against job stress, mitigates burnout, and promotes both teacher and student well-being.	EC helps teachers cope with job demands, thereby creating emotionally supportive classrooms conducive to psychosocial development.	De Neve et al. (2023); Ornaghi et al. (2023) Collie (2025); Fu et al. (2025).	4
4	Self-Determination Theory (SDT)	Emphasizes the fulfillment of basic psychological needs—autonomy, competence, and relatedness—as foundational to motivation and well-being.	Teachers' emotional competence helps meet students' psychological needs, promoting engagement, emotional security, and holistic well-being.	Collie (2025); De Neve et al. (2023); Collie & Ryan (2025); Collie (2021); Vestad et al. (2021); Pakarinen et al. (2020); Eriksen & Bru (2022); Collie et al. (2024)	8
5	Prosocial Classroom Model	Teachers' social-emotional competence underpins their capacity to create positive classroom climates, manage relationships, and prevent burnout.	Strong teacher EC leads to better relationships, lower teacher stress, and improved student psychosocial outcomes.	Rey et al. (2016). Humphries et al. (2018); Pakarinen et al. (2020); Rodriguez et al. (2020);Llorent et al. (2025); Odescalchi et al. (2025); Poulou & Garner (2025)	7s

6	Attachment Theory	Teachers act as secondary attachment figures, providing emotional security that supports students' exploration, learning, and social-emotional development.	Emotionally competent teachers foster secure, trusting relationships that are foundational for psychosocial well-being.	Hagenauer et al. (2015); Pakarinen et al. (2020); Ma & Niu (2025)
7	Ecological and Systems Theories	Students' development is nested within multiple interacting systems (microsystem, mesosystem, etc.), with teachers playing a critical role.	Teacher EC is situated within broader school, family, and community contexts that collectively influence student well-being.	Humphries et al. (2018);Schiepe-Tiska et al. (2021); Zhang et al. (2025)
8	Conservation of Resources (COR) Theory	Emotional competence is an intrapersonal resource that enables teachers to manage stress and prevent burnout.	Teachers who effectively manage their own emotional resources can better support students' psychosocial needs.	Fiorilli et al. (2017); Ma et al. (2023); Zhang et al. (2023)
9	Emotion Regulation and Emotional Labor Theories	Differentiates between strategies for managing emotions (antecedent-focused vs. response-focused) and the management of emotional expressions in professional roles.	Teachers' ability to regulate emotions and perform emotional labor effectively is linked to classroom climate and student psychosocial outcomes.	Chang & Taxer (2021). Keller & Becker (2021); Ma et al. (2023); Doyle et al. (2024)
10	Social Cognitive and Social Learning Theories	Emphasizes modeling, self-efficacy, and vicarious learning.	Teachers model emotional regulation, empathy, and resilience, which students in turn learn and emulate.	Hem & Goroshit (2016). Vestad et al. (2021); Fatahi et al. (2023). Eriksen & Bru (2023); Zhang et al. (2025); Pahor & Nicholls (2025)
11	Burnout and Stress Theories	Explores how teachers' emotional resources and coping mechanisms affect stress, burnout, and student relationships	Teachers with higher EC experience lower stress and burnout, which supports more positive teacher-student interactions	Rey et al. (2016). Fiorilli et al. (2017); Ornaghi et al. (2023); Poulou & Garner, (2025)

Table S7: Analysis and Synthesis of Teachers' Emotional Competence and Learners' Psychosocial Outcomes

Nos	Authors, Year	Aspects of teachers' emotional competence measured	Mechanisms	Measured learners' psychosocial outcomes	Key findings
1	Collie, 2025	Emotional awareness, emotion regulation, empathy, assertiveness, and tolerance	Classroom climate, teacher-student relationships, classroom management, emotional modeling	Engagement, sense of belonging, psychological health, emotional security	Emotional awareness and regulation foster positive climates and relationships; empathy builds trust and engagement; modeling adaptive emotions supports emotional literacy and resilience.
2	Aldrup et al., 2020	Emotion regulation (reappraisal, problem-solving), relationship management (communication, empathy, conflict resolution)	Teacher-student relationships, classroom climate, and classroom management	Emotional security, social adjustment, Strong emotion regulation, and relationship skills are linked to increased emotional support, better relationship quality, and improved psychosocial well-being. reduced depersonalization	Strong emotion regulation and relationship skills are correlated with higher emotional support, better relationship quality, and improved psychosocial well-being.
3	Collie, 2025	Emotional awareness, regulation, empathy, social regulation, and assertiveness	Classroom climate, teacher-student relationships, classroom management, emotional modeling	Motivation, participation, well-being, and emotional security	Teachers' emotional skills foster safe and engaging environments, helping students develop their own emotional skills.
4	De Neve et al., 2023	Emotional awareness, emotion regulation, empathy, social regulation, assertiveness, acceptance of emotions	Classroom climate, teacher-student relationships, classroom management, modeling, peer integration	Social/emotional development, emotional adjustment, peer/social integration	Emotional competence creates inclusive climates, strong relationships, effective management, and enhances social integration.
5	Fu et al., 2025	Emotional awareness, emotion regulation, empathy, relationship skills, and responsible decision-making	Classroom climate, teacher-student relationships, classroom management, and modeling	Engagement, resilience, social adjustment, emotional security	Emotional competence nurtures engagement, trust, and positive behavior. Modeling coping skills helps students manage their emotions.
6	Kanbur & Kirikkaleli,2023	Emotional awareness (self/other), emotion regulation, empathy, social skills	Classroom climate, teacher-student relationships, classroom management, emotional modeling	Motivation, sense of value, belonging, and emotional security	High EI leads to supportive climates, strong relationships, calm management, and effective role modeling.

7	Ma et al.,2023	Emotional labor (surface acting, deep acting, authentic expression)	Classroom emotional climate, teacher authenticity, teacher-student relationships	Classroom climate, emotional security, engagement	Deep acting and genuine emotions foster a favorable climate and engagement; surface acting, on the other hand, is associated with a poor climate and teacher exhaustion.
8	Zhang et al., 2025	SEC (empathy, emotional awareness, regulation, relationship skills), self-efficacy, positive affect	Classroom/school climate, teacher-student relationships, modeling, organizational climate	School connection, engagement, mental health, self-efficacy	SEC and well-being shape climate and relationships, increasing engagement and well-being; teachers' positive affect models' enthusiasm.
9	Hem & Goroshit, 2016	Emotional self-efficacy, empathy	Empathy as mediator, teacher-student relationships, classroom climate, and classroom management	Emotional security, engagement, behavior	Empathy enhances relationships and climate, mediated by teaching self-efficacy.
10	Keller & Becker, 2021	Emotional authenticity, emotional transmission (contagion), and emotion regulation	Emotional contagion, classroom climate, teacher-student relationships	Enjoyment, trust, cooperation, emotional security	Authentic emotional expression fosters trust and cooperation; emotional contagion influences the classroom mood and well-being.
11	Poulou & Garner, 2025	Emotional awareness, emotion regulation, emotional expression, SEL commitment	Teacher-student relationship quality, SEL practices	Trust, emotional security, relational quality, burnout	High emotional competence and SEL beliefs foster closeness; burnout can limit these effects.
12	Pahor & Nicholls,2025	Confidence in SEL, relationship-building, and reflective practice	Classroom climate, individualized support, and 1collaboration	Belonging, resilience, emotional security	Reflective, adaptive practices and strong relationships support SEWB; collaboration enhances impact.
13	Pakarinen et al.,2020	Emotional support, relational skills, modeling	Emotional climate, peer interactions, and classroom safety	Prosocial behavior, self-regulation, and coping	Supportive interactions buffer stress and model social skills.
14	Odescalchi et al.,2025	Interpersonal mindfulness, relational competence	Classroom interactions, peer acceptance, teacher-student relationships	Social participation, engagement, and emotional security	Mindfulness and relational skills foster social participation and inclusive climates.
15	Poulou & Denham,2022	Emotional expressiveness, coping strategies	Classroom climate, relationship quality, and coping instruction	Social participation, engagement, and emotional security	Positive expressiveness and effective coping strategies help mitigate adverse effects, thereby boosting engagement and feelings of safety.
16	Shapira & Amzalag,2025	SEL skills: self-awareness, self-regulation, social regulation	SEL modeling, collaborative tasks, inclusive group work	Social-emotional skills, cooperation, and problem-solving	Modeling and practicing SEL in class reinforces student empathy and cooperation.
17	Yin et al., 2023	Empathy, emotional awareness, regulation, and caring behavior	Teacher-student relationships, classroom climate	Engagement, well-being, social skills	Empathy and caring behaviors buffer distress and enhance engagement.

18	Zhou et al.,2025	Social-emotional competence (perceived)	Peer/teacher-student relationships	Mental health, well-being	Relationships mediate the effect of teacher SEC on mental health.
19	Körkkö & Lutovac (2024)	Self-awareness, social awareness, relationship skills, and self-management	Classroom environment, teacher-student relationships, and management	Psychosocial outcomes	Positive classroom and connections strengthen psychosocial outcomes.
20	Llorent et al. (2025).	Self-awareness, social awareness, and responsible decision-making	Classroom climate, teacher-student relationships, and management	Psychosocial well-being	The SEC enhances climate and relationships, promoting overall well-being.
21	Lin et al. (2024)	Self-awareness, self-management, social awareness, and relationship skills	Classroom climate, relationships	SEC, interpersonal relationships	SEC mediates positive relationships.
22	Martinsone et al. (2022).	Self-awareness, self-management, social awareness, and relationship skills	Classroom atmosphere, teacher-student interactions	SEC, emotional/behavioral difficulties	SEC reduces behavioral problems, improves learning outcomes
23	Zhang et al. (2023).	Self-awareness, self-management, relationship skills	Teacher-student relationships, teacher well-being	Well-being, stress, burnout	SEC improves relationships and reduce stress.
24	Ma & Niu (2025)	Empathy, relationship management	Teacher-student, peer relationships	Peer relationships, bullying	SEC reduces bullying and enhances relationships.
25	Pozo-Rico et al. (2023)	Emotional attention, emotional clarity, emotional repair	Classroom climate, teacher-student relationships, and management	Engagement, emotional security, motivation	Training in EC improves climate, management, and psychosocial outcomes.
26	Ornaghi et al. (2023).	Emotion regulation, relationship skills, and social awareness	Engagement, positive classroom dynamics, and management	Engagement, burnout, well-being	Emotion regulation prevents burnout, boosts engagement, and supports the classroom environment.
27	Gabrijelčič et al. (2021)	Empathy, self-awareness, regulation, social skills	Classroom environment, management, relationships, modeling	Emotional security, engagement, social-emotional growth	EC shapes supportive class environment, management, and role modeling.
28	Barzegar Bafrooei et al. (2018)	Emotion regulation, social awareness/empathy, relationship management	Emotional contagion, classroom climate, relationships	Motivation, emotional security, positive affect	Positive teacher emotions and empathy foster positive student emotions via contagion.
29	Collie et al. (2015).	Emotional awareness, regulation, empathy, and social awareness	Classroom climate, teacher-student relationships, management, modeling	Engagement, well-being, resilience, motivation	SEL skills foster safe and supportive environments, and model prosocial behaviors.
30	Schiepe-Tiska et al. (2021)	Social awareness, self-management, self-awareness	Classroom climate, relationships, and management	Adaptation, social skills, well-being	Comfort in social awareness and self-management is linked to positive outcomes.
31	Doyle et al. (2024).	Emotion regulation (reappraisal, suppression)	Classroom climate, relationships, and management	Engagement, well-being	Cognitive reappraisal reduces burnout and improves the environment; suppression is linked to adverse outcomes.
32	Madalinska-Michalak (2015)	Emotional awareness, empathy, emotional expression, coping, and self-regulation	Classroom climate, relationships, management, and collaboration	Motivation, engagement, achievement	EC supports inclusive, motivating classrooms and strong relationships

33	Hagenauer, et al. (2015)	Emotional regulation, empathy, relational sensitivity, and self-efficacy	Classroom climate, relationships, and management	Engagement, emotional security, and well-being	EC creates a warm, encouraging climate and close relationships
34	Collie & Martin (2024)	Emotional regulation, supportiveness, awareness, empathy	Autonomy-support, teacher-student relationships	Social-emotional/academic competence, well-being	Emotional support and awareness enhance student competence and well-being.
35	Ampofo et al. (2025).	Empathy (cognitive, affective)	Classroom climate, teacher-student relationships	Engagement, mental health, stress/anxiety	Empathy supports engagement, reduces stress and anxiety.
36	Rodriguez et al. (2020).	Empathy (cognitive, affective)	Classroom climate, relationships	Engagement, stress, anxiety, depression	Empathy fosters supportive relationships and reduces negative emotions.
37	Humphries et al. (2018).	Emotional awareness, regulation, empathy, and social awareness	Classroom climate, relationships, management, and modeling	Security, engagement, social-emotional learning	EC creates supportive environments and models coping strategies.
38	Chang & Taxer (2021)	Emotion regulation (reappraisal, suppression), attentional deployment	Classroom climate, relationships, management, and instruction	Well-being, engagement, stress	Reappraisal improves climate and engagement, suppression increases exhaustion.
39	Collie (2021)	Autonomy- and competence-support, emotional awareness	Classroom climate, relationships	Social-emotional competence, emotional/behavioral outcomes	Teacher practices shape students' SEC and related outcomes.
40	Collie & Ryan (2025)	Autonomy-supportive teaching	Classroom climate, relationships	Social-emotional skills (assertiveness, regulation)	Autonomy-supportive teaching improves perceived social-emotional competence.
41	Rey et al. (2016).	Emotional competence (global: appraisal, regulation)	Classroom atmosphere, relationships, stress	Well-being, stress, burnout	High EC lowers stress, supports atmosphere and relationships.
42	Fiorilli et al. (2017).	Emotional intensity, emotion regulation	Burnout, classroom environment, relationships	Psychosocial outcomes, effectiveness	EC reduces burnout, supports the environment, and relationships.
43	Buettner et al. (2016).	Emotion regulation, coping	Classroom climate, relationships	Commitment, responsiveness, and SEC	Coping skills enhance professional commitment and responsiveness
44	Zinsser et al. (2015).	Emotional expression, regulation, and knowledge	Classroom climate, relationships, and management	SEL outcomes	EC improves responsiveness and children's SEL.
45	Collie et al. (2024).	Autonomy-supportive teaching, tolerance, regulation, awareness	Classroom climate, relationships	Prosocial behavior, conduct, and emotional regulation	Autonomy support and SEC Dimensions promote positive outcomes.
46	Vestad et al. (2021).	Emotional regulation, relationship skills	Classroom climate, teacher-student relationships	Self-efficacy, emotional distress, psychosocial outcomes	Emotional regulation and relationship skills affect self-efficacy and distress.
47	Eriksen & Bru (2022)	Emotional regulation, empathy, supportiveness, planning, and self-confidence	Classroom environment, relationships, management, modeling	Engagement, well-being, coping skills, self-esteem	EC promotes engagement, self-esteem, well-being, and coping.

48	Fatahi et al. (2023).	Emotional awareness, regulation, empathy, validation, and direct instruction	Classroom climate, relationships, and emotional instruction	Self-regulation, learning behavior, and negative emotionality	Emotion-focused practices lower negative emotions, improve regulation, and learning.

Table S8: Analysis and Synthesis of Evidence of Key Contextual Moderators

Nos	Contextual Moderators	Effects on Teacher EC and Learner Well-being	Findings	Supporting Studies
1	Cultural Influences	In collectivist societies, where emotional restraint and group harmony are prioritized, and in individualist cultures, where authenticity and openness are valued, cultural display rules and professional norms collectively shape the classroom's emotional climate and, consequently, enhance learners' self-esteem.s	Cultural context shapes how EC is valued and expressed.	Yin et al. (2023) De Neve et al. (2023) Eriksen & Bru (2022) Collie (2025) Zhang et al. (2025)
2	Socioeconomic Conditions	In low socioeconomic or high-stress contexts, teachers' emotional competence functions as a protective factor that fosters students' resilience and sense of belonging, whereas in more affluent settings, institutional support tends to amplify the positive effects of emotional competence, with family and community socioeconomic conditions further shaping students' emotional readiness and capacity to engage.	Socioeconomic disparities modify the protective or amplifying effects of teacher EC.	Martinsone et al. (2022) Collie & Martin (2024) Lin et al. (2024) Pahor & Nicholls (2025) Fu et al. (2025) Llorent et al. (2025)
3	School Resources, Leadership, Policy	Access to social and emotional learning (SEL) training, supportive leadership, and mental health resources enhance learners' psychosocial outcomes by promoting collaborative classroom climates and inclusive policies that nurture engagement and empathy. In contrast, a lack of institutional support or inconsistent policy implementation can significantly undermine the effectiveness of teachers' emotional competence.	Availability of resources and policy support enhances teacher EC and its positive impact.	Madalinska-Michalak (2015) Fatahi et al. (2023) Collie (2025) Poulou & Garner (2025)
4	Contradictions and Moderators	Excessive emotional suppression in collectivist settings can damage teacher-student rapport, and not all well-resourced schools achieve optimal psychosocial outcomes, often due to differences in institutional culture and leadership practices.	Some findings diverged from the dominant trends, underscoring the complexity and context-dependent nature of the relationship between teachers' emotional competence and learners' psychosocial outcomes.	Schiepe-Tiska et al. (2021) Ma et al. (2023);