



Emotional Intelligence in Teacher Education: A Theoretical Framework for South Africa's Context

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Abstract

Emotional intelligence (EI) has gained significant attention in recent years as a critical component for effective leadership and performance in various domains. The study will employ a systematic review of existing literature on EI and its applications in education, alongside expert consultations from educators and psychologists. The theoretical framework developed provides a robust foundation for policymakers, teacher education providers, and researchers to design and implement effective EI training programmes tailored to South African educational needs. Recommendations include the development of standardised EI assessment tools, integration of EI into curriculum at all levels of teacher education, and ongoing professional development opportunities for educators.

Keywords: *Cognition, Culture, Developmental, Empathy, Leadership, Motivation, Neuroscience*

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