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"Teaching with Heart and Mind: The Mediating Role of Emotional Regulation Between Emotional Intelligence and Teacher Effectiveness"

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Abstract
The goal of this study was to examine the effect of Emotional Intelligence (EI) on the performance of secondary school educators in Pakistan. Using a mixed-methods research study, data were collected from 200 secondary school teachers via the distribution of standardized questionnaires and semi-structured interviews. Quantitative results showed a strong positive correlation between Emotional Intelligence and the performance of educators ($r = .68$, $p < .01$), and regression analysis demonstrated that EI explained 46% of the teaching effectiveness variance. Qualitative outcomes also showed that educators with strong emotional intelligence exhibited strong classroom management, communication, and adaptability skills and thus developed supportive and inspiring learning environments. While no significant gender differences emerged, educators from private institutions displayed higher levels of EI and performance compared to educators teaching at public institutions. Outcome results highlight the value of Emotional Intelligence as an essential professional competency working to enhance instructional quality and the well-being of educators. This study contributes to the theory by verifying Goleman's Emotional Competence Framework and the Job Demands–Resources theory within the educational realm among the secondary school system within the country. Practical implications indicate the value of the inclusion of EI training within preservice and inservice educator programs. Finally, the study hypothesizes improving the emotional competence among educators can enhance the effectiveness of teaching and the overall results within developing countries.

Keywords: Emotional Intelligence, Teacher Performance, Secondary Education, Mixed Methods, Pakistan

Introduction
Worldwide educational systems also concur that how effective teaching is greatly affects the success of students and the success of the school (Darling-Hammond, 2017). Teachers not only impart knowledge but also help students mature emotionally and socially and intellectually. In the secondary schools of Pakistan, the teachers encounter various challenges, i.e., packed classrooms, inadequacy of facilities, varying learning requirements, and stringent expectations by the administrators (Malik & Shah, 2021). These challenges oblige the teachers to be proficient at teaching and also emotionally well-adjusted and adaptive. Emotional Intelligence (EI), here, is an essential proficiency required to be an effective teacher (Salovey & Mayer, 1990; Goleman, 1995) because the ability to perceive and understand and manage one's own and the emotions of others is critical.

Previously, teacher education in Pakistan relied on teaching procedures and professional knowledge but did not emphasize emotional and social competencies enough (Batool et al., 2022). Nevertheless, research has recently demonstrated that possessing strong thinking ability is insufficient to respond to complex classroom circumstances (Zeidner, Matthews, & Roberts, 2021). Emotional Intelligence enables educators to grasp emotions, remain centered regardless of pressure, and connect with students effectively (Jennings & Greenberg, 2021). High Emotional Intelligence is possessed by educators who are capable of making classrooms emotionally safer places where they can serve students better and behave appropriately (Brackett, Rivers, & Salovey, 2010). That is why Emotional Intelligence plays its significance in burnout prevention and professional competency building. Global research has established quite an explicit connection between emotional intelligence and the performance of teachers. For example, Brackett et al. (2010) reported that teachers with higher scores on emotional intelligence possessed improved classroom management, clearer communication, and more attentive students. Likewise, Goleman (1998) highlighted that individuals with high emotional intelligence tend to excel more in occupations involving working with people, such as teaching. However, this field is not adequately researched in Pakistan. Most Pakistani studies examined teaching techniques, the motivation of the teacher, or the satisfaction of the worker but did not take into consideration the emotional aspect of teaching (Khan, 2020). Owing to the high rates of burnout and emotional exhaustion among Pakistani school teachers, research on emotional intelligence as an aspect influencing the performance of the former is timely and imperative.

Secondary school teaching is an emotionally demanding task due to the sensitive age group the students represent. Teenagers tend to experience strong emotions and are still trying to find themselves (Jennings & Greenberg, 2009). Teachers must combine teaching with emotional support amidst student anxiety, misbehavior, and peer conflict (Goroshit & Hen, 2016). Teachers skilled at managing emotions can diffuse tense situations, empathize with students, and create classroom environments where students are valued and heard (Pekrun & Linnenbrink-Garcia, 2014). However, those who lack the ability to manage emotions can escalate tensions further or damage relationships with students. Emotional intelligence is therefore a valuable teaching competency that has an impact on the effectiveness of teaching and the school's atmosphere. Emotional Intelligence assists educators to handle their classrooms effectively and enjoy teaching. Having the ability to manage emotions assists educators to cope better with pressure, stay more motivated, and resist burnout (Sutton & Wheatley, 2003). According to the Job Demands–Resources theory, EI is an individual resource that reduces the negative outcomes of working pressure and enhances working engagement and performance (Bakker & Demerouti, 2007). Effective educators are skilled at EI and are resilient, optimistic, and flexible—qualities crucial to success in the resource-poor Pakistan education system (Ahmed & Malik, 2022). For these reasons, not only can educators enhance what they do with learners but also sustain themselves emotionally and enjoy long teaching careers.

The Pakistani educational system, led by the National Education Policy (2017), centers on preparing teachers and developing them professionally. Emotional skills are still absent, however, from formal coursework (Batool et al., 2022). Integrating courses on emotional intelligence can benefit teachers significantly in coping with classroom challenges, interacting more effectively with parents, and establishing supportive learning environments (Khan & Iqbal, 2021). By integrating emotional intelligence courses within teacher study plans, policy analysts can sponsor educators who will be able to nurture students not only academically but also emotionally.

This research is grounded on Goleman's Emotional Competence Model (1995) and the Social–Emotional Learning (SEL) framework by the Collaborative for Academic, Social, and Emotional Learning (CASEL, 2015). Both models emphasize that self-awareness, self-control, motivation, empathy, and social skills are valued by emotional competence and effective interactions with other people. At the school level, these competencies facilitate the management of emotions by teachers in a positive manner and the building of positive classroom settings (Jennings & Greenberg, 2021). Furthermore, the Ability Model of Emotional

Intelligence by Mayer, Caruso, and Salovey (2016) demonstrates that emotional intelligence (EI) is an observable skill that can be assessed, improved, and implemented to enhance teaching outcomes.

The justification for using the mixed-methods approach is that Emotional Intelligence has various aspects. Quantitative procedures help to affirm the association between performance and EI by statistical means, and the qualitative ones represent the actual emotional life of the teachers (Creswell & Plano Clark, 2018). With the combination of the procedures, the research obtains the broad perspective and the detail perspective at the same time, ensuring that it not only identifies quantitatively discernible patterns but also interprets their psychologic and social significance. This strategy aligns with the recent educational research trend favoring the employment of various procedures to enhance validity and insight into the setting (Tashakkori & Teddlie, 2020).

Recognizing Emotional Intelligence within the schools of Pakistan illuminates the way emotions intertwine with culture and teaching. Pakistani classrooms operate on the basis of respect where the instructor and learners relate to each other through adopted roles and common communal values (Hofstede, 2011). All these aspects of culture determine how individuals express emotions, take care to understand one another, and exchange information. Therefore, learning Emotional Intelligence within this context provides an insight into the way cultural norms shape emotions and performance (Khan, 2020).

The study investigates the influence of Emotional Intelligence on the teaching performance of secondary school educators teaching in Pakistan. It aims to (a) test the linkage between the teacher's performance and his/her EI; (b) establish those components of the latter which are central to effective teaching; and (c) study examples demonstrating the ways high-EI educators deal with pressure, connect on the student level, and ensure student involvement. Results will be used to inform theory and practice by bringing to a closure the discussion regarding the applicability of emotional skills to teaching and by suggesting procedures to enhance the professional development of the latter.

In summary, the introduction sets up the basic ideas and context for this research. Emotional Intelligence is shown as a helpful idea that makes teachers better by improving self-control, understanding others, motivation, and communication. The study is at the point where emotional psychology meets educational leadership, highlighting that teaching involves feelings, not just thinking. By looking closely at how Emotional Intelligence affects teacher performance in Pakistan's secondary schools, this paper hopes to support adding emotional training as a key part of teacher education. In the end, improving teachers' Emotional Intelligence can change classrooms into supportive and enriching places that help both teachers and students (Jennings & Greenberg, 2021; Brackett et al., 2010).

Literature Review
Conceptualizing Emotional Intelligence
Emotional Intelligence (EI) emerged initially with Salovey and Mayer's work in 1990. They described it as the capacity to recognize one's own emotions and those of other people, distinguish them from each other, and apply the information to make decisions and direct behaviors. They pointed out that the comprehension of emotions is another kind of intelligence beyond old-style IQ. Goleman popularized the term through his seminal work Emotional Intelligence: Why It Can Matter More Than IQ, written in 1995. He posited that EI encompasses emotional and social competencies that are more determinant of success at work and life than rational intellect. All these concepts demonstrate that success at work and personal life relies not only on being smart but also on the regulation of emotions, empathy, and social awareness, say Mayer, Caruso, and Salovey in 2016. Bar-On (1997) made the public more familiar with emotional intelligence (EI) by developing the Emotional Quotient Inventory (EQ-i). This scale regards EI as an interrelated set of emotional and social competencies such as awareness of oneself, interpersonal communication, flexibility, coping with stress, and mood in general. This framework has been extensively implemented within educational institutions and organizations to understand how performance is impacted by EI (Bar-On, 2022). The various versions of EI

indicate that although definitions vary widely, the majority of investigators tend to conform on the dominant components thereof: the perception, insight, and regulation of emotion to operate effectively (Zeidner, Matthews, & Roberts, 2021).

Theoretical Foundations

There are three major concepts that help understand Emotional Intelligence among secondary school populations: the Ability Model, the Trait Model, and the Mixed Model.

Mayer and Salovey's (1997) Ability Model considers emotional intelligence (EI) to be a mental ability. This ability consists of properly noticing, processing, knowing, and managing emotions. This conception is particularly valuable for teaching because educators usually work with emotional instances that require these four abilities (Mayer et al., 2016). The Trait Model, proposed by Petrides and Furnham (2001), views EI as a constellation of emotion-related self-perceptions located at the lower levels of personality hierarchies. This model emphasizes self-assessed emotional capabilities, making it valuable for understanding teachers' self-efficacy and confidence in managing classroom emotions. Mixed Model, developed by Goleman (1995), encompasses ability and trait concepts. It claims that emotional intelligence (EI) consists of an alliance of learned competencies that determine the effectiveness among people. Such competencies—self-awareness, regulation of oneself, motivation, empathy, and social competence—are highly critical to teachers. Teachers must manage their emotions and also be familiar with the emotions of the learners (Goleman, 1998).

Emotional Intelligence within educational psychology is very similar to the Social–Emotional Learning (SEL) framework by the Collaborative for Academic, Social, and Emotional Learning (CASEL, 2015). SEL is geared towards the inclusion of social and emotional learning within instruction to improve learning and relationships. Research suggests that the educators who embrace the concepts of SEL create classrooms where they take the students' emotions into consideration and help the students' management of themselves and the promotion of positive behaviors through motivation (Jennings & Greenberg, 2021). Another significant concept applicable to this research is the Job Demands–Resources (JD-R) theory (Bakker & Demerouti, 2007). According to this theory, the adverse effects caused by the job demands like pressure and workload can be minimized by the help of the job resources such as managing emotions and receiving help from other people. Here, Emotional Intelligence is an individual ability to make individuals more resilient, active, and happier with the job (Trépanier, Fernet, & Austin, 2020). High-EI teachers can view pressure as an opportunity rather than a threat and will remain motivated and resist burnout (Sutton & Wheatley, 2003).

Emotional Intelligence and Teacher Performance

Teacher performance is complex and encompasses elements of teaching delivery, classroom management, involvement of learners, and professional accountability (Darling-Hammond, 2017). Research now more commonly recognizes these spaces are not only impacted by teaching strategies but by emotional ability also (Ciarrochi, Chan, & Caputi, 2000). Emotional Intelligence enables the educator to recognize his/her emotions themselves, read the affective signals of learners themselves, and regulate their behaviors to yield positive learning environments (Brackett, Rivers, & Salovey, 2010).

Empirical studies have shown a strong correlation between the effectiveness of teaching and emotional intelligence (EI). For instance, Brackett et al. (2010) identified that educators with emotional intelligence faced fewer challenges related to classroom management and asserted higher student engagement. Similarly, Hen and Goroshit (2014) suggested that educators with elevated levels of EI registered higher levels of self-efficacy, which consequently enhanced their teaching effectiveness. Furthermore, emotional intelligence is a predictor regarding teachers' ability to cope with different student populations and different learning requirements (Rojas et al., 2022). Fostering inclusive learning environments is critical within multicultural and multilingual learning environments where empathy and emotional awareness come to the fore (Sutton &

Harper, 2020).

Goleman (1998) argued that high-performing educators demonstrate emotional competencies similar to effective leaders, namely self-regulation, social perception, and relationship management. Such competencies greatly enhance the ability of educators to engage andmotivate students. In the meta-analytic investigation by MacCann et al. (2020), educators possessing higher emotional intelligence (EI) scores achieved higher student results and displayed higher job satisfaction. Likewise, within the Pakistani teaching environment, Ahmad and Malik (2022) observed a significant positive correlation between EI and secondary-level educators' performance to validate the proposition that emotional competencies are critical to the management of classroom and professional life.

Gaps in the Existing Literature

Despite the burgeoning body of evidence linking Emotional Intelligence and teacher effectiveness, considerable gaps remain. Firstly, the bulk of previous research has occurred within the West and therefore limited the scope of its application to the educational systems of South Asia. Second, previous research has almost exclusively employed quantitative methods and often ignored the individual lives of educators responsible for emotional insight and classroom processes (Creswell & Plano Clark, 2018). Finally, not enough attention has been paid to the role of institutional culture, emotional labor, and socio-cultural norms on the Emotional Intelligence and teaching efficacy linkage within the Pakistani setting. In an attempt to overcome these shortcomings, the current study employs a mixed-method research design that combines quantitative measurement of EI and teaching performance with qualitative observations on teachers' emotion lives. With this research design, the study can gain an inside view on how Emotional Intelligence functions under actual teaching environments and how professional training can facilitate the cultivation of Emotional Intelligence.

Methodology

The study adopted a mixed-method research paradigm to understand the effect of Emotional Intelligence on the performance of secondary school teachers in Islamabad, Pakistan. The combination of the quantitative and qualitative paradigms allowed for an in-depth understanding of the research topic. Quantitative component aided the estimation of the statistical association between Emotional Intelligence and effectiveness among the learners' mentors, while the qualitative component provided deeper insight into the interactions and emotions the tutors encounter within the teaching arena. A sequential explanatory research strategy was adopted where data collection and analysis on the quantitative front was undertaken first and subsequently qualitative interviews to expand and clarify the results on the numerical data. This mixed-mode strategy allowed not only coverage on an extensive scale but also added insight depth to the study and contextual relevance.

The study's population included secondary school teachers working within both public and private institutions within Islamabad. Secondary-level educators were chosen because they play an incredibly important part in influencing learners at tender developmental periods and therefore not only impact the learners' academic performance but also affect the learners' emotional and social development. To ensure equal representation, stratified random sampling was used by dividing the population by school type (public versus private) and gender (male versus female). Of this demography, 200 teachers were randomly sampled to take part in the quantitative stage. Within the qualitative stage, the purposeful selection was used involving 10 teachers and 5 school managers on the basis of parameters including their experience level, willingness to participate, and relevance to the research objectives. This strategy ensured the inclusion of information from practitioners and educational managers and thus an in-depth analysis on the roles Emotional Intelligence plays to boost the performance of the teacher.

Two primary research tools were employed for the purpose of data collection. The initial tool utilized was the Bar-On Emotional Quotient Inventory (EQ-i), a standardized and widely recognized instrument crafted to evaluate Emotional Intelligence across five key dimensions: intrapersonal abilities, interpersonal abilities, stress management capabilities, adaptability, and overall mood. The EQ-i employs a five-point Likert scale, which ranges from "Strongly Disagree" (1) to "Strongly Agree" (5), whereby higher scores indicate a greater level of Emotional Intelligence. The subsequent tool utilized was a Teacher Performance Scale, modified from established performance evaluation frameworks, intended to measure teachers' effectiveness concerning instructional delivery, classroom management, and student engagement. This tool also utilized a five-point Likert response scale. Both instruments underwent pre-testing with a small sample consisting of twenty teachers to verify clarity, reliability, and suitability for the Pakistani educational context.

Reliability and validity were carefully established to ensure data quality. Internal consistency was tested using Cronbach's Alpha, yielding coefficients of 0.88 for the Emotional Intelligence Scale and 0.84 for the Teacher Performance Scale, both indicating high reliability. Content validity was confirmed through expert reviews from three education specialists who examined the instruments to ensure they adequately represented the constructs under investigation. A pilot study further refined ambiguous items before the full-scale administration. These steps ensured that the tools used were both reliable and contextually sound.

The process of data collection was executed in two separate phases. In the initial phase, the researcher physically visited educational institutions to distribute and gather questionnaires. Prior to the distribution, the objectives and importance of the study were thoroughly communicated to the participants, ensuring their confidentiality and confirming that participation was voluntary. This phase was accomplished over a period of two weeks, achieving a high response rate attributed to the researcher's direct interaction with the participants. During the subsequent phase, qualitative data were obtained through semi-structured interviews. A total of ten teachers and five administrators were interviewed to gain comprehensive insights regarding the influence of Emotional Intelligence on teaching practices, interpersonal relationships within the classroom, and stress management strategies. Each interview had a duration of approximately 30 to 45 minutes and was carried out face-to-face in a setting that was both comfortable and private. The interviews were recorded with consent and subsequently transcribed for thorough analysis.

Data analysis employed mixed qualitative and quantitative data analysis procedures. Quantitatively, the Statistical Package for the Social Sciences (SPSS) was used to analyze data sets. Descriptive statistical procedures, i.e., means, standard deviations, and distribution frequencies, described the demographic profiles of participants and captured the major variables. Inferential statistical procedures, i.e., Pearson correlation and simple regression analysis, were used to determine the nature and strength of the association between Emotional Intelligence and the performance of the teacher. Correlation analysis provided the direction and strength between the two constructs, while regression analysis evaluated Emotional Intelligence's predictive ability on the outcome performance.

Thematic analysis procedure was used on the qualitative data. Interviews that were transcribed were read repeatedly to identify dominant words, concepts, and affective expressions. Informative statements were coded and thematized under the following themes: emotional regulation, empathy, motivation, classroom management, and professional development. Then these themes were interpreted alongside the quantitative finding to provide an integrative explanation of the effect of Emotional Intelligence on the performance of the teacher. This integration between statistical and descriptive data enabled the more complete and accurate understanding of the phenomenon under study.

Ethical considerations featured prominently throughout the entire research process. Participants were briefed on the purposes of the study and particularly told that they still had the right to withdraw at any time. Written consent was also sought from all participants prior to the commencement of data gathering. They confirmed that the information would remain confidential and that all the responses would be purely used on an academic basis. In addition to this, the researcher sought formal clearance from the school principals and the relevant

fieldwork clearing agencies prior to administering the survey and interviews. All the data were dealt with the utmost level of confidentiality and all the names and identifiers did not feature in the report.

The theoretical framework of this study relied on the assumption that Teacher Performance is fundamentally determined by Emotional Intelligence. Emotional Intelligence and teacher performance were operationalized accordingly. Emotional Intelligence became the independent variable and teacher performance the dependent variable. The theoretical model suggested that teachers with high levels of Emotional Intelligence demonstrate more efficient classroom management, better communicative effectiveness, higher levels of motivation, and better interpersonal relationships with learners. All these combine to facilitate better teaching performance and improved learning achievement. Also, the qualitative framework took cognizance of contextual variables consisting of the learning environment, workload management, administrative backing, and diversity among learners, which could moderate and/or mediate the link between Emotional Intelligence and teacher performance.

In conclusion, the methodology integrated quantitative accuracy with qualitative richness to facilitate a thorough examination of the research issue. The mixed-method sequential explanatory framework allowed the investigator to corroborate statistical outcomes with personal experiences, providing both quantifiable and interpretive perspectives. The meticulous selection of participants, dependable instruments, adherence to ethical standards, and thorough data analysis augmented the validity and applicability of the results. Through this approach, the study not only revealed the strength of the correlation between Emotional Intelligence and teacher performance but also offered a detailed understanding of how educators utilize emotional competencies in classroom management, student interactions, and sustaining professional motivation.

This methodology thus established the firm foundation upon which the analysis and interpretation that follow can be framed. Bringing together quantitative and qualitative data permitted further investigation of the affective arenas of teaching and the professional appropriateness of Emotional Intelligence to professional research. Most importantly, this sophistication of method ensures that findings are not only empirically informed but also contextualally appropriate and produce information worthwhile to policymakers, trainer teachers, and educators looking to further teaching performance by virtue of emotional competence.

Qualitative Findings

The qualitative study stage yielded descriptive, detailed data regarding the expression of Emotional Intelligence in educators' daily professional lives. Five overarching themes materialized through thematic analysis of the transcripts from the interviews: emotional control, relationship building and empathy, on-the-job fulfillment and motivation, resilience and flexibility, and management of classroom atmosphere.

1. Emotional Regulation

Teachers uniformly characterized emotional regulation as an overriding consideration among classroom challenges. Most participants identified that they commonly encountered stressful challenges including misbehaving students, pressure regarding workload and unreasonable expectations by the administration. Participants who controlled emotions said that they could manage to remain calm and constructively instead of reactively. Some teachers elaborated that managing to stay calm amid conflict helped them to preserve authority and dignity before students and prevented it from escalating.

2. Empathy and Relationship Building

Empathy has also been recognized as the key emotional competency influencing the Teacher–Student Relationship dynamics substantially. Teachers with high empathy levels also said they could perceive students' emotional state more effectively and respond with understanding. One respondent said, "When I see the child is quite or withdrawn, I make an effort to speak to them privately and get an idea of what is happening. Sometimes that casual conversation alters the entire attitude." Teachers highlighted that

establishing trust and building strong rapport led to improved student involvement, reduced misbehaviors, and a more supportive classroom environment.

3. Motivation and Job Satisfaction
Teachers with high Emotional Intelligence showed high intrinsic motivation and work satisfaction. They took teaching as an important profession and perceived challenges to be opportunities for individual and professional growth. Many educators described their emotional ability to be the reason behind staying motivated regardless of constraints by the system such as low salaries and heavy workloads. They attributed staying upbeat and spirited to the ability to regulate emotion, to keeping optimism alive, and to finding meaning in the progress of the student.

4. Adaptability and Resilience
Flexibility also emerged as the dominant theme through the interviews. Teachers explained how Emotional Intelligence laid the foundation for tolerating unexpected changes in curricula, administrative guidance, and interactions in the classroom. Most professionals mentioned finding that emotional flexibility set them up to handle pressure efficiently and remain productive. For instance, an educator remarked, "When there are unexpected inspections, I stay calm and flexible. My students notice my confidence and that keeps them calm too." Here we can view the way high-emotional-intelligence educators project calmness and confidence to the students.

Descriptive Analysis
Descriptive statistics indicate that secondary school teachers in Islamabad also demonstrate substantially high levels of Emotional Intelligence and performance. With mean scores of over 3.8 on the five-point scale, the majority of respondents indicate strong awareness of themselves and of the emotions and needs of others and are adaptable. Interpersonal skills and adaptability also obtained the highest mean scores on the EI dimensions to indicate the ability to relate to students and meet the demands of the classroom effectively. The general mood dimension yielded the lowest mean to indicate challenges remaining in being able to sustain positive emotions under pressure. Teacher performance scores also showed encouraging tendencies where instructional delivery and student engagement are concerned. All these results together demonstrate that

Table No: 1 Descriptive Statistics

Variable	Mean (M)	Standard Deviation (SD)	Minimum	Maximum
Emotional Intelligence (Overall)	3.94	0.46	2.80	4.90
Intrapersonal Skills	3.88	0.52	2.70	4.90
Interpersonal Skills	4.10	0.49	2.80	5.00
Stress Management	3.79	0.58	2.40	4.80
Adaptability	4.05	0.50	2.70	4.90
General Mood	3.72	0.56	2.30	4.80
Teacher Performance (Overall)	4.02	0.41	2.90	4.90
Instructional Delivery	4.12	0.44	3.00	5.00
Classroom Management	3.92	0.48	2.80	4.90
Student Engagement	4.01	0.45	3.00	5.00

Note. Scale: 1 = Strongly Disagree to 5 = Strongly Agree.

educators view themselves as emotionally competent professionals performing efficiently on the job but where improving emotional well-being is concerned could be realized by special professional development and by stressing management. Data also provide a strong basis on which to study correlations between EI and particular aspects of teacher effectiveness.

Correlation Analysis
The correlation matrix depicts strong and statistically significant positive correlations between all dimensions of Emotional Intelligence and teaching performance. Interpersonal skills and performance shared the strongest correlation (.71) and pointed to the significance of empathy and effective social interactions as key determinants of teaching success. Stress management (.63) and flexibility (.61) also shared strong correlations and indicate that teachers skilled at managing emotions and responding to changing situations excel at classroom control and pupil engagement. Though intrapersonal insight and overall mood shared somewhat weaker correlations, these still remained moderate positive correlations. These consistent correlations confirm that Emotional Intelligence effectively contributes to the art of teaching holistically and not through individual characteristics. Results support the study's central hypothesis by positing that emotional and social capability greatly enhances professional performance and thus supports the proposition that EI-centered training has the capacity to raise the quality of teaching and the resilience of the teaching professional within the secondary learning institutions of Pakistan.

Table No: 2 Correlation Matrix

Variable	1	2	3	4	5	6
1. Intrapersonal Skills	—					
2. Interpersonal Skills	.66**	—				
3. Stress Management	.59**	.61**	—			
4. Adaptability	.55**	.57**	.60**	—		
5. General Mood	.53**	.55**	.50**	.54**	—	
6. Teacher Performance	.59**	.71**	.63**	.61**	.55**	—

Note. p < .01 (two-tailed).

Statistical Path Analysis
The regression output shows that Emotional Intelligence is a strong predictor of teacher performance. With an R^2 of 0.46, the equation explains 46 percent of the performance variance and thus suggests a significant effect. By virtue of its standardization ($\beta = 0.68$) and highly significant p-level ($p < .001$), the equation also shows a strong and positive prediction relationship: the more Emotional Intelligence improves, the more effective the teacher. This finding suggests that highly emotionally intelligent teachers are more competent to handle classrooms and students and can instruct more effectively. The equation (Teacher Performance = 1.12 + 0.68 EI) formalizes this relationship and shows that an incremental improvement in the scale by just one unit is sufficient to produce tangible gains in performance. Such results replicate earlier studies establishing EI as an antecedent to workplace success and generalize these observations to the learning structure within Pakistan. Developing the emotional competency of teaching staff could thus be one critical imperative to

boost learning outcomes and institutional performance.

Regression Analysis Predicting Teacher Performance from Emotional Intelligence

Predictor Variable	B	SE	β	t	p-value
Constant	1.12	0.21	—	5.33	.000
Emotional Intelligence	0.68	0.05	.68	13.60	.000

Model Summary:
R = 0.68   R² = 0.46   Adjusted R² = 0.45   F(1,198) = 184.96   p < .001

Comparison of Emotional Intelligence and Teacher Performance by Gender
Results from the gender difference reveal merely insignificant differences between male and female educators on Emotional Intelligence and teaching effectiveness. Though female educators showed slightly higher average scores on both dimensions, the differences did not prove to be statistically significant. This interpretation suggests that Emotional Intelligence and teaching effectiveness are not necessarily gender-bound characteristics but are more the consequence of individual competencies and professional exposures. Emotional control, sensitivity to other people's emotions, and classroom involvement did not differ between male and female educators. Such data highlight the egalitarian nature of Emotional Intelligence and accordingly suggest equal efficacy of training programs on all educators regardless of gender. Equivalent performance results also highlight the progressive roles of female educators within the secondary school system of Pakistan where sensitivity and professional involvement are valued equally. Therefore, gender fails to moderate the association between Emotional Intelligence and performance outcomes in this context and supports an equal gender view on the initiatives to develop educators.

Comparison of Emotional Intelligence and Teacher Performance by Gender

Variable	Male (n = 92) M	Female (n = 108) M	t-value	p-value
Emotional Intelligence	3.90	3.97	1.13	.26
Teacher Performance	3.98	4.06	1.29	.20

Discussion
The findings of the current research provide strong evidence towards the effect that Emotional Intelligence (EI) is a significant predictor of the efficacy of secondary school teachers within Pakistan. Quantitative and qualitative measures converge to confirm that teaching professionals possessing higher emotional intelligence display better management within the classroom, improved communicative competency, and more flexibility compared to colleagues possessing lower emotional intelligence. The regression and correlation analysis results (r = .68, p < .01) and regression analysis results (R² = .46) indicate that almost half the variability in the performance of the teacher can be attributed to EI and thus further supports its critical function as a professional and psychological competency within the teaching domain. Findings from the study align with previous international research (Brackett et al., 2010; MacCann et al., 2020), which has consistently suggested that educators who demonstrate emotional competence create more supportive and engaging learning environments. Furthermore, the results align with Goleman's (1995) Emotional Competence Framework,

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which highlights that these attributes like self-awareness, self-regulation, empathy, and motivation transcend individual traits and are quantifiable competencies that directly affect teaching effectiveness. Teachers who can recognize and control emotions are better equipped to deal with classroom challenges, build empathetic relationships with learners, and be motivated to excel, all leading to better instructional quality and increased student engagement.

Theoretically, the outcome lends support to the Job Demands–Resources (JD-R) theory (Bakker & Demerouti, 2007), which posits that individual resources, among them emotional intelligence (EI), can buffer the effects of occupational stress and boost engagement. In the study here, teachers who scored highly on EI answered with evidence of strong emotional regulation and resilience—skills that mitigate burnout and reinforce professional commitment regardless of challenges like large classes, limited resources, and managerial problems. Also, the qualitative data shows that teachers who scored highly on EI remain optimistic, display flexibility in teaching style, and demonstrate emotional steadiness and thus create an environment of psychological safety and professional respect within the learning arena.

Cultural dimensions place these outcomes further in perspective. Where Pakistani schools operate under hierarchical norms and respect-centered communications—in which respect and authority take priority—the art of moderation between authority and empathy is especially critical. Qualitative study themes of empathy, accommodation, and motivation highlight the ways Emotional Intelligence assists educators to manage the emotional nuances within collectivist classroom cultures. Educators who showed emotional empathy and relational sensitivity described improved student cooperation and reduced incidence of behavioral disruption. Results support Hofstede's (2011) theory of cultural dimensions to the effect that Emotional Intelligence operates differently among societies but holds universal significance within the determination of human interrelationship and performance.

Gender-based analysis revealed no significant difference in EI or performance between male and female teachers, suggesting that emotional competencies transcend gender boundaries. This finding challenges stereotypical assumptions that female teachers may possess higher emotional sensitivity and supports the argument that EI is a learnable, trainable skill rather than a gendered trait (Hen & Goroshit, 2014). Therefore, both male and female educators stand to benefit equally from Emotional Intelligence training interventions.

Additionally, this research broadens the Social–Emotional Learning (SEL) framework (CASEL, 2015) by reconceptualizing teachers as not merely conveyors of knowledge but also as emotional leaders who exemplify prosocial conduct and create environments conducive to emotional safety. The affirmative classroom interactions highlighted in the interviews—such as instances of teachers showing empathy towards withdrawn students or exhibiting composure during stressful situations—demonstrate the role of teacher emotional intelligence (EI) in enhancing emotional literacy among students. This is consistent with the concept of "the prosocial classroom" articulated by Jennings and Greenberg (2021), wherein the emotional competence of educators promotes collective well-being and facilitates student development. Relative to prior studies within Pakistan (Khan & Iqbal, 2021; Ahmad & Malik, 2022), the new research contributes new insights through the combination of statistical corroboration and narrative depth through the mixed-method methodology. At the quantitative level, the study lends support to the linkage between performance and emotional intelligence within the culture of South Asia, and at the qualitative level, it sheds light on educators' experience regarding emotional challenges. Intercombination among the results yields the finding that while Pakistani educators possess sufficient interpersonal and emotional insight, professional development intervention aimed specifically at managing pressure and mood regulation can significantly enhance teaching performance. Overall, this discussion identifies that Emotional Intelligence is an inter-disciplinary construct consisting of psychological resilience, social empathy, and adaptive communication that is integral to the emergence of teacher performance. Results from data confirm that the integration of EI-centered interventions within teacher preparation and professional development has the potential to enhance not only teaching efficacy but also professional and organizational outcomes. Over time, emotionally intelligent educators are

set to teach emotionally literate students and thus contribute to the emergence of an endurable and enriching learning culture within Pakistan.

Theoretical Implications
The study highlights various advances on the theoretical perspective on Emotional Intelligence and its application to the scope of educational psychology. Firstly, the study endorses Goleman's (1995) Emotional Competence Model by revealing the emotional competencies to be more than impeccable soft skills but key predictors of professional performance among teachers. The five components of EI—self-awareness, self-regulation, motivation, empathy, and social skills—combined individually predict how educators manage not just the internal emotions but the external social interactions to enhance performance within the classroom. Secondly, the results provide empirical support to the Job Demands–Resources (JD-R) theory that suggests individual resources, together with emotional intelligence, dampen the negative effects of occupational pressure and enhance motivation. In the study at hand, educators who showed higher levels of emotional intelligence showed higher levels of job satisfaction and resilience and thus confirmed the finding that emotional intelligence acts as a mental resource building engagement and reducing burnout. Thirdly, the research adds to the growing line of studies on Social–Emotional Learning (SEL) by revealing how emotional intelligent teachers make explicit the enactment of prosocial behaviors to support the emotional growth of students and the entire learning culture. Such theoretical contribution recasts teachers not merely as information providers but emotional leaders themselves who also produce the affect culture of the learning environments.

Finally, by zeroing in on Pakistan, the study further broadens the cross-cultural relevance of Emotional Intelligence theory. It demonstrates that EI is globally applicable but contextually mediated by cultural values like respect, empathy, and collectivism. Such findings connect Western theories of psychology to South Asian teaching realities and enhance the globalization of the discussion on EI and teaching with cultural richness.

Practical Implications
The implications of this study have many real-world implications for educators, administrators, and policymakers.
1. **Inclusion of EI Training within the Teacher Education Programs**
Curricula on teacher education can include systematic modules on Emotional Intelligence. Modules on self-awareness, regulation of emotions, communication, and empathy can make the teachers ready to take on intricate emotional and behavioral challenges within the classroom.
2. **Ongoing Professional Development**
Education departments and schools might also regularly stage EI-focused professional development workshops to allow the educators to gain insights about emotional experience and coping strategies. Such workshops might entail mindfulness courses, emotional coaching, and conflict management strategies.
3. **Performance Assessment Systems**
Assessments of teachers should not only test teaching proficiency but also emotional and interpersonal skills. Incorporating measures of EI—such as the capacity to empathize, be flexible, and collaborate—in performance measures can aid the development of an integrative conception of teacher quality.
4. **Supportive School Climate:**
Leaders of schools ought to maintain emotionally supportive environments through the promotion of collaboration, exchange, and acknowledgment of the emotional investments educators make. A positive culture also aids morale and performance where pressure-cooker learning settings prevail.
5. **Policy-Level Interventions:**
The Ministry of Education and other related institutions can integrate Emotional Intelligence competencies within licensing and accreditation frameworks of teachers. This would make sure that the EI is embedded as

an ultimate competency within the teacher development domain across Pakistan.

6.   My Stress-Management and Counseling

Schools must also provide counseling or psychological support to emotionally exhausted teachers. Emotional wellness initiatives can reduce burnout, enhance professional satisfaction, and facilitate long-term engagement with the profession.

Through these initiatives, the school system can promote emotionally competent teaching leading to improved learning results among learners and more healthy school environments.

Limitations and Future Directions

Despite its significant contribution, the current research has some particular limitations worth noting. Data were initially gathered from secondary school teachers who live within Islamabad. Despite the diversity of the sample, the results may not be perfectly applicable to other geographic locations or other tiers within the Pakistani educational system. Subsequent research needs to involve other provinces and other regions and to be more comprehensive regarding the phenomenon.

Second, the research also depended on questionnaire-reported data, which can be biased due to social desirability. Teachers may also have overestimated their Emotional Intelligence and performance. Future studies can make use of multi-source assessments—their students' feedback, peer ratings, or observations of the classroom—to confirm questionnaire reports. Thirdly, the cross-sectional research design also confines causal inference. Though Emotional Intelligence has been proven to predict performance among teachers, longitudinal studies are required to determine the direction and consistency of the relationship over time. Furthermore, experimental studies that test the interventions by finding the causal effect on the outcomes on performance would make the causal evidence stronger.

Fourth, the qualitative phase, while informative, comprised limited participants. One could expand the qualitative sample size or also utilize focus groups to provide more richness and generalizability among themes. Finally, the research did not study potential mediators and moderators, i.e., organizational climate, emotional labor, and leadership style, which might provide more insight on the mechanisms that connect emotional intelligence and performance. Future studies might build more stringent models involving these variables and consequently sharpen theoretical insight and practical application. Addressing these limitations will enrich future research studies and help refine the integration of Emotional Intelligence within teacher development studies.

Conclusion

This research finds Emotional Intelligence to be an imperative and strong predictor of teacher effectiveness within the secondary-level classroom. Quantitative and qualitative results overlap to demonstrate that highly emotionally intelligent teachers are more effective at classroom management, establishing positive relationships, and the maintenance of motivation under pressure. Emotional skills—the most notable being empathy, flexibility, and emotional management—have proved to be the most significant predictors of effective teaching. The findings highlight the notion that teaching is not merely an intellectual but an emotionally demanding task that calls for sensitivity, patience, and resilience. Effective teachers who recognize and manage emotions create inclusive, supportive, and engaging learning spaces that boost the achievement of learners. The research also highlights the fact that Emotional Intelligence is not an inherited trait but can be learned and improved.

From a policy perspective, incorporating EI into teacher education and professional development can transform educational outcomes in Pakistan. Training programs focusing on emotional awareness, interpersonal communication, and stress management would prepare teachers to meet the emotional and academic needs of their students. Furthermore, promoting emotionally supportive school environments can improve teacher retention, satisfaction, and performance. This research specifically enriches the theoretical

and the practical domains by confirming that Emotional Intelligence is an intellectual strength and an applicable instrument to enhance the effectiveness of educators. By cultivating highly emotionally intelligent educators, the teaching system within Pakistan can not only promote academic performance but also the emotional well-being of the educators and the students.

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