

## ENHANCING TEACHERS' EMOTIONAL INTELLIGENCE TO STIMULATE STUDENTS' MOTIVATION VIA THE POEMS PROJECT

---

**Irina GHEORGHIU, Carmen ANTONIȚA,  
Gabriela PASCAL, Emil JUVERDEANU\***

### **Abstract**

*Students' intrinsic motivation tends to diminish with age, and teachers often struggle to stimulate it. The self-determination theory (Ryan and Deci, 2000) suggests that activities addressing students' needs for autonomy, competence, and relatedness enhance motivation. Choice is the common nominator for these needs. However, for teachers to successfully implement this approach, they must have knowledge and good understanding of students and possess a high level of emotional intelligence. The article is based on the Poems Project, which equips teachers with a self-assessment test to evaluate their emotional intelligence competence and an online course to help them improve their skills and knowledge.*

**Keywords:** choice, motivation, emotional intelligence, test, course.

### **1. Motivation in education and using choice as a teaching strategy**

Motivation is essential in education, driving students to engage with and pursue learning. It can be categorized into two types: intrinsic and extrinsic motivation. Intrinsic motivation refers to engaging in activities out of genuine interest or personal satisfaction, while extrinsic motivation involves performing tasks to achieve external rewards or avoid negative outcomes. Though distinct, they can complement each other—extrinsic motivation may support or evolve into intrinsic motivation when aligned with students' values and interests. In education, fostering both is essential for sustaining engagement, as intrinsic motivation promotes deeper learning and creativity, while well-structured extrinsic incentives can guide persistence and effort, especially when intrinsic interest is low. Developing both types in the classroom nurtures a more motivated and resilient learner (Deci et al, 1991; Boekaerts, 2010; Tohidi & Jabbari, 2012; Stirling, 2013; Urhahne & Wijnia, 2023).

However, intrinsic motivation—an internal drive rooted in genuine interest—often declines with age, making it increasingly challenging for

---

\* Albert Ludwigs Freiburg University (Germany), irina.gheorghiu16@gmail.com, Liceul EuroED Iași, camen.antonita@euroed.ro, Liceul EuroED Iași

educators to inspire students. According to the Self-Determination Theory (Ryan & Deci, 2000), self-motivation flourishes when students' needs for autonomy, competence, and relatedness are fulfilled.

Intrinsic motivation emerges when learners find personal interest in a subject. Cognitive Evaluation Theory, a sub-theory of the Self-Determination Theory, suggests that social-contextual factors such as positive feedback and meaningful incentives can enhance intrinsic motivation. Competence, defined as the perception of effectiveness and mastery, is best supported by tasks that match students' cognitive abilities. However, competence alone is insufficient; students must also feel autonomous, experiencing a sense of volition and control over their actions. Relatedness, the need for interpersonal connection, can be fostered by promoting peer acceptance and collaboration (Katz & Assor, 2007; Katz et al., 2006).

Extrinsic motivation, in contrast, refers to performing tasks for specific outcomes and appears in four ways: external regulation (behavior driven by external rewards or demands), introjected regulation (actions motivated by internal pressures like guilt), identified regulation (engagement aligned with personal goals and values) and integrated regulation (behavior fully assimilated into one's sense of self) (Ryan & Deci, 2000).

Incorporating both intrinsic and extrinsic motivation in the classroom is essential for sustaining student engagement. While intrinsic motivation tends to decline over time, extrinsic motivation remains relatively stable. Unfortunately, schools often impose more rules and reduce student choice just as the need for autonomy increases (Lepper et al., 2005). This can cause students to perceive school tasks as lacking relevance or value.

To counter this, offering meaningful choices in the classroom is a powerful strategy. When choices align with students' interests, values, and goals, they bolster both autonomy and competence. Research shows that choice enhances motivation, engagement, perceived competence, and aspirations. Students often feel more in control, which positively influences cognitive, emotional, and academic outcomes.

Children, more than adults, are especially responsive to choice, with optimal motivation arising from two to four meaningful options. As Katz and Assor (2006) emphasize, "Choice is motivating when the options are relevant to the students' interests and goals (autonomy support), are not too numerous or complex (competence support), and are congruent with the values of the students' culture (relatedness support)". Offering students thoughtful alternatives throughout their education enhances self-determination, nurtures interest, and builds decision-making skills.

## **2. Choice as a teaching strategy and teachers' emotional intelligence**

Using choice as a teaching tool, improving students' decision-making ability, and teachers' emotional intelligence are interwoven, and all these aspects form a dynamic foundation for fostering student motivation and engagement in the classroom (Noreen & Kazim, 2021; Rahman et al., 2024). These elements are interdependent and mutually reinforcing, creating a classroom environment that supports both academic achievement and personal growth.

Using choice as a teaching strategy empowers students by enhancing their sense of ownership, autonomy, and relevance in learning. When students are given meaningful options, they are more likely to find personal value in their work, which increases engagement and enjoyment (Cordova and Lepper, 1996; Katz, 2006; Patall, Cooper, & Robinson, 2008; Evans & Boucher, 2015). Offering choices accommodates diverse learning styles and fosters independence, encouraging students to take responsibility for their education.

Research suggests that providing students with opportunities to make decisions supports the development of critical thinking and decision-making skills (Beymer & Thomson, 2015). As students assess options and weigh potential outcomes, they build confidence in their ability to make informed choices. Repeated practice in a supportive environment helps strengthen self-efficacy - the belief in one's capacity to influence outcomes, which, in turn, enhances motivation and perseverance.

Emotional intelligence (EI) is a vital competency for teachers, aiming to create a nurturing and responsive learning environment. Teachers with high emotional intelligence are adept at recognizing and responding to students' emotional needs, creating classrooms that are both empathetic and motivating. These educators can effectively balance support and autonomy, adapting their approach based on students' emotional states and developmental needs.

When offering choices, emotionally intelligent teachers are better equipped to determine the appropriate level of autonomy for each student. They can scaffold decision-making experiences to match the student's readiness, fostering both competence and emotional resilience. By modeling emotional regulation and healthy interpersonal interactions, teachers help students develop the emotional skills necessary for effective decision-making and academic success.

Strong teacher-student relationships, built on trust and empathy, are central to fostering intrinsic motivation. In such environments, students feel safe to take risks, engage deeply with content, and embrace challenges. This climate enhances academic outcomes and nurtures social-emotional development.

Research underscores the positive correlation between teachers' emotional intelligence and students' academic motivation (Salovey & Sluyter; Durlak et al., 2011). Teachers who understand emotional triggers and foster a

positive emotional climate can enhance student participation, engagement, and achievement. Integrating EI training into teacher education and professional development programs is essential for cultivating emotionally intelligent educators (Brackett & Katulak, 2013).

Moreover, emotionally intelligent teachers serve as role models, demonstrating key emotional competencies such as self-awareness, self-regulation, empathy, and social skills. These five dimensions of EI have been shown to influence student motivation significantly, promoting both personal and academic growth. Students are more likely to engage when they feel understood, supported, and capable of managing their own emotional responses.

The interplay between choice, decision-making, and emotional intelligence creates a synergistic effect that enhances motivation, engagement, and self-efficacy. Teachers who incorporate choice and demonstrate high emotional intelligence foster a learning environment that values student voice, encourages reflection, and promotes resilience. This integrated approach equips students not only with academic knowledge but also with the emotional and cognitive tools needed for lifelong learning.

In high-pressure learning situations, emotions can significantly affect decision-making. Emotional intelligence helps both teachers and students manage these emotions, improving clarity, judgment, and goal-aligned behavior. By learning to regulate emotional responses, students can make better decisions that support their academic and personal objectives.

The thoughtful integration of student choice, decision-making development, and emotional intelligence in teaching practices significantly enhances the learning experience. Teachers who effectively balance these components can create motivating, empowering, and emotionally healthy classrooms that support the holistic development of every learner.

Research shows that teachers' emotional intelligence (EI) and their students' motivation to learn are linked in a good way. This shows how important it is to teach EI as part of teacher education and professional development programs (Salovey & Sluyter, 1997; Durlak et al., 2011). Knowledge of individual emotional triggers and encouragement of enthusiasm enable teachers to create a concentrated learning environment that enhances student participation and academic achievement. Similarly, adding emotional intelligence training to teacher preparation programs can increase the effectiveness of instruction and strengthen the relationship between the teacher and the students (Brackett & Katulak, 2013). Teachers with high emotional intelligence may also effectively model emotional skills, which fosters an emotionally healthy classroom environment that stimulates students to study and participate fully (Brackett and Katulak, 2013). Teachers aiming to support students and enhance the whole educational process will find EI to be an excellent tool. The findings further show that students' motivation to participate

in learning activities is significantly influenced by the five elements of emotional intelligence: self-awareness, self-regulation, self-motivation, empathy, and social skills.

To estimate our teachers' perceptions of the role that giving students a choice has in learning, what they think about choice strategy, teachers' emotional intelligence, and whether teachers need training in developing their emotional intelligence, we administered a questionnaire to 30 teachers from schools in Iasi. The questionnaire included questions to gauge their experiences and opinions on these topics. The responses provided valuable insights into how teacher awareness of emotional intelligence can influence their approach to empowering student choice in the classroom, and therefore enhancing their motivation.

*1. Do you think providing students with choices is relevant? Why do you use choice?*

Teachers widely agreed that offering students choice is highly relevant in today's diverse classrooms, as it promotes equity and creates opportunities for all learners to succeed. Providing choice supports multiple learning styles, encourages positive behaviors, and fosters student ownership. It creates a more engaging and inclusive environment, allowing teachers to focus on small groups or individuals needing extra support while others work independently. This approach promotes creativity, critical thinking, and innovation (Katz, 2006; Patall, Cooper & Robinson, 2008; Evans & Boucher, 2015).

Student choice also sparks excitement and deepens interest in topics and curriculum content, making learning more meaningful. Teachers noted that incorporating choice leads to a shift in mindset, empowering students and fostering a more dynamic, student-centered classroom culture.

*2. In the classroom, how and where can teachers use choice strategies?*

Teachers reported using choice strategies at various points during instruction—when introducing new topics, providing practice, or assessing learning. Many referenced the Universal Design for Learning (UDL) framework, which encourages flexible approaches to content delivery, engagement, and assessment. UDL recommends presenting content in multiple formats (e.g., text, audio, video, hands-on activities) and allowing students to demonstrate understanding in various ways—through tests, presentations, or creative projects.

Teachers also used tools like Know/Want-to-Know/Learned (K-W-L) charts to guide instruction based on student interests. As the unit progressed, they offered activities aligned with learning goals but allowed students to choose how to demonstrate their learning. Options included completing a set number of tasks linked to outcomes, selecting resources such as videos or leveled texts,

or choosing formats like writing, performing, or producing multimedia presentations.

Other strategies included giving students control over due dates, pacing, group selection, or research topics. These methods promoted autonomy, supported individual learning preferences, and encouraged self-regulation (Maxwell, 2002). Overall, teachers found that choice helped make learning more relevant, inclusive, and motivating.

### *3. Why do you use choice?*

Teachers consistently reported that choice increased student engagement. They expressed frustration with students who displayed apathy, low motivation, or lack of confidence. By offering choices, teachers observed improved ownership and participation. Students felt more in control of their learning and more connected to the content.

Choice helps personalize learning, accommodate varied interests, and build students' self-confidence. It encourages independence and self-regulation, key components of lifelong learning. When students perceive relevance in what they are learning, their motivation naturally increases. Teachers noted that providing choices not only helped students feel more capable but also fostered intrinsic motivation by allowing them to make meaningful decisions related to their learning goals.

### *4. Are there any detrimental effects of choice? How do you avoid choice overload?*

While teachers valued choice, they acknowledged potential drawbacks. Offering too many options can overwhelm students and lead to indecision or regret. To avoid this, teachers recommended limiting the number of choices and ensuring each option is purposeful and manageable.

They emphasized the importance of scaffolding—building students' background knowledge and interest before offering options. If students feel unprepared or unfamiliar with a subject, choosing can become frustrating or intimidating. In such cases, students may prefer decisions to be made for them, rather than risk appearing incompetent.

Teachers suggested tailoring choices to students' cognitive levels by offering activities of varying difficulty. Providing small sets of equally challenging options can help students make more informed decisions. In multicultural classrooms, promoting peer acceptance and culturally relevant content is also essential when using choice-based strategies.

### *5. Is there a relation between choice strategy and teachers' emotional intelligence?*

Yes, teachers highlighted a strong connection between choice-based strategies and emotional intelligence (EI). Allowing students to choose helps them develop decision-making skills, responsibility, and emotional regulation.

When students select tasks that resonate with them, they are more likely to feel positive emotions, contributing to a productive and focused learning environment.

Emotional intelligence supports both students and teachers in managing emotions during the learning process. Teachers with high EI can better respond to student needs, manage classroom dynamics, and model emotional awareness and regulation. They can recognize when students are overwhelmed, disengaged, or in need of encouragement, adjusting instruction accordingly.

Emotionally intelligent students are more likely to make thoughtful, balanced decisions, considering both immediate outcomes and long-term goals. This supports deeper engagement and more respectful classroom interactions. Teachers with high EI also contribute to building students' emotional skills, further enhancing the overall learning climate.

*6. Do teachers need training in developing and enhancing their emotional intelligence competencies?*

Most teachers agreed that emotional intelligence is a critical competency that directly influences student motivation, engagement, and academic achievement. Training in EI should be an essential component of teacher education and professional development.

When teachers are equipped with emotional intelligence skills, they create focused, empathetic learning environments that strengthen relationships with students and increase instructional effectiveness (Salovey & Sluyter, 1997; Durlak et al., 2011; Brackett & Katulak, 2013). Teachers who model emotional awareness and resilience foster emotionally healthy classrooms that support motivation, collaboration, and academic risk-taking.

The integration of emotional intelligence, choice-based strategies, and decision-making development creates a responsive and empowering classroom culture. Together, these elements promote student motivation, self-regulation, and lifelong learning.

### **3. The Poems project**

The POEMS project fills a gap and meets teachers' needs as it seeks to enhance teachers' knowledge and understanding of emotional intelligence (EI) to create an effective and inclusive learning environment for students.

#### **3.1. The project objectives**

The POEMS project is *funded by the European Commission under the Erasmus+ programme and implemented by the EuroED Foundation, Iasi, Romania, in a partnership of universities, schools, and NGOs from Italy, Latvia, Spain, Turkey and Romania.* The project aims to foster the development of students' and teachers' emotional intelligence as a key competence that can contribute to enhancing inclusion at lower secondary school level; Support teachers in

creating an educational environment in which students can develop their emotional intelligence skills to consolidate their key competences; Improve student capacity to develop their personal and interpersonal key competences based on emotional intelligence.

### **3.2. The project target groups**

The main target groups are lower secondary school teachers (teaching students aged 11-15) and students (aged 11-15) who need to develop their personal and social skills based on EI. Teachers play a crucial role in supporting students' development and are chosen based on their ability to understand and develop EI.

### **3.3. The project will produce the following results:**

- A complete Digital Training package, which includes a self-assessment tool and training materials to address teachers' needs to deepen their knowledge on the relevance of emotional intelligence and on the educational methods and tools necessary to foster emotional intelligence as a key competence at school.
- A collection of Lesson Plans on how to make use of innovative methodologies based on emotional intelligence to enhance personal and interpersonal key competences of the students, in order to impact on school communities in terms of solidarity and inclusion.
- A publication promoting awareness of the link between mastering emotional intelligence and enhancing the inclusiveness of the learning environments.

## **4. The digital training package**

### **4.1. The self-assessment tool for teachers**

The self-assessment tool for teachers consists of three online multiple-choice questionnaires based on Salovey and Mayer's definition of Emotional Intelligence (the "Ability model"). Upon completing the questionnaires, users receive feedback that provides specific scores for each of the four competencies: perception of emotion, use of emotions, understanding emotions, and managing emotions. Based on their scores, teachers are directed to suitable training materials tailored to enhance their skills in these areas.

### **4.2. The project online course**

The project online course has been designed to enhance teachers' knowledge and understanding of emotional intelligence as a means of facilitating the acquisition of key competences for developing a more effective and inclusive learning environment for their students.

The word “emotional intelligence” (EI) was used for the first time by Salovey and Mayer, who identified five domains of EI: self-awareness, managing emotions, motivating oneself, empathy and handling relationships. The dimensions of emotional intelligence have long-term impacts, which is why it is increasingly included in company employee training programs, where for example, high levels of motivation correspond to an increase in productivity. For this reason, it is important to cultivate EI from school, not only to increase academic performance, reduce stress and anxiety, but also to encourage the building of healthy relationships and responsible civic engagement.

The project consists of four modules plus one zero module:

0. What is emotional intelligence
  1. Perception of emotion: focused on the ability to perceive emotions in oneself and others
  2. How to develop students’ competence to use emotions to facilitate critical thinking
  3. How to develop students’ competence to understand what emotions are and how to understand emotional information and causes
  4. How to become an emotionally competent teacher

Each module, lasting 60 minutes, consists of three parts:

1. Introduction to present the topics of the module
2. Multimedia material consisting of papers and chapters to read, a toolkit and a handbook to practise, videos and presentations to watch
3. A test for the self-assessment of acquired knowledge.

At the end of the modules there is also an additional bibliography on the topics covered.

Module 0 serves as an introduction to emotional intelligence, emphasizing its significance for self-understanding, social interactions, and coping with daily challenges, while identifying five key areas: self-awareness, self-regulation, self-motivation, social awareness, and social skills. Cultivating emotional intelligence is crucial for developing an emotionally intelligent and inclusive society, beginning in educational settings, as low levels of emotional intelligence can lead to disruptive behaviors (Serrat, 2017).

Module 1, titled "Perception of Emotion," focuses on recognizing emotions in oneself and others, discussing the six primary emotions identified by Ekman (1967): anger, disgust, fear, happiness, sadness, and surprise. The module covers historical theories of emotional intelligence, including the ability, mixed, and trait models of emotional intelligence.

Module 2 explores how emotions influence learning, helping teachers leverage emotions to enhance cognitive processes. It discusses the relationship between emotions and learning, supported by brain imaging research (Attard et al., 2022). Pekrun (2014) identifies four categories of "academic emotions" that

promote student learning, highlighting the need to understand the specific focus of emotions in educational contexts.

Module 3 distinguishes between emotions and states of mind and addresses secondary and complex emotions arising from social interactions and cultural differences. It introduces the concept of cultural humility, defined by Tervalon and Murray-Garcia (1998) as a commitment to ongoing self-reflection and openness to cultural diversity, essential in multicultural educational settings.

Module 4 emphasizes the role of teachers in developing emotional awareness and managing students' emotions to foster a safe learning environment. It discusses emotional regulation strategies, highlighting the importance of self-regulation for both teachers and students in creating effective learning environments. Research (Sutton et al., 2009; Johnson, 2016) suggests that self-regulation is often overlooked in teacher training, despite its importance in preventing disruptive behaviors.

### 5. Teachers' testimonials

We introduced the project—including its objectives, target groups, and main concept of Emotional Intelligence along with the online course—and showcased its platform to teachers and principals from the schools in our network. We invited them to take part in evaluating the online course. This phase involved 30 teachers from seven schools in Iasi, comprising three high schools (both vocational and theoretical) and four lower secondary schools with diverse backgrounds, including private institutions and state schools catering to students at risk of dropping out. The feedback from the teachers' questionnaires assessing the e-learning training package has been positive and encouraging (Figure1).

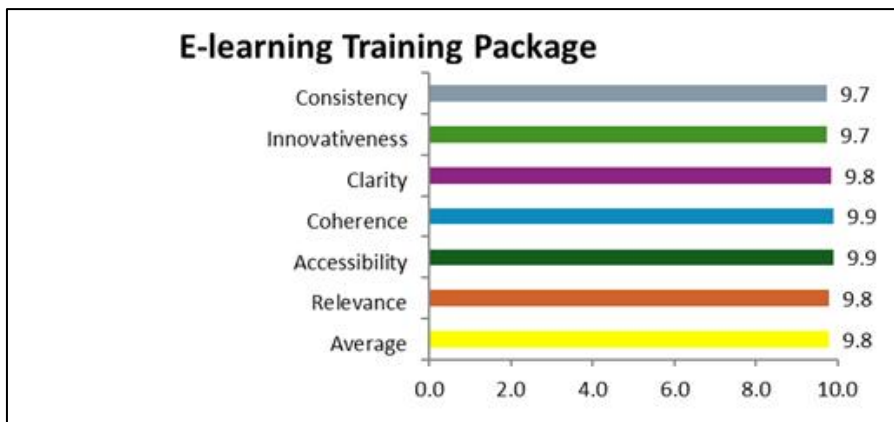


Figure 1

The scores vary from 9.7 to 9.9, with an overall average of 9.8 assigned to the course. Participants valued the project for its grounding in reality and its alignment with contemporary concerns mentioned by the initiative. Module 4 was thought to be the most intriguing (30% of respondents), followed by Module 2 at 22% and Module 3 at 20% (Figure2).

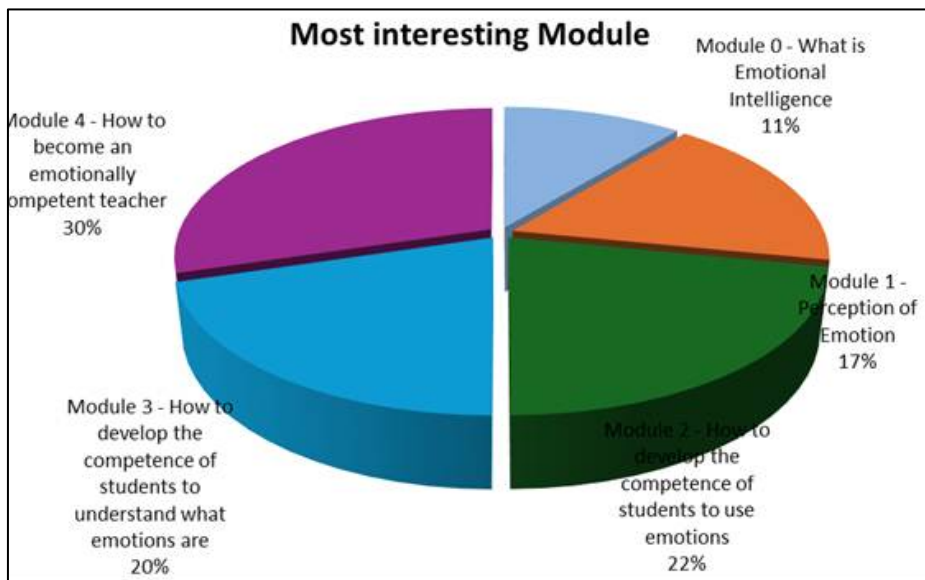


Figure 2

Coherence and accessibility are vital components of the online course on Emotional Intelligence in educational institutions, achieving an impressive rating of 9.9 from teachers. Coherence guarantees a logical and organized advancement of knowledge, enabling concepts to build up, hence helping teachers in comprehending and implementing emotional intelligence principles in varied classroom settings. Accessibility improves this experience by offering a user-friendly platform that caters to various learning styles and levels of technological proficiency. Collectively, these attributes cultivate an inclusive atmosphere that allows educators to interact with the material with ease, thus facilitating the development and application of their emotional intelligence competencies in pedagogical practices.

*I appreciate the seamless transitions between modules and the thoughtful organization of materials, which together foster an engaging and enriching learning experience that supports both their professional development and student outcomes (LM- teacher).*

Clarity and relevance are essential attributes much appreciated by teachers, achieving a score of 9.8. Clarity guarantees that course materials are

direct and intelligible, enabling educators to readily understand intricate ideas pertaining to emotions and interpersonal dynamics in the classroom.

*The e-learning training package deepens my knowledge of Emotional intelligence. The online course, which encourages teachers to develop students' emotional intelligence, sparked my interest in this concept. It is well-structured and clearly organised (AA- teacher).*

*This project provides clear practical resources and reliable strategies to implement exactly when we need them. I highly appreciated the package, which offers hands-on materials and techniques to use in classes presented in a clear way. This clarity enables teachers to easily integrate these resources into their lesson plans, enhancing student engagement and understanding. Both teachers and students can benefit significantly from the structured support it provides (CA-teacher).*

The teachers also found the e-learning training package relevant to their context (score 9.8):

*In today's digitally driven educational landscape, an online course focusing on Emotional Intelligence (EI) in schools is vital for fostering a balanced approach to learning. As students increasingly engage with technology, they may struggle to navigate their emotions, leading to challenges in social interactions and mental well-being (DV- teacher).*

*This course equips educators with essential EI skills, enabling them to recognize, understand, and manage their emotions while effectively utilizing digital tools. By integrating EI into the curriculum, schools can create a nurturing environment that promotes empathy, resilience, and healthy relationships, ensuring that students not only thrive academically but also develop the emotional competencies necessary for success in an increasingly complex world (MM- teacher).*

Consistency and innovation are the attributes teachers valued next, receiving scores of 9.7. In the context of an online course on emotional intelligence in schools, consistency and innovativeness are crucial for improving the learning experience for educators.

*I think that the package is a very consistent and innovative resource, which ensures that teachers can rely on a structured course that effectively helps them integrate emotional insights with digital technologies.*

*The innovative training package encourages us, educators, to explore new methodologies and tools that foster deeper connections with students. By combining these two features, the course not only maintains a solid foundation but also adapts to the evolving needs of both teachers and learners, ultimately promoting a more engaging and impactful educational environment (CZ- teacher).*

*The innovative training package inspires creative approaches and fresh ideas, fostering an engaging learning environment that keeps educators motivated and responsive to new challenges in the classroom. Finding a good balance between these aspects not only helps participants learn more about emotional intelligence,*

*but it also gives them the tools they need to handle the challenges of using both emotional awareness and new technology in their teaching (RS- teacher).*

This online course on emotional intelligence in schools has proven to be a valuable resource for teachers, equipping them with practical tools and insights to foster a supportive learning environment. The e-learning training package serves as a powerful motivator, encouraging educators to enhance their professional practice and effectively address the challenges posed by at-risk students. All participants agreed that the materials are reliable, contextually relevant, and help them and their students develop emotional intelligence. Importantly, this project lays a foundation for ongoing professional development, guiding teachers in implementing competency-focused approaches that prioritize student-centered learning. To make this initiative even better, it would be great to include ways for educators to work together and share their experiences and strategies. This would help the whole educational community become more emotionally intelligent.

## **6. Conclusions**

The decline in students' intrinsic motivation as they age presents a significant challenge for educators, highlighting the need for effective strategies to rekindle this motivation. The Self-determination theory emphasizes the importance of addressing students' needs for autonomy, competence, and relatedness, with choice being a key element in meeting these needs. To implement this approach successfully, teachers must have a strong understanding of their students and possess a high level of emotional intelligence.

The POEMS Project serves as a valuable resource for teachers, offering a self-assessment tool and an online course designed to enhance their emotional intelligence skills. This course has proven effective in providing educators with practical tools and insights, thereby creating a supportive learning environment that benefits at-risk students. Participants have found the training materials to be reliable and relevant, contributing to their personal growth and the emotional intelligence development of their students.

However, our study had limitations in terms of time and application. It was conducted for just one month, and we did not assess the students' progress after the teachers completed the course. This will be explored in future studies.

This project lays the groundwork for ongoing professional development, encouraging educators to adopt competency-focused, student-centered approaches. The course modules provide essential resources for lower secondary school teachers, enhancing their capacity to cultivate emotional intelligence and positively impacting students' academic and social outcomes.

### Acknowledgements

This article is based on a study of The POEMS project (Project number: 2023-1-IT02-KA220-SCH-000157972), which is developed in the framework of the Erasmus+ Programme, KA2 - Strategic Partnerships for School Education.

### References

- Attard, K. & Schembri Frendo, C., 2022. "The Neuroscience of Emotions and the Role Emotions Play in Learning" in *Malta Journal of Education*, 3(1), 15-36. (<https://ife.gov.mt/wp-content/uploads/2023/03/Institute-for-Education-Symposium-vol-03-no01-LR-15-36.pdf>)
- Beymer, P. N., & Thomson, M. M., 2015. "The effects of choice in the classroom: Is there too little or too much choice?" in *Support for Learning*, 30(2), 105-120. <https://doi.org/10.1111/1467-9604.12086>
- Boekaerts, M., 2010. "The crucial role of motivation and emotion in classroom learning" in H. Dumont, D. Istance, & F. Benavides (Eds.), *The Nature of Learning: Using Research to Inspire Practice* (pp. 91–111). Paris, France: OECD Publishing. <https://doi.org/10.1787/9789264086487-en>
- Brackett, M. A., & Katulak, N. A., 2007. "Emotional intelligence in the classroom: Skill-based training for teachers and students" in J. Ciarrochi & J. D. Mayer (Eds.), *Applying Emotional Intelligence: A Practitioner's Guide* (pp. 1–27). New York, NY: Psychology Press.
- Cordova, D., & Lepper, M. R., 1996. "Intrinsic motivation and the process of learning: Beneficial effects of contextualization, personalization, and choice" in *Journal of Educational Psychology*, 88(4), 715-730. <https://doi.org/10.1037/0022-0663.88.4.715>
- Deci, E. L., Vallerand, R. J., Pelletier, L. G., & Ryan, R. M., 1991. "Motivation and education: The self-determination perspective" in *Educational Psychologist*, 26(3-4), 325-346.
- Durlak, J. A., Weissberg, R. P., Dymnicki, A. B., Taylor, R. D., & Schellinger, K. B., 2011. "The impact of enhancing students' social and emotional learning: A meta-analysis of school-based universal interventions" in *Child Development*, 82(1), 405-432.
- Ekman, P., & Keltner, D., 1970. "Universal facial expressions of emotion" in *California mental health research digest*, 8(4), 151-158.
- Evans, M., & Boucher, A., 2015. "Optimizing the power of choice: Supporting student autonomy to foster motivation and engagement in learning" in *Mind, Brain, and Education*, 9(3), 10.1111/mbe.12073.
- Johnson, G. M., & Cooke, A., 2016. "Self-regulation of learning and preference for written versus audio-recorded feedback by distance education students" in *Distance Education*, 37(1), 107-120.
- Katz, I., & Assor, A., 2007. "When choice motivates and when it does not" in *Educational Psychology Review*, 19(4), 429–442. <https://doi.org/10.1007/s10648-006-9027-y>
- Katz, I., Assor, A., Kanat-Maymon, Y., & Bereby-Meyer, Y., 2006. "Interest as a motivational resource: Feedback and gender matter, but interest makes the difference" in *Social Psychology of Education*, 9(1), 27–42. <https://doi.org/10.1007/s11218-005-2863-7>

- Lepper, M. R., Corpus, J. H., & Iyengar, S. S., 2005. "Intrinsic and extrinsic motivational orientations in the classroom: Age differences and academic correlates" in *Journal of educational psychology*, 97(2), 184.
- Maxwell, L., 2022. "Giving students choice in the classroom increases engagement" in *Edutopia*, <https://www.edutopia.org/article/giving-students-choice-classroom-increases-engagement/>
- Mayer, J. D., & Salovey, P., 1993. "The intelligence of emotional intelligence" in *intelligence*, 17(4), 433-442.
- Noreen, S., & Kazim, B., 2021. "Impact of teachers' emotional intelligence abilities on student motivation and their interaction with students in secondary school classrooms" in *Journal of Educational Psychology and Pedagogical Sciences*, 1(1), 17-37.
- Patall, E. A., Cooper, H., & Robinson, J. C., 2008. "The effects of choice on intrinsic motivation and related outcomes: a meta-analysis of research findings" in *Psychological bulletin*, 134(2), 270.
- Pekrun, R., 2014. "Emotions and Learning. International Academy of Education. ([http://staging.iaoed.org/downloads/edu-practices\\_24\\_eng.pdf](http://staging.iaoed.org/downloads/edu-practices_24_eng.pdf))
- Rahman, M. H., Bin Amin, M., Yusof, M. F., Islam, M. A., & Afrin, S., 2024. "Influence of teachers' emotional intelligence on students' motivation for academic learning: An empirical study on university students of Bangladesh" in *Cogent Education*, 11(1), 2327752.
- Ryan, R. M., & Deci, E. L., 2000. "Intrinsic and extrinsic motivations: Classic definitions and new directions" in *Contemporary educational psychology*, 25(1), 54-67.
- Salovey, P., & Mayer, J. D., 1990. "Emotional intelligence" in *Imagination, Cognition and Personality*, 9(3), 185-211. <https://doi.org/10.2190/DUGG-P24E-52WK-6CDG>
- Salovey, P. E., & Sluyter, D. J., 1997. *Emotional development and emotional intelligence: Educational implications*. Basic Books.
- Serrat, O., 2017. "Understanding and Developing Emotional Intelligence" in O. Serrat, *Knowledge Solution. Tools, Methods, and Approaches to Drive Organisational Performance*, Springer Singapore, 329-339. ([https://link.springer.com/chapter/10.1007/978-981-10-0983-9\\_37](https://link.springer.com/chapter/10.1007/978-981-10-0983-9_37))
- Stirling, D., 2013. "Motivation in education" in *Aichi Universities English Education Research Journal*, 29(2013), 51-72.
- Sutton, R. E., R. Mudrey-Camino, and C. C. Knight. "Teachers' emotion regulation and classroom management" in *Theory into practice* 48.2 (2009): 130-137.
- Tervalon, M., & Murray-Garcia, J., 1998. "Cultural humility versus cultural competence: A critical distinction in defining physician training outcomes in multicultural education" in *Journal of health care for the poor and underserved*, 9(2), 117-125.
- Tohidi, H., & Jabbari, M. M., 2012. "The effects of motivation in education" in *Procedia - Social and Behavioral Sciences*, 31, 820-824.
- The Poems project. (n.d.). <https://poems.pixel-online.org/>
- Urhahne, D., & Wijnia, L., 2023. "Theories of motivation in education: An integrative framework" in *Educational Psychology Review*, 35(2), 45.