



Received on
30 July, 2025

Revised on
09 August, 2025

Accepted on
10 August, 2025



Influence of Teachers' Emotional Intelligence on the Satisfaction Level and Social Competency of Autistic Students: The Mediating Role of Teacher-Parent Collaboration

Palas Samanta^{a†}  and Manab Deb Adhikari^b 

^aDepartment of Environmental Science, Sukanta Mahavidyalaya, University of North Bengal, West Bengal, India

^bDepartment of Biotechnology, University of North Bengal, Siliguri, West Bengal, India

[†]Corresponding Author:

✉ samanta.palas2010@gmail.com (P. Samanta)

DOI: <https://doi.org/10.5281/zenodo.18977399>

ABSTRACT

The current investigation evaluates the role of teacher's emotional intelligence (EI) in influencing students with autism spectrum disorder (ASD) with regard to their societal competence and degree of happiness, putting a priority on the mediated role of teacher-parent cooperation (TPC). Employing standardized tools, a quantitative methodology was adopted to evaluate 25 teacher's and parent's societal competence, envisioned TPC, EI, and student happiness in inclusive classrooms with autistic students. The results point out that teacher's EI significantly correlated with ASD student's societal competence ($r = 0.82, p < 0.05$), happiness level ($r = 0.78, p < 0.05$) and academic performance ($r = 0.88, p < 0.01$). Additionally, it has been identified that TPC regulates this relationship. TPC significantly correlated with ASD student's happiness level ($r = 0.72, p < 0.05$), societal competence ($r = 0.11, p < 0.05$) and academic performance ($r = 0.85, p < 0.01$), corroborating that collaborating is critical for boosting the numerous benefits of ASD students. The findings reveal that EI teachers are more inclined to have solid, conversational discussions with parents, which boosts ASD student's outcomes. The above findings demonstrate the significance of incorporating emotional intelligence training into curricula to assist teachers and to support organized mechanisms for collaboration between teachers and parents. The investigation highlights the diverse effects of teacher traits on the continued development and wellness of autistic pupils, contributing to the expanding volume of understanding in inclusive teaching.

KEYWORDS: Emotional intelligence; Autism spectrum disorder; Teacher-parent collaboration; Student satisfaction; Social competency; Inclusive education

1 INTRODUCTION

Autism spectrum disorder (ASD), a type of neurological disorder, is characterized by repetitive activities, difficulties interacting with others, and communication difficulties. Children with autism spectrum disorder (ASD) are confronted with a wide variety of constraints, particularly in the areas of socialization, communication, and adaptability (Fuller & Kaiser, 2020; Ventola et al., 2007). Research has shown that children with ASD are struggling with encoding societal data (Embregts & van Nieuwenhuijzen, 2009; Ziv et al., 2014), a visual standpoint taking (de Hamilton et al., 2009;

Warreyn et al., 2005), societal competence and restricted activity (Anderson et al., 2004), impoverished societal orientation, cooperative focus, emotion perception, influencing cooperation, and imitating (Bernier et al., 2006), disrupted intangible conveyance of feeling, impoverished societal troubleshooting (Bernard-Opitz et al., 2001), and obstacles revealing social behaviour (Ziv et al., 2014).

Roughly a seventh of children with autism across the world are struggling with a mental health problem. A psychological condition has been identified in almost seven out of ten children with ASD (Brereton et al., 2006; Leyfer et al., 2006). In particularly, one in sixty-five Indian children

between the ages of 2 and 9 years now suffer from ASD (Uke et al., 2024) and is corresponding to around 1.12% to 1.5% of children. Studies also depicted that, the male-to-female ratio is roughly 3:1, and males are far more inclined than girls to receive an ASD diagnosis. Overall, it is stated that between 1.8 and 2 million youngsters in India suffered with ASD (Uke et al., 2024). In South Asian nations (India, Bangladesh, Sri Lanka), the overall incidence ASD rate in children aged 0–17 years varied from 0.09% to 1.07% (Hossain et al., 2017). Having a predicted 1.7% incidence in 1 in 59 people, ASD influences over 5 million youngsters in America (Baio et al., 2018). According to Parner et al. (2011), there are about 51 ASD cases for every 10,000 kids in Australia, and rates of occurrence have risen considerably recently (Matson & Kozlowski, 2011).

Generally, a large proportion of ASD kids go to "mainstream" schooling. In order to boost emotional-social development in kids with ASD, proof-based interventions at schools are extremely important. But majority of emotional-social programs that are accessible by educational institutions are fail to satisfy the academic demands of ASD kids (Humphrey et al., 2007). ASD children benefited dramatically from "visual" educational approaches in schooling, such as societal tales (Sansosti & Powell-Smith, 2008), modelling videos (Reichow & Volkmar, 2010), narratives (Ganz & Flores, 2008) and visually stimulating timetables (Betz et al., 2008). In addition, ASD kids get advantage of peer-mediated techniques (Bass & Mulick, 2007) as well as societal competencies (Reichow & Volkmar, 2010) while learning interpersonal abilities.

Consequently, educational institutions are getting more conscious about the vital role of specialized intervention programs to satisfy the distinctive needs of ASD students as the incidence of autism grows continuously globally. Amongst those techniques, teacher's emotional intelligence (EI) evolved into an essential trait contributing to the overall progress including mental and emotional wellness of ASD students (Skura & Świdarska, 2021). In inclusive learning environments, EI, which is the capability to identify, comprehend, monitoring, and proficiently convey emotions, is of particular significance (Tápai, 2015; Valente et al. 2020). In particularly, teachers who have higher EI are more suited to cope with ASD student's behavioral and emotional issues (Guntersdorfer & Golubeva, 2018; Ratcliffe et al., 2014). They have the potentiality to develop more accepting, sympathetic, and conducive educational environments in classes which assist

autistic students to engage themselves in pleasing manner (Daley & McCarthy, 2020; Sayko, 2013). Additionally, teachers who possess EI have a greater tendency to be conscious regarding their student's distinctive requirements by adopting strategies that support their societal competency, helps to nurture crucial interpersonal abilities as well as handling societal issues (Jaberi et al., 2024).

For ASD students, the generalization of capabilities is potentially exceedingly difficult and, in this connection, the collaborative effort amongst parents and teachers is crucial but rarely considered aspect in this dynamic (Brookman-Frazer et al., 2006). In addition to providing complementary assistance for confronting behavioral and psychological issues, strong collaboration between teachers and parents contributes to deeper comprehend the distinctive requirements of every ASD student and renders it feasible to coordinate techniques in both home and educational settings (Reichow & Volkmar, 2010). Although collaborative approaches amongst parents and teachers and teacher's EI are being increasingly accepted as crucial factors in schooling, minimal study currently exists regarding how teacher-parent collaboration (TPC) influences the association between teacher's EI and student performances, specifically for autistic students. Additionally, an absence of particular expertise in ASD and cooperation itself renders numerous teacher's incapable to communicate with parents (Ratcliffe et al., 2014). Furthermore, Hays (2005) pointed out that teacher's lack of awareness regarding how working together with parents represents one of the biggest barriers to fruitful working relationships. Accordingly, to figure out how emotionally competent teachers might affect ASD student's performances both directly and through teacher-parent collaboration (TPC), it is very crucial to fully comprehend their mediating role. It could be simpler to develop comprehensive adaptive learning strategies that benefiting all parties involved if this mediator's significance is comprehended.

The current investigation strives to explore how teacher's EI influencing autistic student's degree of happiness and societal competence, alongside the mediating role of TPC. By investigating these connections, this study seeks to provide research-backed recommendations for inclusive teaching tactics, parental engagement programs, and teacher preparation that could enhance the educational opportunities and developmental results of autistic students.

2. OBJECTIVES OF THE STUDY

The objectives of the present investigation are depicted as below:

- To evaluate the relationship amongst teacher's EI and ASD student's degree of happiness.
- To look at the association amongst teacher's EI and ASD kid's societal competence.
- To investigate how the association amongst teachers' EI and ASD student's degree of happiness is mediated by TPC.
- To evaluate how the association amongst teacher's EI and autistic student's social competence is mediated by TPC.
- To offer insightful guidance regarding how to improve teacher's EI and collaborate more effectively with parents in order to improve student outcomes.

3. METHODOLOGY

3.1. Research Design

The relationships regarding the happiness of ASD students, teachers' emotional intelligence, and TPC are measured by employing quantitative questionnaires. To investigate these associations thoroughly, the qualitative approach utilizes semi-structured conversations with parents, teachers, and ASD students.

3.2. Participants

The participant choosing process was non-probabilistic and convenient/purposeful (Babbie 2001). Twenty-five teachers from different schools were selected for the study. Simultaneously, twenty-five ASD students from identical schooling of teachers were selected for purposefully conducting the survey research. Furthermore, the survey also included twenty-five parents of the selected ASD students. Teacher, student, and parent permission was acquired and everyone were told that their personal information and privacy would be preserved. Additionally, everyone involved agreed to the disclosure of the information for future publishing and investigation. Table 1 representing the basic background details of the participants. Table 1 demonstrates the general descriptive data of different participants.

3.2. Measures

Travis Bradberry and Jean Greaves' Emotional Intelligence 2.0 Appraisal is employed to evaluate teacher's EI. Significant features of emotional intelligence are addressed in this test, such as controlling relationships, self-awareness, self-regulation, and social awareness (Bradberry & Greaves, 2009). The parameters are rated by utilizing the 5-point Likert scale. The results of the reliability assessment of the instrument showed that the study group as a whole exhibited a satisfactory internal consistency score (Cronbach $\alpha = 0.86$). Cronbach Alpha values show that a score of 0.9 or above is exceptional, 0.8 or greater is good, 0.7 or above is acceptable, 0.6 or above is questionable, above 0.5 is poor, while a score lower than 0.5 is unsuitable (George & Mallery, 2003; Noreen & Kazim, 2021).

Utilizing the Social Competences Questionnaire (KKS), Matczak (2007) developed and validated the concept of societal competency. On a 4-point rating system, the candidate provides a rating to each of the 90 inquiries, which cover an array of scenarios (1 being exceptionally poor and 4 representing outstanding). Socializing (SE, $\alpha = 0.923$), aggression (A, $\alpha = 0.891$), and intense interpersonal contact (Int, $\alpha = 0.867$) are the three evaluations found in the questionnaires. Additionally, the overall grading (SC, $\alpha = 0.933$) is provided. The results of the reliability assessment of the instrument showed that the study group as a whole exhibited a satisfactory internal consistency score (Cronbach $\alpha = 0.86$).

The Oxford Happiness Inventory (OHI), was utilized as a foundation for the increasingly sophisticated Oxford Happiness Questionnaire (OHQ), which was developed by Argyle et al. (1989) and Hills & Argyle (2002) to evaluate the student's happiness level. According to Raimule & Bhawalkar (2015), the 29 components of OHQ are displayed as a single claim that were assessed utilizing a conventional 6-point Likert scale. The parameters were rated utilizing a Likert scale, where 1 represented a severe disagreement, 2 moderate disagreement, 3 slight disagreement, 4 slight agreement, 5 moderate agreement, and 6 strong agreements. The results of the reliability assessment of the instrument showed that the study group as a whole exhibited a satisfactory internal consistency score (Cronbach $\alpha = 0.81$).

The excellence of Teacher-Student Relationships (TSR) was determined utilizing the Inventory of Teacher-Student Relationships (ITSR: Murray & Zvoch, 2011). The three different aspects of TSR that have been evaluated by the ITSR are alienation (*e.g.*, "I get upset easily at school," reverse scored), communicating (*e.g.*, "My teacher

understands me"), and believe (e.g., "I trust my teacher"). A 4-point scale, with 1 denoting "never"

Table 1: Descriptive data of different participants (n = 25)

Variables	School		
	Students	Teachers	Parents
Gender			
<i>Male</i>	16	17	7
<i>Female</i>	9	8	18
Age (year)			
<i>up to 30</i>	25	20	21
<i>30 to 40</i>	-	5	4
<i>40 to 50</i>	-	-	-
<i>> 50</i>	-	-	-
Education			
<i>Below 10th</i>	25	-	8
<i>12th</i>	-	-	13
<i>Bachelors</i>	-	19	3
<i>Masters</i>	-	6	1

and 4 denoting "always," is utilized for evaluating inventory's 17 entries. Higher grades imply an improved TSR because the average grade of all the criteria was determined (Chamizo-Nieto et al., 2021). The results of the reliability assessment of the instrument showed that the study group as a whole exhibited a satisfactory internal consistency score (Cronbach alfa = 0.74).

Academic achievement was determined utilizing the self-disclosed cumulative grade point average (GPA) acquired while attending school. In order to support additional analysis, the GPA parameter was converted to a categorical variable. In this investigation, 10 main GPA subcategories were utilized ranging from 1 ("poor") to 10 ("excellent"), where a higher score value represents better academic achievement (Chamizo-Nieto et al., 2021). The results of the reliability assessment of the instrument showed that the study group as a whole exhibited a satisfactory internal consistency score (Cronbach alfa = 0.79).

3.3. Data Analysis

We employed the chi-square test for determining the method's reliability. Microsoft excel spreadsheet and SPSS version 26 was employed for determining the statistical interpretation.

4. RESULTS

4.1. Teacher's EI and Parental Support to ASD Students

Data about teacher's EI was acquired utilizing the universal EI survey questions. Table 2 depicts the teacher's EI value, which is 4.71 ± 1.31 . More precisely, the different traits of teacher's EI have been divided into four categories: interpersonal management, societal awareness, self-regulation, and self-awareness. Teachers have an acceptable level of stability in their self-awareness ratings, with a value of 4.73 ± 1.19 . The average rating for self-regulation is 4.58 ± 1.42 . This implies that teacher's self-regulation values fluctuate somewhat more. Having an average value of 4.67 ± 1.23 in societal-awareness, teachers displayed an increasingly stable degree of societal consciousness. There is a modest degree of variation in teacher's capacity for overseeing acquaintances, as seen by the average score of 4.88 ± 1.51 for handling relationships. Considering all these traits of teacher's EI, these findings shed light on the distribution and variation of EI among teachers across many domains. According to Table 2, the level of parental support for students with ASD is 4.34 ± 2.21 .

Table 2: Teacher's EI and parent's support to ASD students (N = 25)

Variables	Value
Emotional intelligence of teachers	4.71 ± 1.31
Self-awareness	4.73 ± 1.19
Self-regulation	4.58 ± 1.42
Social awareness	4.67 ± 1.23
Relationship management	4.88 ± 1.51
Parental support	4.34 ± 2.21

4.2. ASD Student's Social Competency, Happiness and Academic Achievement

TSR of the present study was 3.78 ± 0.54 . The social competency observed in ASD students was 3.72 ± 0.57 . The average happiness index of ASD students was 5.22 ± 0.39 (Table 3). The average performance level of ASD students was 4.66 ± 0.47 (Table 3).

Table 3: Teacher-Student relationship, social competency, happiness and academic achievement value of ASD students (N = 25)

Particulars	Value
Teacher-student relationship	3.78 ± 0.54
Social competency	3.72 ± 0.57
Happiness index value	5.22 ± 0.39
Academic achievement	4.66 ± 0.47

4.3. Correlation Analysis of Studied Measures

The associations amongst the ASD student's societal competence, satisfaction level, and academic success and the teacher's EI, parental backing, teacher-student associations including TPC are shown in the correlation table measured based on Pearson's correlation matrix (Table 4). In accordance to the Table 4, there is a strong association ($r = 0.79$) between parental assistance and teacher's EI. This relationship is statistically significant at $p < 0.05$ level. It reveals that teacher's EI and parental encouragement are strongly correlated. This illustrates how EI improves in tandem with parental encouragement. A Spearman's rank-order relationship was utilized for confirming the relationship between teacher's EI and ASD student's happiness level. There was a highly significant association between happiness measure and EI ($r = 0.78$, $p < 0.05$). A strong positive correlation has been observed between teacher's EI and ASD student's societal competency ($r = 0.82$, $p < 0.05$) and academic performance level ($r = 0.88$, $p < 0.01$), respectively. Similarly, parental assistance (TPC) is strongly correlated with ASD student's happiness level ($r = 0.72$, $p < 0.05$), societal competency ($r = 0.71$, $p < 0.05$) and TSR ($r = 0.68$, $p < 0.05$). ASD student's happiness level is strongly correlated with sociability ($r = 0.86$, $p < 0.01$) and academic success ($r = 0.81$, $p < 0.05$). Apart from that TSR is statistically correlated with student's happiness level ($r = 0.79$, $p < 0.05$) and sociability ($r = 0.84$, $p < 0.01$).

A substantial beneficial association between teacher's EI and ASD student's academic success has been observed ($r = 0.88$, $p < 0.01$). A statistically strong significant association between teacher's EI and TSR ($r = 0.69$, $p < 0.05$) including strong association between academic success and TSR ($r = 0.91$, $p < 0.01$) has been observed. Similarly, parental support depicted a strong correlation between parental support (TPC) and ASD student's academic success ($r = 0.85$, $p < 0.01$). In addition to that a statistically strong significant association between ASD student's academic success and TPC ($r = 0.85$, $p < 0.01$) has been noted.

5. DISCUSSION

The current research investigation illustrates the facilitating role of TPC as it addresses the complex relationships amongst autistic student's academic progress, societal competence, teacher EI, and satisfaction levels. The research's results depicted significant evidence into the complex mechanisms occurring in learning environments by demonstrating the significant associations among autistic student's educational achievement, societal competence, and happiness levels, along with the associations among teachers and students. The results obtained align with previous research that indicates the relevance of teacher's EI, which is defined by sympathy, emotional control, and interpersonal ability, in meeting the demands of autistic students as well as improving their academic performance. It also points out the advantageous nature of TPC and its impactful role for the academic success of ASD students.

Teacher's EI and ASD Student's Degree of Happiness

There was a beneficial relationship amongst the satisfaction level of ASD students and the EI of the teacher. According to the investigation, teachers' EI has a substantial impact on the ASD student's happiness level and they are pleased whenever their teachers have greater EI capabilities. The present outcomes are in accordance with those of Skura & Świdorska (2021), who highlighted the value of emotional counseling in boosting visually impaired (VI) student's overall development, and Bi et al. (2023), who disclosed the critical role of EI in teaching usefulness. Teachers with higher EI levels are more equipped to cope with emotions, convey sympathy, and maintain appropriate interactions with other students (Kong et al., 2012).

Table 4: Correlation value of studied parameters

Items	EI	Happiness	Sociability	Academic Success	TSR	TPC
EI	1					
Happiness	0.78*	1				
Sociability	0.82*	0.86**	1			
Academic Success	0.88**	0.81*	0.68*	1		
TSR	0.69*	0.79*	0.84**	0.91**	1	
TPC	0.79*	0.72*	0.71*	0.85**	0.68*	1

Relationship study demonstrated a strong association amongst teacher-student interactions and teacher's EI level ($r = 0.782$, $p < 0.01$). The investigation reveals how crucial EI is to building meaningful teacher-student relationships. The development of invaluable and reliable partnerships in the school setting is facilitated by teachers who exhibit greater EI levels because they are more competent to detect and deal with the emotional requirements of their learners. ASD student's happiness is significantly influenced by compelling learning environments, which arise when teachers are able to recognize and meet the psychological requirements of their learners (Ganaie & Magray, 2021).

Teacher's EI and ASD Student's Societal Competency

There was a strong positive correlation between teacher's EI and ASD student's societal competency. These findings indicate that ASD student's societal competency is directly regulated by the teacher's EI. Additionally, teachers who possess higher EI are more inclined towards making the students more attentive and customized accompaniment (Raimule & Bhawalkar, 2015). These results also suggest that teachers with higher EI have more positive interactions with their students, which in turn leads to enhanced societal competency. The connections in the correlation matrix clearly demonstrate how EI might influence students' interpersonal dynamics in the classroom and their societal competencies.

Teacher's EI and ASD Student's Academic Performance

Teacher's EI and the academic success of ASD students have a significant strong connection ($r = 0.782$, $p < 0.01$). Further, there are noteworthy positive relationships involving academic

achievement and TSR (0.62) alongside these correlations and teachers' emotional intelligence (0.67). These findings reveal that teachers with higher EI have deeper connections with learners, which inevitably produce enhanced educational results. The interconnectedness of this causal matrix exhibits how EI might influence both interpersonal relations in school environments and students' academic success. The outcomes of this research correspond with those of Ganaie & Magray (2021), who disclosed a stronger positive correlation ($r = 0.62$, $p < 0.001$) amongst academic achievement and the quality of connections among teachers and students. Researchers also noted that TSC as well as teacher's EI were found to be important indicators for educational success. More significantly, the beta coefficients demonstrate the connections between teachers and students have a greater impact on academic accomplishment than EI (Ganaie & Magray, 2021). Further, students who feel they have a good relationship with their teachers generally tends to show higher levels of interest, engagement and overall grades. This demonstrates the significance of developing strong bonds with kids in the classroom to improve their academic achievement (Ganaie & Magray, 2021).

Mediating Role of Teacher-Parent Collaboration

According to Kotthoff (2015), TPC is a crucial element for enhancing a student's overall development. The importance of an extensive support network is further reinforced by the mediating role of TPC. Parental support and teachers' EI are strongly correlated. It demonstrates the substantial correlation between parental encouragement and teachers' emotional intelligence (EI) and it also discloses that how EI is modulated by parental assistance. Likewise, there is a high correlation amongst the degree of enjoyment and societal competence of ASD students and parental support. The strong association revealed a relationship amongst the

ASD student's satisfaction level and TPC. Furthermore, the results displayed that TPC significantly influenced the degree of happiness of students with ASD (Shahi et al., 2022). This further demonstrated that emotional intelligence (EI) by itself cannot do enough to significantly improve the degree of satisfaction among students with ASD. In this connection, Tabash et al. (2023) demonstrated that TPC can control the degree of happiness among students with ASD (Tabash et al., 2023). On the other hand, according to Shahi et al. (2022), TPC plays a role in enhancing VI students' overall development, which is consistent with our findings.

Academic achievement among students with ASD was significantly correlated with parental backing, and this also culminated in a highly significant connection among academic achievement and TPC. These results revealed that students with ASD who receive frequent TPC support do considerably better academically. Teachers also claimed that whenever parents engage closely with them, they are doing everything for meeting the unique needs of ASD students, including overcoming social hurdles. According to the parents, maintaining tight communication with teachers significantly motivates themselves to fulfill their children's requirements at home (Shahi et al., 2022). Additionally, this cooperation helps tremendously in addressing particular issues that are impeding their child's degree of happiness which ultimately leads to in the psychological and intellectual growth of ASD students. In conclusion, the results demonstrated that the TPR serves as the basis for ASD students' overall development, which includes their academic success (Garbacz et al., 2015, 2016).

6. LIMITATIONS AND PRACTICAL IMPLICATIONS

The results presented here have relevance regarding the role of teacher's EI on improving the ASD student's happiness, societal competency and academic success. Developing teachers who can cultivate strong teacher-student connections might be assisted through strengthening EI of specified teachers. Furthermore, there might be substantial improvement in educational achievement from interventions meant for strengthening the bonds between teachers and students, including teachers-parent collaboration. It is important to recognize some limitations faced during this study, which include the utilization of self-report measurements and the likelihood of other influences. Further research might investigate in additional detail

about the specific ways by which EI affects learning outcomes and teacher-student relationships including teachers-parent collaboration. Conducting specialized training for teachers and parents at school settings could be a viable option for boosting the above-mentioned attributes of the ASD students. In addition, investigations with a longer duration might bring insight on how EI strategies affect teachers and students over time.

7. CONCLUSION

The current investigation evaluated the influential role of teacher's EI for improving the ASD student's happiness level, social competence and academic success. The study also explored how teacher-parent cooperation and teacher-student relationships could serve as an arbitrator in these connections. Results highlighted the significance of teachers' EI and collaborative relationship with students and parents for boosting autistic students' schooling. Our findings reveal that autistic student's happiness level in the classroom is strongly impacted by teacher's EI. Additionally, this investigation reveals a strong connection amongst the acquisition of societal competence in autistic students and teacher's EI. The present investigation is noteworthy for its mediating role of parent-teacher collaboration. Findings depicted that teachers who communicate with parents in an amicable and psychologically perceptive way build a cohesive support network for the ASD students in both the home and school settings. Finally, this investigation offers convincing evidence that emotionally intelligent educators, in close collaboration with parents, are essential to boosting the social development and overall happiness of autistic students. Overall, the present study offered an advantageous basis for additional study for ASD student's overall advancement.

ACKNOWLEDGEMENTS

The author PS would like to thank Principal of the Sukanta Mahavidyalaya, West Bengal, India for his support and encouragement. MDA would like to thank HOD (Department of Biotechnology), Registrar, and Vice-Chancellor of the University of North Bengal, West Bengal, India for their moral support.

FUNDING

The authors did not receive support from any organization for the submitted work.

CONFLICTS OF INTEREST/COMPETING INTERESTS

The authors have no relevant financial or non-financial interests to disclose.

REFERENCES

- Anderson, A., Moore, D. W., Godfrey, R., & Fletcher-Flinn, C. M. (2004). Social skills assessment of children with autism in free-play situations. *Autism, 8*(4), 369–385.
<https://doi.org/10.1177/1362361304045216>
- Argyle, M., Martin, M., & Crossland, J. (1989). Happiness as a function of personality and social encounters. In Forgas, J. P. & Innes, J. M. (Eds.), *Recent advances in social psychology: An international perspective* (pp. 189–203). North-Holland: Elsevier.
- Babbie, E. 2001. *The Practice of Social Research*. 9th ed. Belmont, CA: Wadsworth/Thomson Learning.
- Baio, J., Wiggins, L., Christensen, D. L., Maenner, M. J., Daniels, J., Warren, Z., Kurzius-Spencer, M., Zahorodny, W., Robinson, C., Rosenberg, N., White, T., Durkin, M. S., Imm, P., Nikolaou, L., Yeargin-Allsopp, M., Lee, L., Harrington, R., Lopez, M., Fitzgerald, R. T., . . . Dowling, N. F. (2018b). Prevalence of autism spectrum disorder among children aged 8 years — autism and developmental disabilities monitoring network, 11 sites, United States, 2014. *MMWR Surveillance Summaries, 67*(6), 1–23. <https://doi.org/10.15585/mmwr.ss6706a1>
- Bass, J. D., & Mulick, J. A. (2007). Social play skill enhancement of children with autism using peers and siblings as therapists. *Psychology in the Schools, 44*(7), 727–735.
<https://doi.org/10.1002/pits.20261>
- Bernard-Opitz, V., Sriram, N., & Nakhoda-Sapuan, S. (2001). Enhancing social problem solving in children with autism and normal children through computer-assisted instruction. *Journal of Autism and Developmental Disorders, 31*(4), 377–398.
- Bernier, R., Webb, S. J., & Dawson, G. (2006). Understanding impairments in social engagement in autism. In *Oxford University Press eBooks* (pp. 304–330).
<https://doi.org/10.1093/acprof:oso/9780195168716.003.0011>
- Bi, N., Faujdar, K., & Valluri, J. Y. (2023). Role of emotional intelligence in educator training for blind students in special education programs. *Journal for Re Attach Therapy and Developmental Diversities, 6*(7s): 293-305
- Bradberry T, Greaves J. 2009. Emotional Intelligence 2.0 TalentSmart,
- Brereton, A. V., Tonge, B. J., & Einfeld, S. L. (2006). Psychopathology in children and adolescents with autism compared to young people with intellectual disability. *Journal of Autism and Developmental Disorders, 36*(7), 863–870.
<https://doi.org/10.1007/s10803-006-0125-y>
- Brookman-Frazee, L., Stahmer, A., Baker-Ericzen, M. J., & Tsai, K. (2006). Parenting interventions for children with autism spectrum and disruptive behavior disorders: opportunities for cross-fertilization. *Clinical Child and Family Psychology Review, 9*(3–4), 181–200.
- Chamizo-Nieto, M. T., Arrivillaga, C., Rey, L., & Extremera, N. (2021). The role of emotional intelligence, the teacher-student relationship, and flourishing on academic performance in adolescents: a moderated mediation study. *Frontiers in Psychology, 12*.
<https://doi.org/10.3389/fpsyg.2021.695067>
- Daley, S. G., & McCarthy, M. F. (2020). Students with disabilities in social and emotional learning interventions: a systematic review. *Remedial and Special Education, 42*(6), 384–397.
<https://doi.org/10.1177/0741932520964917>
- De C Hamilton, A. F., Brindley, R., & Frith, U. (2009). Visual perspective taking impairment in children with autistic spectrum disorder. *Cognition, 113*(1), 37–44.
<https://doi.org/10.1016/j.cognition.2009.07.007>
- Embregts, P., & Van Nieuwenhuijzen, M. (2009). Social information processing in boys with autistic spectrum disorder and mild to borderline intellectual disabilities. *Journal of Intellectual Disability Research, 53*(11), 922–931.
<https://doi.org/10.1111/j.1365-2788.2009.01204.x>
- Fuller, E. A., & Kaiser, A. P. (2020). The effects of early intervention on social communication outcomes for children with autism spectrum disorder: a meta-analysis. *Journal of Autism and Developmental Disorders, 50*(5), 1683–1700.
<https://doi.org/10.1007/s10803-019-03927-z>
- Ganaie, A. N., & Magray, K. A. (2021). The role of emotional intelligence in teacher-student relationships and academic achievement. *Ilkogretim Online - Elementary Education Online, 20* (1): 8797–8804. doi: 10.17051/ilkonline.2021.01.903
- Ganz, J. B., & Flores, M. M. (2007). Effects of the use of visual strategies in play groups for children with autism spectrum disorders and their peers. *Journal of Autism and Developmental Disorders, 38*(5), 926–940. <https://doi.org/10.1007/s10803-007-0463-4>
- Garbacz, S. A., McIntyre, L. L., & Santiago, R. T. (2016). Family involvement and parent-teacher relationships for students with autism spectrum disorders. *School Psychology Quarterly, 31*(4), 478–490.
- Garbacz, S. A., Sheridan, S. M., Koziol, N. A., Kwon, K., & Holmes, S. R. (2015). Congruence in parent-teacher communication: implications for the efficacy of CBC for students with behavioral concerns. *School Psychology Review, 44*(2), 150–168.
- George, D., & Mallery, P. (2003). *SPSS for Windows step by step: a simple guide and reference*. 11.0 update (4th ed.). Boston, MA: Allyn & Bacon.
- Guntersdorfer, I., & Golubeva, I. (2018). Emotional intelligence and intercultural competence: theoretical questions and pedagogical possibilities.

- Intercultural Communication Education*, 1(2), 54–63.
<https://doi.org/10.29140/ice.v1n2.60>
- Hays, A. (2005). Parent-teacher collaboration for students with autism spectrum disorders: the role of teacher training. Honors Projects. 9. https://digitalcommons.iwu.edu/psych_honproj/9
- Hills, P., & Argyle, M. (2002). The oxford happiness questionnaire: a compact scale for the measurement of psychological well-being. *Personality and Individual Differences*, 33, 1073–1082.
- Hossain, M. D., Ahmed, H. U., Jalal Uddin, M. M., et al. (2017). Autism spectrum disorders (ASD) in South Asia: a systematic review. *BMC Psychiatry*, 17, 281. doi: 10.1186/s12888-017-1440-x.
- Humphrey, N., Curran, A., Morris, E., Farrell, P., & Woods, K. (2007). Emotional intelligence and education: a critical review. *Educational Psychology*, 27(2), 235–254.
- Jaberi, A. T. A., Alzouebi, K., & Khurma, O. A. (2024). An investigation into the impact of teachers' emotional intelligence on students' satisfaction of their academic achievement. *Social Sciences*, 13(5), 244. <https://doi.org/10.3390/socsci13050244>
- Kong, F., Zhao, J., & You, X. (2012). Emotional intelligence and life satisfaction in Chinese university students: the mediating role of self-esteem and social support. *Personality and Individual Differences*, 53(8), 1039–1043. <https://doi.org/10.1016/j.paid.2012.07.032>
- Kotthoff, H. (2015). Narrative constructions of school-oriented parenthood during parent-teacher conferences. *Linguistics and Education*, 31, 286–303. <https://doi.org/10.1016/j.linged.2014.12.002>
- Leyfer, O. T., Folstein, S. E., Bacalman, S., Davis, N. O., Dinh, E., Morgan, J., Tager-Flusberg, H., & Lainhart, J. E. (2006). Comorbid psychiatric disorders in children with autism: interview development and rates of disorders. *Journal of Autism and Developmental Disorders*, 36(7), 849–861. <https://doi.org/10.1007/s10803-006-0123-0>
- Matczak, A. (2007). *Kwestionariusz Kompetencji Społecznych KKS. Podręcznik. (2nd ed.) [The Social Competence Questionnaire. Coursebook]. 2nd ed.* Warszawa: Pracownia Testów Psychologicznych PTP.
- Matson, J. L., & Kozłowski, A. M. (2010). The increasing prevalence of autism spectrum disorders. *Research in Autism Spectrum Disorders*, 5(1), 418–425. <https://doi.org/10.1016/j.rasd.2010.06.004>
- Murray, C., & Zvoch, K. (2010). The inventory of teacher-student relationships: factor structure, reliability, and validity among African American youth in low-income urban schools. *The Journal of Early Adolescence*, 31(4), 493–525. <https://doi.org/10.1177/0272431610366250>
- Noreen, S., Kazim, B. (2021). Impact of teachers' emotional intelligence abilities on student motivation and their interaction with students in secondary school classrooms. *Journal of Educational Psychology and Pedagogical Sciences*, 1(1), 17-37 <https://jepps.su.edu.pk/article/3>
- Parner, E. T., Thorsen, P., Dixon, G., De Klerk, N., Leonard, H., Nassar, N., Bourke, J., Bower, C., & Glasson, E. J. (2011). A comparison of autism prevalence trends in Denmark and Western Australia. *Journal of Autism and Developmental Disorders*, 41(12), 1601–1608. <https://doi.org/10.1007/s10803-011-1186-0>
- Raimule, M., & Bhawalkar, J. (2015). A comparative assessment of emotional intelligences and happiness index among normal sighted and visually impaired students. *International Journal of Community Medicine and Public Health*, 431–434. <https://doi.org/10.18203/2394-6040.ijcmph20150921>
- Ratcliffe, B., Wong, M., Dossetor, D., & Hayes, S. (2014). Teaching social-emotional skills to school-aged children with autism spectrum disorder: a treatment versus control trial in 41 mainstream schools. *Research in Autism Spectrum Disorders*, 8(12), 1722–1733. <https://doi.org/10.1016/j.rasd.2014.09.010>
- Reichow, B., & Volkmar, F. R. (2010). Social skills interventions for individuals with autism: evaluation for evidence-based practices within a best evidence synthesis framework. *Journal of Autism and Developmental Disorders*, 40(2), 149–166.
- Sansosti, F. J., & Powell-Smith, K. A. (2008). Using computer-presented social stories and video models to increase the social communication skills of children with high-functioning autism spectrum disorders. *Journal of Positive Behavior Interventions*, 10(3), 162–178. <https://doi.org/10.1177/1098300708316259>
- Sayko, K. (2020). Psychological characteristics of emotional intelligence of teachers working with children of developmental disorders. *Journal of Education Culture and Society*, 4(2), 29–35. <https://doi.org/10.15503/jecs20132.29.35>
- Shahi, R. S., Tripathi, V. N., & Jaiswal, S. (2022). Emotional intelligence of visually impaired students in relation to parental support. *International Journal of Early Childhood Special Education (INT-JECSE)*, 14(5): 5916-5919. DOI:10.9756/INTJECSE/V14I5.
- Skura, M., & Świdorska, J. (2021). The role of teachers' emotional intelligence and social competences with special educational needs students. *European Journal of Special Needs Education*, 37(3), 401–416. <https://doi.org/10.1080/08856257.2021.1885177>
- Tabash, M. I., Aburezeq, I. M., & Alnaimat, B. H. (2023). Impact of students-teachers-peers' emotional intelligence (EI) on students' academic achievement (AA): a conceptual framework. *Journal of Higher Education Theory and Practice*, 23(17). <https://doi.org/10.33423/jhetp.v23i17.6539>
- Tápai, D. (2015). Social and emotional learning - prevention and promotion. *Hungarian Educational Research Journal*, 5 (1): 62–70. doi:10.14413/herj.2015.01.05.
- Uke, P., Gaikwad, S., Vagha, K., et al. (2024.) Unraveling the spectrum: a comprehensive review of autism

- spectrum disorder in India. *Cureus*, 16(6): e62753. DOI 10.7759/cureus.62753
- Valente, S., Lourenço, A. A., Alves, P., & Dominguez-Lara, S. (2020). The role of the teacher's emotional intelligence for efficacy and classroom management. *CES Psicología*, 13(2), 18–31. <https://doi.org/10.21615/cesp.13.2.2>
- Ventola, P., Kleinman, J., Pandey, J., Wilson, L., Esser, E., Boorstein, H., Dumont-Mathieu, T., Marshia, G., Barton, M., Hodgson, S., Green, J., Volkmar, F., Chawarska, K., Babitz, T., Robins, D., & Fein, D. (2007). Differentiating between autism spectrum disorders and other developmental disabilities in children who failed a screening instrument for ASD. *Journal of Autism and Developmental Disorders*, 37(3), 425–436. <https://doi.org/10.1007/s10803-006-0177-z>
- Warreyn, P., Roeyers, H., Oelbrandt, T., & De Groot, I. (2005). What are you looking at? Joint attention and visual perspective taking in young children with autism spectrum disorder. *Journal of Developmental and Physical Disabilities*, 17(1), 55–73. <https://doi.org/10.1007/s10882-005-2201-1>
- Ziv, Y., Hadad, B. S., & Khateeb, Y. (2013). Social information processing in preschool children diagnosed with autism spectrum disorder. *Journal of Autism and Developmental Disorders*, 44(4), 846–859. <https://doi.org/10.1007/s10803-013-1935-3>

HOW TO CITE THIS ARTICLE:

Samanta, P., & Adhikari, M. D. (2025). Influence of Teachers' Emotional Intelligence on the Satisfaction Level and Social Competency of Autistic Students: The Mediating Role of Teacher-Parent Collaboration. *Humanity and Nature: A Multidisciplinary Journal*, 1(1), 14-23. <https://doi.org/10.5281/zenodo.18977399>

DR. PALAS SAMANTA is an Assistant Professor in Environmental Science, Sukanta Mahavidyalaya, University of North Bengal, West Bengal, India. Dr Samanta has five years' post-doctoral research experience at different institutes (Korea Institute of Toxicology, Korea University and Incheon National University) of South Korea. He has completed his post-graduate and Ph.D. in Environmental Science with specialization in Environmental Toxicology from the University of Burdwan, India. He has been awarded as DST INSPIRE Fellow by Department of Science & Technology, Govt. of India.



DR. MANAB DEB ADHIKARI is an Assistant Professor in the department of Biotechnology, University of North Bengal, West Bengal, India. Dr. Deb Adhikari has over ten years of academic experience at Department of Chemical and Biological Engineering, Korea University, and University of North Bengal. He has completed his Ph.D. in Biosciences and Bioengineering from Indian Institute of Technology Guwahati, India.

