



Relationship between Emotional Intelligence and School Teachers' Job Performance

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Abstract: Emotional intelligence (EI) has emerged as a crucial factor influencing individual success in various professional domains, particularly in education. Defined as the ability to recognize, understand, and manage one's own emotions while effectively navigating interpersonal relationships, emotional intelligence encompasses a range of competencies such as self-awareness, self-regulation, motivation, empathy, and social skills. For teachers, who operate in dynamic and emotionally demanding environments, these competencies are vital for achieving job performance excellence. This research aimed to investigate the relationship between Emotional Intelligence and school teachers' job performance at Government Elementary and Primary P.C School Barrage Colony Sukkur. The study was classified as Co-relational research, focusing on a sample size of 40 teachers from Government Elementary and Primary P.C School Barrage Colony Sukkur. Data was collected using an EQ Bar-On Short Inventory Questionnaire, implementing simple random sampling to ensure a representative selection of participants. The data was analyzed on SPSS and the collected data aimed to investigate the relationship between Emotional Intelligence and school teachers' job performance and analyze the relationship between Emotional Intelligence Competencies (e.g. Self-awareness, Self-Regulation, Motivation, Empathy, Social Skills and school teachers' job performance. The findings of the research indicate a significant relationship between emotional intelligence and school teachers' job performance.

INTRODUCTION

Emotional intelligence has gained worldwide significance and practical value in recent years, numerous scholars and writers have written books, journals, articles and scientific studies on it, Google search results for a term emotional intelligence was generated up to 17,000,000 on July, 2017(Rehman, Huma, Nawaz,2022). It highlights its prominence in the modern era. The concept of emotional intelligence was given by psychologist, educationists, business persons and researchers including Thorndike, Gardner, Solvey & Mayer, Danial Goleman and Reuven Bar-On, because IQ was considered as predictor of success but as psychology has proved that emotions impact the person's decision-making, motivation, behavior and overall wellbeing of a person. Emotional Intelligence is the capability to observe and understand one's own emotions and people in surroundings (Stone, McCown, Jensen, Freedman, & Rideout, 1998). People that are able to recognize, understand, and channelize emotions either of their own or others known as emotionally intelligent people. Mayer, Salovey & Caruso, (2002) found that recognition of

emotions aids to regulate urges and deal with wild enduring. Highly Emotional Intelligence people interpret and respond accordingly to make the social conditions better. Also, teamwork, problem-solving, and decision-making abilities are better applied by highly Emotionally Intelligent people.

Shapiro (2009) believes that having a good approach and knowledge of emotions enable teachers to create a harmonious environment along with maintaining their own identity and having sound relationships with everyone at the workplace that empower teachers to perform their best. Educators cultivate congruence, efficiency, and viability when they achieve emotional intelligence (Karasneh & Al-Momani, 2020). Understanding people on a deeper level and having strong relationships is crucial in school setting (Hargraves, 2017; Maamari & Majdalani, 2019). Emotional intelligence helps individuals identify and manage emotions, build self-control, set and achieve goals, develop empathy, resolve conflicts, and acquire essential leadership and group participation skills (Elias, 2004). Emotional intelligence involves using emotions to enhance performance, gain deeper understanding, and effectively guide one's own and others' feelings (Mayer, Salovey & Caruso, 2002). Teachers, as educators, play a crucial role in fulfilling educational objectives, and their performance is directly linked to the attainment of these goals (Darmadi, 2015; Wahyono, Husamah, & Budi, 2020). The effective application of knowledge to achieve desired goals defines performance. Emotional intelligence serves as a key predictor and standard for assessing teacher performance (Walter & Marcel, 2013). Educators who believe emotional intelligence enhances performance are increasingly integrating it into educational settings. According to Siddique (2004), teachers' roles encompass three domains: job-related skills, attitudes toward work, and engagement in professional growth, with providing guidance to students being a significant part of their performance. Meisler (2013) also emphasized the substantial impact of teachers' emotional intelligence on students' learning and personal development. Furthermore, studies suggest that emotional intelligence training can lower stress and cortisol levels, thereby enhancing life satisfaction (Nelis et al., 2011). Recognizing emotions' influence on teaching and learning has long been overlooked in education (Mortiboys, 2013). Solely focusing on academic results can lead to the neglect of vital social, emotional, and behavioral dimensions (Day et al., 2007). Research consistently demonstrates a strong relationship between emotional intelligence and teachers' job performance. Empirical evidence highlights a positive association between emotional intelligence and teacher performance. Emotional intelligence correlates with a sense of accomplishment across various domains, including effective teaching, students' optimal learning, and strong educational outcomes (Bracket & Mayer, 2003; Gil-Olarte, Palomera & Brackett, 2006; Mehmood et al., 2013; Ghanizadeh & Moafian, 2010). Studies further show that effective teachers design instruction suited to students' developmental levels, learning preferences, strengths, and individual needs (Singh & Shan, 2005). Moreover, fostering positive interpersonal relationships promotes a healthy environment conducive to effective learning (Shah & Sultana, 2000).

Despite that, Susanto & Abadi (2021) found that there are stills educators that cannot cope with their own emotions in work related interactions, empathize with students or colleagues' emotional states that can weaken their effectiveness to develop good relationships at work this inadequate ability to deal with emotions in everyday situations can demolish teaching-learning process and affects teachers' performance. Curriculum across primary, secondary and higher

levels prioritize cognitive skills, analytical outcomes and logical reasoning at the expense of emotional well-being of students that increases learning on the whole (Meryem & Dilekmen, 2024). It is stated by researcher that emotions are underestimated in research thus from practice to bring change in educational system (Hargreaves, 1998a, b; Spillane et al., 2002; Zembylas, 2002). “Although emotional intelligence skills are needed at every stage of life, it is crucial to develop these skills during primary school education, a critical period for personality and skill development; this primarily requires sufficiently developed emotional intelligence skills among primary school teachers, who closely engage with children in such critical developmental periods. (Özdemir & Dilekmen, 2024).” It was concluded in the research that there is strong correlation between emotional intelligence and teachers’ quality job performance (Sutton and Wheatley, 2003; McCown et al., 2007). However, there are researchers discovering emotional intelligence in the Pakistani context but still there is a lack of research on investigating the relationship between emotional intelligence in Sindh more specifically in Sukkur on school teachers (female teachers Grade 1-8). Therefore, this study will fill this contextual and population gap and aims to investigate the relationship between emotional intelligence and school teachers’ job performance having following research objectives and questions.

Research Objectives:

1. To investigate the relationship between teachers’ Emotional Intelligence and teachers’ job performance.
2. To analyze the relationship of Emotional Intelligence competencies (e.g. Self-Awareness, Self-Regulation, Motivation, Empathy and Social Skills) on teachers’ job performance.

Research Questions:

1. What is the relationship between teachers’ Emotional Intelligence and teachers’ job performance?
2. What is the relationship between emotional intelligence competencies (e.g. Self-Awareness, Self-Regulation, Motivation, Empathy and Social Skills) with teachers’ performance?

THEORETICAL SUPPORT

Human beings are connected to each other at every step of life, every human carry emotion with him all the time either positive or negative, emotions affect the daily interactions and the way people deal with the emotions either own or others, emotions affect the quality of life. Emotions are thus far more important to be identified, addressed, understood and regulated to have harmony in the environment and achieve individual, collective or common goals & aims (Abdullah et al., 2004). Identifying, comprehending and regulating own and others’ emotions and making wise decisions with confidence is referred to as emotional intelligence. (Panwar, 2023, Iqbal et al., 2024). Teachers with high emotional intelligence not only handle and regulate their own emotions, but also, they cultivate meaningful strategies to tackle students’ emotions hence classroom environment is neither destroyed by students nor teachers (Datta and Banwet, 2003). Also, a teacher's emotional intelligence plays a significant role in the students' learning and holistic development. (Valente & Lourenço, 2020).

Teachers’ work performance is sign that they are doing something that gives sense of accomplishment, happiness (Hwang et al., 2022; Khan and Abbas, 2022, Rehman et al., 2022). Emotional Intelligence is tailored as recognize, apprehend, deal and effective application of emotion, emotional intelligence has gained attention because its significant impact on social

relations, communication and on entire performance(Stephens,2016).Teachers' performance is highly important in education as it effects on pupils achievement thus cannot be ignored. Emotional intelligence is a gist that has been discovered in several studies suggesting integral part in professional domain (Iqbal et al., 2024).

In the domain of UAE (United Arab Emirates) the students were conducted on emotional intelligence and performance of workforce by Agarwal & Singh (2020). The main objective of this study was to analyze the relationship between and impact of E.I (Emotional Intelligence) on workforce. In addition, Quantitative methods by using convenience sampling technique sample of 119 participants were selected from different sectors such as: Banking, Education, Health, Engineering and recruitments were used. Survey was conducted by using ECI Model (The ECI is a multi-rater assessment tool that provide detailed and focused feedback about individual strengths and areas for improvement. The ECI indicates the specific emotional competencies where development will enhance the individual's emotional intelligence.) to investigate individual cluster of emotional intelligence that are four dimensions of emotional intelligence called Self-awareness, Self-management, Social-awareness and Relationship-management. The researchers wanted to see whether or not age, gender, qualification and designation of workers affect the individual emotional intelligence or not. Though findings revealed that emotional intelligence is a independent of demographic features and more importantly results showed that all the dimensions of emotional intelligence are Not equally important or even considerate to impact the employee performance.

Besides, the Researchers naming Baseerat Iqbal, Naveed Farah, Saima Afzal, Sadaf Iqbal, Shah Zulqarnain Haider & Amna Bashir (2024) executed research at the University of Agriculture Faisalabad (Pakistan) to scrutinize the intricate interplay between job satisfaction and performance of higher institutes of education educators. Therefore, quantitative research design was applied along with multi-Method approach and stratified sampling technique was used at 95% confidence level, 153 out of 692 targeted populations, teachers were selected from various departments of UAF (University of Agriculture Faisalabad) and data was collected through semi structured questionnaire. Then the results reflected that EI (Emotional Intelligence) is an independent predictor for both job satisfaction and teachers' performance, findings also revealed that there is a positive co-relation between teacher skills and emotional intelligence.

In addition to this Akhtar et al. (2020), took place the study in Khyber Pakhtunkhwa (Pakistan), the research assesses the relationship between EI (Emotional Intelligence) and performance of secondary school teachers. Quantitative research design was applied along with survey method, multi stage stratified sampling technique with proportionate to size sampling method, 840 teachers were selected from 8407 teachers via random sampling. The SEI (adult version questionnaire having 58 random order items with an optional 19 mood items). Likert scale was developed on four factors of performance of secondary school teacher. Emotional intelligence of the secondary school teachers was examined by the SEI (AV) questionnaire. The SEI (AV) is used to measure emotional intelligence competencies and related performance outcomes. Social emotional intelligence focuses on three pursuits and eight competencies for the leadership and life. The results showed EI and teachers performance are highly co-related.

Moreover, the research examined by Siddique, Siddique & Muhammad (2024), on "Emotional Intelligence as a predictor of Teacher Citizenship Behavior in Pakistan. The study was Co-Relational and quantitative in nature with positivist philosophical stance. The aim of this study

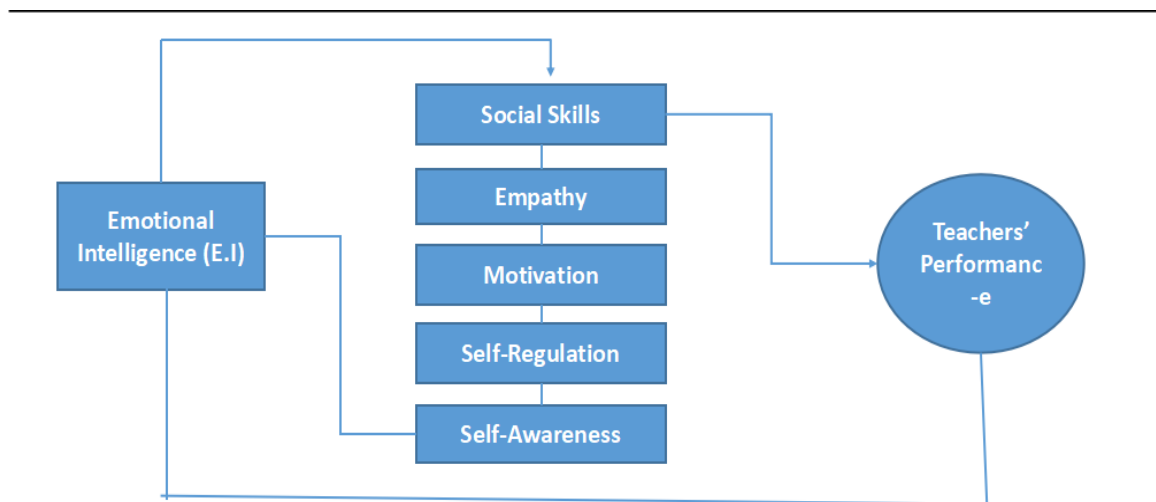
was to examine the relationship between Emotional Intelligence and Organizational Citizenship Behavior among secondary school teacher in Punjab (Pakistan). The sample comprised of 306 male and female secondary school teachers. Sampling was decided through multistage random sampling process. Survey was conducted by using two close ended questionnaires to collect data analysis showed that EI differ at $p=0.5$ between male and female and EI highly influenced instructors OCB (Organization Citizenship Behavior) with a B value of .754 at $p=.001$. Even though experience does not affect EI. To conclude the results EI substantially influence their Organizational Citizenship Behavior (OCB) at the secondary level.

On the one hand, Khan & Abdullah (2024), conducted research on “Emotional Intelligence and job performance”. The aim of this study was to investigate the relationship between Emotional Intelligence and its key dimensions that are Self-Emotion Appraisal, Other-Emotion Appraisal, Self-Emotion Regulation, Other-Emotion Regular with job performance. This study was quantitative and survey was used and stratified random sampling was used, teaching faculty was divided into 4 strata: Professors, Assistant Professors, Associate Professor and lecturers. Public sector universities and Management schools was a target population. Data was collected from 305 randomly selected respondents from the target population. Findings disclosed that there is a significant relationship between EI and four key dimensions with job performance.

On the other hand, Susanto & Abadi (2021), conducted research on “The influence of Emotional Intelligence and workload on teacher performance”. It was ex post facto research in which independent variables were EI and teacher workload and dependent variable was teacher performance. Philosophical stance was pragmatists; the mixed method. Therefore, 46 respondents were chosen from the population of teachers and data collection techniques and tools were interviews, observation and questionnaire (Likert scale). However, results reflected that there was No significant effect of EI on teachers performance (at Gugus II Elementary school in South Kuta for the academic year 2020 and 2021). But there was an effect of teacher workload on teacher performance with the contribution of 98%. Thus there is an influence of EI and teacher workload on the performance of teachers.

Then again, the study was explored on the “The Relationship between Emotional Intelligence and Educators performance in Higher Sector” by (Khassawneh et al., 2022). Aim of this study was to examine the concept of EI and how professors in higher education can use it to achieve better results in the form of Emotional Intelligence Competencies (EIC). In this quantitative research design with survey method 25 higher education institutes’ 312 educators participated in it, in UAE (United Arab Emirates). EIC (Emotional Intelligence Competencies model of Costa and Faria’s (2015) EQ test were adopted for this purpose/ to gather data. The results revealed that educator’s emotional intelligence strongly affects their behavior that ultimately improves success of students and ensures successful teaching and noteworthy performance.

Figure 1. Theoretical Framework



METHOD

Philosophical Stance and Approach

The way person perceive the world is known as philosophical stance (Creswell & Creswell, 2018). Positivists view world as something can be understood through logical reasoning and scientific method (Smith, 2023). Quantitative research is based on finding numerical evidences and statistical analysis (Joseph Dave Pregoner, 2024). Researcher following positivists philosophical stance employed quantitative approach.

Research Design

As researcher study was based on investigating relationship between emotional intelligence and school teachers' job performance therefore co-relational design was found appropriate design for the study. The purpose of correlation studies is to quantify the positive or negative relationship and strength between two variables, it does not determine cause and effect between two variables (Devi et al., 2022).

Data Collection

For data collection Emotional Intelligence Baron EQ Inventory-Short questionnaire tool was used to gather data. The respondents to the questionnaire were school teachers (primary and elementary school teachers). For collection of data of the study the researcher visited the schools and distributed questionnaires among all the respondent in order to achieve high and fair response rate, face to face questionnaire method was employed.

Population

The population of the study was school teachers (Elementary and primary School teachers) working in year 2024. Group of people or objects having common elements, characteristics and share common events on which research is conducted to draw conclusions is said to be population (Jilcha Sileyew, 2020; Garg, 2016).

Sampling

According to Gay (2012), simple random sampling is a systematic process; it is employed by the researcher to give equal chance to the population to be selected as the sample of the research study. This research applied simple random sampling technique. The sample was the teachers of Government Elementary/Middle School and Government Girls Primary P.C School attached to Government Girls Elementary College of Education Barrage Colony Sukkur' teachers. Thus,

Sample size was 40 teachers in total from both schools, “The Morgan table of sampling” was used to decide the sample size.

Data Analysis

Data analysis initial processing of the empirical data was carried out by MS “Excel”. Then on the computer program SPSS Statistics version 19.0.1 was used to find significant correlations and statistically significant differences. The figure was drawn using the graphical editor MS “Word”. Primary data of oriented results were analyzed on SPSS tool to investigate the relationship between emotional intelligence and teachers’ job performance. First, simple line mean was calculated then Spearman’s co relational analysis Correlation Coefficient method was employed for more accurate results.

Validity and Reliability

The validity and reliability of this study was achieved according to Cronbach’s Alpha test that is performed for reliability on SPSS and it was 0.969 (acceptable value for Cronbach's alpha is 0.7). Hence, Emotional Intelligence Baron EQ Inventory-Short questionnaire tool was used to gather the data that is standardized tool of E.I. A tool for teachers’ performance was adopted from the previous study of “Priscilla Commey Mintha, 2018”.

RESULT AND DISCUSSION

The purpose of the study was to investigate the relationship between emotional intelligence and performance of school teachers, also to analyze the relationship between emotional intelligence's competencies (e.g. Self-Awareness, Self-Regulation, Motivation, Empathy and Social Skills) and teachers’ job performance.

1st Null Hypothesis: There is no significant relationship between emotional intelligence and teachers’ job performance.

1st Alternative Hypothesis: There is a significant relationship between emotional intelligence and teachers’ job performance.

2nd Null Hypothesis: There is no significant relationship between emotional intelligence’s competencies e.g. self-awareness, self-regulation, motivation, empathy, social skills and teachers’ job performance.

2nd Alternative Hypothesis: There is a significant relationship between emotional intelligence’s competencies e.g. self-awareness, self-regulation, motivation, empathy, social skills and teachers’ job performance.

Linearity Analysis: Using an SPSS linearity graph, a possible linear relationship between the variables was examined in order to establish whether Pearson's or Spearman's was the better correlation test. The resultant graph 1, which is shown below, has a dispersed distribution of data points, suggesting that the variables' relationship is not linear. Given the non-linear pattern, it would be more appropriate to use Spearman's correlation—which is independent of linearity—to evaluate the relationship between these variables (Emotional Intelligence is independent and Performance is dependent variable).

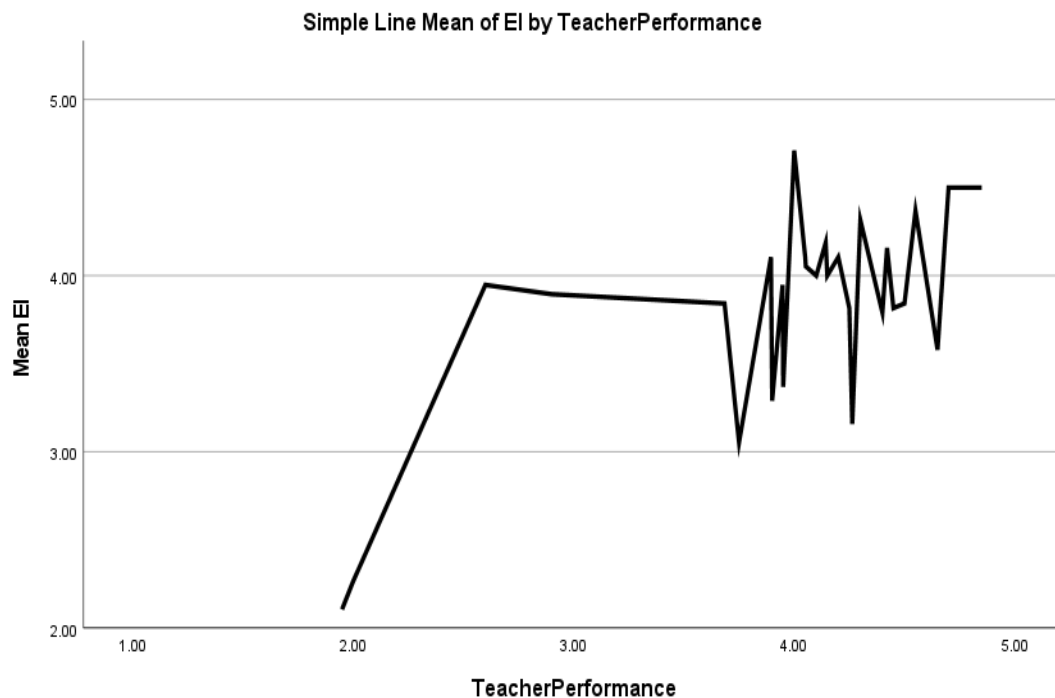


Table: 01 (Correlations)

			Emotional Intelligence	Teachers-Performance
Spearman's rho		Correlation Coefficient	1.000	.503**
		Sig. (2-tailed)	-	.001
		N	40	40
	Teacher Performance	Correlation Coefficient	.503**	1.000
		Sig. (2-tailed)	.001	-
		N	40	40

Correlation is significant at the 0.01 level (2-tailed).

Spearman's co relational Analysis:

To evaluate the relationship of emotional intelligence on teachers' performance, a Spearman's correlation test was performed. A very weak positive correlation ($r = .503$, $p = .001$, $n = 40$) is shown in the table. 1 was found, suggesting that there is little positive relationship between the two variables. As a result, the null hypothesis is rejected, and the alternative hypothesis is accepted.

This study aligns with Susanto & Abadi, (2021) it was found that positive correlation between variables study suggested that if there will be increase in emotional then there will be increase in performance. Also, it aligns with Akhtar, Shah, Khan, (2020), discovered positive relation between E.I and teachers' performance in Khyber Pakhtunkhwa (Pakistan). The study revealed that there is significant relationship between emotional intelligence and school teachers' job performance. Moreover, Giannoulis et al., (2022) revealed in his study that emotional intelligence training and education can provide several advantages for both personal and social life, to be more precise person who has sublime level of emotional intelligence exhibits meliorate skills in stress management via more beneficial coping strategies

at the time of adversity. Along with it, the research by Agarwal, Singh, (2020), states that emotions are among the front most structures that innervate the worker's performance, considering this study's results taken from employees it is obvious that emotional intelligence is a foremost in ingredient that impacts performance of workers at all levels. Additionally, Cihan & Dilekmen (2024), in their study concluded that emotional intelligence builds and creates awareness that covers skills of all areas, opens paths to embrace existence with richer experiences through continual learning, teaches the way a educator can teach a lesson in a effective manner and also teaches to the way to build positive contributions and awareness of things such as making teaching learning process joyous, creative thinking and learners active participation.

Table: 02 (Correlations)

			Self-awareness	Teachers 'Performance
Spearman's rho	Self-Awareness	Correlation Coefficient	1.000	.516**
		Sig. (2-tailed)	-	.001
		N	40	40
	Teachers'- performance	Correlation Coefficient	.516**	1.000
		Sig. (2-tailed)	.001	-
		N	40	40

Correlation is significant at the 0.01 level (2-tailed).

To evaluate the relationship of Emotional Intelligence's Competency (Self-Awareness) on teachers' performance, a Spearman's correlation test was performed. A very weak positive correlation ($r = .516$, $p = .001$, $n = 40$) is shown in the table. 1 was found, suggesting that there is a very weak positive relationship between the two variables.

This shows the positive relationship between self-awareness and teachers' job performance. In the same way, Brown & Taylor (2022), resulted in their research that self-aware teachers tend to be tactful in nature, creates an inclusive atmosphere in the class and are able to give and receive feedback wholeheartedly to maximize students' learning. Ertanti et al, (2024) self-aware educators are more flexible, satisfied and apply enormous interpersonal skills in all areas of life more importantly in the classroom. Brown& Taylor (2022), concluded in their research study that teachers' self-awareness has direct significant correlation between self-awareness and teaching-learning strategies applied by teachers to fulfill individual needs of students. Teachers that have strong self-awareness, they become skilled and powerful guide at turning and inspiring students towards achieving their learning goals (Wang & Johnson, 2021). Self-aware teachers are able to engage students at deeper in learning by providing motivating and stimulating environment (Harrison &

Thomas, 2020). Self-awareness plays a significant role in developing teachers' leadership skills outside the classroom (Liang & Chang, 2022).

Table: 03 (Correlations)

			Teachers'- performance	Self-Regulation
Spearman's rho	Teachers- performance	Correlation Coefficient	1.000	.415**
		Sig. (2-tailed)	-	.008
		N	40	40
	Self-Regulation	Correlation Coefficient	.415**	1.000
		Sig. (2-tailed)	.008	-
		N	40	40

Correlation is significant at the 0.01 level (2-tailed).

To evaluate the relationship of E.I competency (Self- Regulation) on teachers' performance, a Spearman's correlation test was performed. A very weak positive correlation ($r = .415$, $p = .008$, $n = 40$) is shown in the table. 1, was found, suggesting that there is little positive relationship between the two variables.

This demonstrates the positive relationship between self-regulation and teachers' job performance. In the same manner study of Fiske & Taylor in (2017) found that self-regulation gives self-confidence to tackle day to day challenges and contribute in self-esteem. "Self-regulation also would motivate persons to take an important role in their opinions, emotions, and performances (Schunk & Zimmerman, 2003)." Individuals that have self-regulation are able to manage their cognitive process, sentiments, feelings, and direct their behaviour to create environment that help them successfully attain particular goals (Jose Diaz, 2024). Paramitha and Wahyuni (2021), in their research discovered that there is a positive impact of self-regulation on performance.

Table: 04 (Correlations)

			Teachers'- performance	Motivation
Spearman's rho	Teachers- performance	Correlation Coefficient	1.000	.420**
		Sig. (2-tailed)	-	.007
		N	40	40
	Motivation	Correlation Coefficient	.420**	1.000
		Sig. (2-tailed)	.007	-
		N	40	40

Correlation is significant at the 0.01 level (2-tailed).

To evaluate the relationship of E.I competency (Motivation) on teachers' performance, a Spearman's correlation test was performed. A very weak positive correlation ($r = .420$, $p = .007$, $n = 40$) is shown in the table. 1 was found, suggesting that there is little relationship between the two variables.

This implies the positive relationship between motivation and teachers' job performance. It complemented previous studies that emotional intelligence is the foundation of motivation to perform the best even under obstacles (Magnano et al., 2016). Whereas, Ryan et al., (2022) discovered that sustained "motivation and quality performance are behaviors driven by greater autonomy and will produce subjective well-being, positive experiences, and better psychological health. "Influence of motivation on a teacher educator and classroom teacher is that it raises the willingness to confront instructional challenges, build more resilient educational environment thereby they address the issues in curriculum at all levels that just and sustainable society (Othman et al., 2024). Laia (2022), in study stated the positive and unraveling effect of motivation on performance.

Table: 05 (Correlations)

			Teachers' - performance	Empathy
Spearman's rho	Teachers- performance	Correlation Coefficient	1.000	.226
		Sig. (2-tailed)	-	.161
		N	40	40
	Empathy	Correlation Coefficient	.226	1.000
		Sig. (2-tailed)	.161	-
		N	40	40

Correlation is significant at the 0.01 level (2-tailed).

To evaluate the relationship of E.I competency (Empathy) on teachers' performance, a Spearman's correlation test was performed. A very weak positive correlation ($r = .226$, $p = .161$, $n = 40$) is shown in the table. 1, was found, suggesting that there is little relationship between the two variables.

This implies the positive relationship between empathy and teachers' job performance. Similarly, Mikkonen et al., (2015) revealed that teachers genuine empathy make students feel understood and provide confidence to participate in classroom hence learning is increased. Besides, empathy of a teacher towards students affects students' perceptions regarding learning (Bozkurt & Ozden, 2010). Teaching faculty in teacher empathy dimension does not compromise on teaching learning standards but they do remove hurdles in learning (Meyers et al., 2019). The teachers with empathy are highly thoughtful in handling students misconduct (e.g., late arrival in class, class bunk, nap in classroom, not taking interest in class etc.) by not using the term behaviour instead they discuss poor performance; empathetic teachers make students feel respected by them that students perceive positively this cause reduction in misbehavior (Knepp, 2012).

Table: 06 (Correlations)

			Teachers' - performance	Social-Skills
Spearman's rho	Teachers- performance	Correlation Coefficient	1.000	.525**
		Sig. (2-tailed)	-	.000

		N	40	40
	Social-skills	Correlation Coefficient	.525**	1.000
		Sig. (2-tailed)	.000	-
		N	40	40

Correlation is significant at the 0.01 level (2-tailed).

To evaluate the relationship of EI competency (Social Skills) on teachers' performance, a Spearman's correlation test was performed. A very weak positive correlation ($r = .525$, $p = .000$, $n = 40$) is shown in the table. 1 was found, suggesting that there is little relationship between the two variables.

This implies the positive relationship between social skills and teachers' job performance. This aligns with study that discovered that educators with social skills impacts entire school culture and improves teaching learning processes more easily therefore they perform with joy and have own things without being drowned in it (Higgs & Dulewicz, 2016). Siswandono (2021) in his research claimed emotional intelligence is significant for better job performance. Nugraheni (2022) found in his study that there is strong influence of social skills on job performance.

CONCLUSION

This research investigated the relationship between emotional intelligence (EI) and the job performance of primary and elementary school teachers in Sukkur, Sindh, Pakistan. The results showed a positive correlation between teachers' emotional intelligence and their professional performance. It emphasizes that emotionally intelligent teachers manage classroom dynamics successfully, they foster a positive learning environment, and they navigate challenges with confidence and resilience. Particularly, competencies like self-awareness, self-regulation, motivation, empathy, and social skills fundamentally contribute to enhancing teachers' ability to deliver quality education.

The study underlines that emotional intelligence is crucial for revamping teaching strategies and it is necessary for ploughing stronger interpersonal relationships, reducing stress, and enhancing teachers' overall well-being. These rectifications eventually build a better educational environment.

The results align with global and local studies, reinforcing the argument that emotional intelligence is an essential factor in teachers' professional success. Hence, integrating emotional intelligence focused training programs into teacher education curricula. As it emphasizes ongoing professional development, and it prioritizes emotional intelligence in policymaking, it can substantially elevate the quality of education in Pakistan.

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IMPLICATIONS & RECOMMENDATIONS:

- Integration of emotional intelligence into curriculum will enable prospective teachers improve their own emotional intelligence, be well prepared to tackle students' emotions. By recognizing, understanding pupils' emotional needs and problems would help teachers to remove their emotional obstacles and create positive learning environment and maximize their learning.
- By providing professional developmental opportunities such as seminars, workshops and one day training programs to build the emotional intelligence of principals, in-service teachers and future teachers to refine their emotional intelligence skills.
- To make emotional intelligence training more accessible, educational institutions should consider offering online courses tailored to teachers. These digital resources can provide flexible, self-paced learning opportunities for teachers at all levels, helping them to enhance their Emotional intelligence (EI) competencies regardless of location or time constraints.
- Future research should explore the influence of cultural and educational contexts on the relationship between emotional intelligence (EI) and teaching performance.
- It is essential to explore whether the relationship between EI and teaching performance differs across academic disciplines, such as STEM (Science, Technology, Engineering, and Mathematics) versus the arts and humanities.
- Long-term research is needed to track how teachers' emotional intelligence evolves over time and how this development correlates with sustained improvements in teaching performance.

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