Postscript


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This postscript describes studies which address teachers’ personal and professional characteristics, teacher-student relationships and students’ social and emotional skills, in an attempt to investigate potential predictors of students’ emotional and behavioral difficulties. Based on preschool, primary and secondary teachers and students’ perceptions, the studies indicated that teachers’ perceptions of emotional intelligence, social and emotional skills implementation, and teaching efficacy were indirectly linked to students’ emotional and behavioral difficulties, through teacher-student relationships. The paper suggests new insights into the interpretation of students’ adjustment at schools, and underscores the importance of teacher-training in helping teachers to develop personal and professional skills.