

# Impact Of Emotional Intelligence On Teacher'S Performance In Higher Education Institutions Of Pakistan

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## Abstract

The study's main goal was to determine how teachers' performance at higher education institutions related to their emotional intelligence. In the Punjab province, this study looked at the relationship between teachers' performance and their emotional intelligence. The research was descriptive and correlational in nature. Data were collected from a randomly selected representative sample of 400 teachers. There were two research tools used. Pilot tests were conducted on both study tools to establish their validity and reliability. The data were analyzed using descriptive and inferential statistical analysis techniques such Pearson r, regression analysis, independent sample t-test, and one-way ANOVA. The results revealed that there is a strong and statistically significant positive correlation between teachers' emotional intelligence and performance. In Punjab province, teachers' emotional intelligence also demonstrated a respectable capacity for predictability toward performance at the higher education level.

**Keywords:** emotional intelligence, performance, higher education.

## Introduction

Emotional intelligence is a key part of being a good teacher. It's good for their mental health and their relationships. Teachers are more likely to do well in the classroom if they can read and handle the emotions of their students. What a teacher does in the classroom is very important to how well students learn. Teachers who are good at reading people tend to be happier with their jobs. They are experts at getting better results in the classroom (Alkharusi, & Ambusaidi, 2017). The quality of teaching in each setting affects how well educational goals are met (Hwang, Bartlett, Greben, & Hand, 2017). One definition of performance (P) in education is the ability of a teacher to do his or her job in any setting and help students reach their learning goals (Wu & Lee, 2017). "P" is also "the actions of employees who are doing a lot of things at once" (Bibi & Akhtar, 2020, p. 116). Because emotional intelligence has a big effect on classroom management and teaching effectiveness, teachers with a lot of it by nature are in high demand (Sanchez, 2016). Asrar-ul-Haq, Anwar, and Hassan have said that emotional intelligence (EI) is a way to control your own emotions and the emotions

of other people (2017). Valente, Monteiro, and Lourenco (2019) say that teachers who do a good job of running their classrooms are more likely to have students whose emotions are in check, which makes learning more effective. So, teachers who can handle their feelings are important for both the success of their students and the success of their schools. Monteagudo et al. (2019) say that teachers who are emotionally competent serve as role models for their students. Research shows that teachers' EI is strongly linked to their performance (P), especially their performance in the classroom and their sense of how effective they are as teachers (Anari, 2012; Kaur, Shri, & Mital, 2019; Mohamad & Jais, 2016; Nguyen, Nham, & Takahashi, 2019; Pekaa, van der Linden, Bakker, & Born, 2017; Ramana, 2013; Soanes & Sungoh, 2019). So, it is thought to be of the utmost importance to know exactly how and in what order to use the EI, JS, and OC variables to predict the performance (P) of employees in an organization. Yet, it has been said that most businesses don't use them in the right order, which keeps them from getting their staff to perform at their best (P) (Suleman, Syed, Mahmood & Hussain, 2020). ). Corporate employees responsibility effect the performance (Jamil, Rasheed et al. 2022). Social behavior is important for employees health (Jamil, Rasheed et al. 2022). The same seems to be true because most people don't know how these factors affect each other or in what order they should be used to get the best results. But there isn't much research on the link between JS, OC, and P right now, and when it is, it is only in isolated situations. Also, there isn't much written about how EI affects performance or how JS and OC act as mediators in the relationship between EI and P. It was also found that the previous research that tried to link some of these variables had very different goals, methods, and results. In short, there is a lot of information about different attitudes in the workplace, but it is not well organized and doesn't give a full picture. Sekaran and Bougie (2019) say that when there is a lack of information like this, it is important to look into the nature of the above causal connections in detail. It's important to remember that the job attitude variables we talked about above can be used to help workers at all levels and in all kinds of businesses do their jobs better. But because education is so important in Pakistan, the researcher has chosen to get information from Pakistani teachers in higher education (in the province of Punjab and the federal capital of Islamabad). It was also important to do this research because higher education institutions in Pakistan had not done much in this area before. Because education is so important in a developing country like Pakistan, researchers felt compelled to study the link between teachers' emotional intelligence (EI) and their students' academic performance (P), taking into account the moderating effects of teachers' own emotional regulation skills (JS) and organizational dedication (OC) on their students' academic outcomes (P) (Zaidi et al., 2019). This is an important part of a classroom that works well. Teachers can make classrooms where students can learn by using their emotional intelligence (Durlak, Weissberg, Dymnicki, Taylor, & Schellinger, 2011). Teachers have a big impact on students by setting a good example and helping them get used to their new surroundings (Hamre, Pianta, Downer, & Mashburn, 2008). Baczynska's research from 2017 showed that teachers' emotional intelligence is a big part of how well they do their jobs. For teachers to be successful in their jobs, they need to have a lot of emotional intelligence. Teachers may find it helpful in many situations, including the classroom, to have a high level of emotional intelligence (Boyatzis, Rochford, & Cavanagh, 2017). Educators who know how to control their feelings are more successful in the classroom and in their careers (Baczynska & Thornton, 2017). Yoke and Panatik's (2015) research was done in Malaysia. For this study on the link between EI and P, Peninsular Malaysian educators were used as a sample. The sample was made up of a total of 192 academics. The results showed that EI and P were linked in a way that was important. In 2016, Naqvi, Iqba, and Akhtar did a study in Pakistan to look into the link between educators' emotional intelligence (EI) and

performance (P). In the sample, there were 3,168 educators. They found a good link between the trait emotional intelligence of the instructors and their P scores. Asrar-ul-Haq, Anwar, and Hassan (2017) did a study in Pakistan to see if there was a link between teachers' trait EI and P. This study was done at a university in Pakistan. About 166 professors were asked to fill out the survey. Researchers have found that EI has positive and statistically significant effects on teachers' P. Bala's (2017) findings about how effective teachers are were also linked to EI in a good way. Dhankar also showed that there is a link between instructors' EI and P. (2015). Su (2014) also looked into the private sector in Malaysia. The results of the study showed a positive and statistically significant link between teachers' P and EI. Wahyuddin (2016) did a second study in Indonesia to find out if there was a link between teachers' emotional intelligence and their performance. This study found that there was a link between teachers' emotional intelligence and how well their students did in school. The results show that teachers could also benefit from working on their emotional intelligence, which could lead to better results in the classroom. In the Punjab province of Pakistan, the best universities looked at teachers' emotional intelligence (EI) and optimism (P). Since there hasn't been a study in Pakistan about how EI affects performance in higher education, I decided to look into it. Education also helps people do better because it gives them the knowledge and skills they need to grow intellectually in the right ways. Teachers are in charge of teaching their students what they know. Because of this, teachers are very important. Without them, schools would just be empty buildings. This is especially hard to do at higher levels of education, when students are usually more grown up and developed as they get ready for the workforce. Because of this, it's important for a teacher to have a high EQ, be happy in his or her job, and care about the success of his or her students (Akpan, 2013). Pakistan's education system has been neglected for a long time, and teachers are a part of it (Khan & Mahmood, 1997; Isani & Virk, 2001, Masood, T., 2014). The school system is in bad shape and needs big changes everywhere (Barber, 2010). In Pakistan's current education system, teachers have to deal with many problems, such as students who aren't paying attention, administrators who don't respect them, a hostile work environment, and a small salary (Malik, Nawab, Naeem, & Danish, 2010). Because of this, many teachers don't do a good job on the job, which makes them less committed to teaching. In Pakistan's universities and colleges, this has led to teachers getting tired and stressed out, as well as a high rate of teacher turnover (Saba & Zafar, 2013). So, it is very important for a good education system that teachers do a great job at what they do (Yusoff, Khan, & Azam, 2013). There are many ways to measure how good a teacher is, and each one corresponds to a different part of that person's skill set. Korschun, Bhattacharya, and Swain's (2014) research shows that the level of participation (P) in normal work activities is a good way to measure how engaged workers are in their jobs. Pakistan's rapidly growing higher education sector depends on all kinds of teachers, but especially those who work at universities. Every school's success depends on how well its teachers do their jobs, but this is especially true for schools that offer graduate degrees. So, this study focuses on the main attitudes of university professors because those are the things that affect how well they do their jobs.

### **Purpose of the Study**

The purpose of the study was to find out how emotional intelligence affects how well teachers do their jobs. This was because emotional intelligence and performance are so important in the teaching and learning process. The nature of the study made it important. There needs to be more research into the link between teachers' emotional intelligence and how well they do their jobs. The study could be useful because:

It may shed light on the relationship between emotional intelligence and the performance of teachers.

- The research improves the knowledge of teachers about emotional intelligence and their performance.

### **Objectives of the Study**

1. To explore the emotional intelligence of Teachers.
2. Investigate the relationship between teachers' emotional intelligence (EI) and performance (P).
3. Compare differences in teachers' EI and P with regard to their gender and academic qualifications.

### **Research Questions**

1. What is the performance of teachers in their own views and their student's academic achievement?
2. What is the emotional intelligence of teachers as perceived by them?
3. What is the difference in emotional intelligence and performance of teachers based on their gender, experience and educational level?

### **Literature Review**

#### **Emotional Intelligence**

Anyone can get angry at any time and for any number of reasons, but it takes skill to direct that anger at the right person at the right time and in the right way. Bar-On was the first person to notice it. It comes from a type of intelligence called "social intelligence" (1997). American communists who worked in education liked the idea of "emotional intelligence" a lot. He said that emotional intelligence was having traits like self-control, passion, and persistence, as well as the ability to motivate oneself. It means being able to understand and control your own emotions as well as the emotions of others. It also means being able to understand and control your connections with other people. The emotional intelligence of an employee affects both the quality of the work they do and the quality of the relationships we have with them at work. A big part of emotional intelligence is being able to recognize your own and other people's emotions, to tell them apart, and to use this knowledge to guide your behavior (Mayer et al., 2000).

A person who is self-aware has a high opinion of himself or herself. Emotional intelligence is made up of five main types of skills. Skills in self-reflection, feeling control, initiative, empathy, and managing relationships. So, self-awareness, empathy, and managing relationships are all parts of social intelligence that are part of emotional intelligence as well as intellectual intelligence and interpersonal intelligence. (Năstasă & Fărcaș, 2015) found that emotional intelligence and family conflict at work work together to make it possible to predict a person's happiness. Awareness of feelings, recalling and generating them when needed, integrating them with one's knowledge base, and exercising deliberate control over one's emotional responses all contribute to a well-developed emotional intelligence. They talk a lot about how important emotional intelligence is and how it makes things and people smarter. Emotional intelligence is a set of skills and abilities that don't involve thinking. It affects how well a person can deal with the needs of their environment. There are five main areas that are looked at: adaptability, social skills, stress management, and perspective. Emotional intelligence means being a smart and feeling person. So, being able to adapt and get by in life is a result of how one's rational and emotional faculties work together (Mayer et al., 2000).

Emotional intelligence is a person's ability to understand and use emotional information to guide cognitive processes like making decisions and solving problems (Mayer et al., 2000). So, emotional intelligence is a set of skills that are different from linguistic and local functional skills, as well as from previous forms of social intelligence, but not close enough to those of third-party intelligence. One way to describe emotional intelligence is the ability to understand and respond appropriately to your own and other people's feelings and emotions, as well as to help other people control their own feelings and emotions (Schoeps et al., 2019). When you use intelligent emotions, you make a decision to let your feelings guide your actions and inspire your thoughts in ways that help you get better results. There are two common ways to think about emotional intelligence that can be used to describe it. The competitive model and the mixed model (competing characteristics) are put side by side and compared (Mayer et al., 2000). As the word "power" suggests, emotional intelligence is a type of intelligence, so it should be more than just being smart. The skill model says that emotional intelligence is made up of two different skills: the ability to think clearly about emotions and the ability to use emotions and emotional information to build one's own cognitive processes. In integrated intelligence models, emotional intelligence is not looked at separately from IQ. Instead, it is seen as a mix of IQ, personality traits, and physical proximity (Sarwar et al., 1999).

The Gurukul system, which goes back to ancient India, is often credited with turning its students into well-educated, mature adults who can handle even the toughest problems in life. In recent years, this important part of education seems to have been forgotten. The teacher needs to think about how the students' emotions are changing and try to help them. The best teachers are the ones who can tell how their students are feeling and change how they teach based on that. A teacher who cares about his or her students wants to improve their safety and make the classroom more adaptable and responsive to their needs. In teacher leadership positions like performance review, motivational help, and development, teachers' emotional intelligence, especially their human size and human contact, makes them more effective (Aguirre et al., 2020).

Teachers' mental and emotional health is emphasized because it is important for keeping good relationships with students and running a smooth classroom. Together, these things make the classroom a place where kids can learn and grow. When comparing male and female teachers, it is clear that male teachers have more chances to improve their emotional intelligence (Pradhan, 2016).

Law et al. (2004) find no significant differences between men and women in the relationship between emotional intelligence (EQ) and stress. However, they do find a strong negative relationship between EQ and stress at work for both men and women. You can get better at being able to understand and handle your emotions with practice. It has been found that emotional intelligence changes a lot over time. A lot of research has been done to find out how spirituality, emotional intelligence, and transformative leadership are linked. There are some signs that spirituality and emotional intelligence go together well, and Venkant Krishnan and Balappa (2007) argue that this is the case. There were big differences in how employees felt about emotional intelligence, resolving conflicts, and being willing to create and try new things. Emotional intelligence is the ability to focus, stick with something, control urges, open up to others, make deliberate decisions, find creative solutions to problems, and push oneself to peak performance (Stone McCown, Jensen, Freedman, & Rideout, 1998). These traits help a person develop self-awareness, self-control, goal-setting, empathy, conflict resolution, and leadership by involving others skills (Elias, 2004). Three different schools of thought make up the paradigm of emotional intelligence (Goleman, 1995, 1998; Bar-On, 2000; & Mayer, Salovey, & Caruso,

2002). All existing theories define emotional intelligence in terms of a set of skills, traits, and knowledge. Emotional intelligence is a set of skills that includes being able to recognize and understand your own emotions and the emotions of other people. It uses feelings to improve performance, gain important information, and control one's own and other people's feelings (Mayer, Salovey & Caruso, 2002). Emotional intelligence is based on being able to recognize and handle one's own emotions as well as those of others. Emotional intelligence means being able to identify and name different feelings. Emotional intelligence is the ability to make decisions and take actions based on how you feel. Emotional intelligence is the ability to recognize, control, and talk about your feelings in a socially appropriate way. It's helpful to understand how complicated the emotional lives of people are. A child's social and mental growth depend on him or her having a healthy emotional life, and this helps with that (Goleman, 1998). Emotional intelligence is the ability to understand and use your own and other people's feelings to make good choices. Emotions can help keep people from getting into dangerous or depressed states and stop them from acting on impulse. To empathize means to feel what another person feels. Empathy is a set of social skills that includes being agreeable, being able to control your emotions, and being able to influence or lead others (Goleman, 1998).

### **Emotional Intelligence and Teaching**

All of the above studies show that EI and different employment-related outcomes are linked in a positive way. The majority of these studies, though, have been done in business or industrial settings. In this section, we'll look at similar connections in the field of education for the purpose of this investigation. Institutions have things like organizational structures, processes, policies, procedures, internal hierarchies, and ways of doing things. They also have things like individual and group goals, as well as the expected results of those goals (Morrison & Allen, 2007). EI can be studied by comparing how well teachers do in the classroom to how well workers do in other fields. For example, in the industrial and commercial sectors, productivity is measured by how well individuals and teams work, how well they are led, and how well they have skills like making friends and being comfortable at work. Still, there are a few EI tests that can be used successfully outside of school (Perry & Ball, 2008). Several researchers, like Fopiano and Haynes (2001) and Rosenthal et al., have found a link between emotional acuity and being a better teacher (2008). Coetzee and Jansen (2007) say that if teachers had better social and emotional skills, they would be better able to help students succeed in school, show compassion for their students, improve the classroom environment, make it less likely that students will fight, and create a positive emotional climate that is good for learning. In the next section, we'll talk about the research that's been done on how developing EQ in the classroom might help everyone.

### **Relationship between EI and Effective Teaching**

In the past few years, emotional intelligence has become more and more popular, but there isn't a lot of research on the link between EQ and success in the classroom. Most of these kinds of studies have been focused on colleges and universities. Stein and Book found that most successful elementary and middle school teachers had high levels of optimism and self-actualization on the EQ (2000). Perry and Ball (2008) did research on the things that educators need to know about emotional intelligence. The researchers want the teachers to trust what they have learned from their own classroom experiences. The results showed that teachers who did better on the emotional intelligence test did better when they were in a bad emotional situation. Teachers with emotional intelligence were aware of their own emotional weaknesses and had learned how to keep their

emotions in check when things got tough. They came to the conclusion that EI is important for a teacher's success in the classroom and that teachers with a high EI are more successful than those with a low EI. Boyd didn't find a statistically significant link between how well elementary school teachers did on the MSCEIT and how well their students thought of them as teachers (2005). One study compared 87 award-winning teachers with 200 non-winners using the Emotional Quotient Inventory (EQ-i) (short form) and a self-report scale for the Seven Principles for Good Practice in Undergraduate Education. The results show that the General Mood Scale is a strong indicator of how well people do at getting noticed. This study also found a strong link between EI skills and how teachers do their jobs (Haskett, 2003; Chickering & Gamson, 1999). The above connections show even more why it's important for students to be able to communicate well. Interpersonal skills allow for immediate feedback, take into account different ways of learning, and encourage student involvement. Hwang (2007) found that self-respect, empathy, and leadership, along with general emotional intelligence, are important for success in the classroom. The sample for the study was made up of professors from a technological university in Taiwan. Drew (2006) looked at the data to find out if there was a link between students' EI and how well they did in school. Student Teacher Performance (STP) was used to figure out how good they were at teaching. We found that total S.T.P. was significantly and positively related to overall EQ.

How feelings affect how well students do in class

Emotional intelligence (EQ) is linked to good teaching because it has an effect on how well students learn. In the past few years, people have tried to give feelings the same level of importance as other pedagogical factors. Many researchers have done similar experiments. For example, see Ogernir (2008), Zembylas (2003), Veen and Lasky (2005), Zembylas and Schutz (2007). (2007). (2009). Compared to other jobs, emotions are very important in education (Jiang et al, 206; Sutton, 2005). Nias (1996) says that teachers care more about how educational policy affects their students and themselves because they are dedicated to their jobs and have felt the effects of it on their own lives. Brackett and Katulak say that when teachers set up routines and talk to students, they show a wide range of emotions (2006). Scott and Sutton (2009) and others have found that when teachers are asked to use new ways of teaching, they have a lot of different feelings. It has been seen that these feelings affect how teachers feel, how they feel about themselves personally and professionally, how they feel about the work they do, and how they feel about reform and change (Nias, 1996; Day et al., 2007). Teachers' moods have a big effect on how well their students do, which in turn affects their social relationships, learning, and knowledge (Perry and Ball, 2008; Palomera et al., 2008). Several other studies said that teachers need to be able to communicate well in all parts of their jobs. Researchers like these give the idea more weight (Brearley, 2001; Harris, 2007; Rosenthal et al., 2008). Hargreaves (1999) says that both students and teachers show their feelings in the way they talk to each other in the classroom. He talked about the good things about teaching, like how teachers' feelings are connected to their students' and their job. Even more important, emotions affect the most important parts of education, which are feelings, thoughts, and knowledge (Hargreaves, 2002).

### **Relationship between Emotional Intelligence and Teachers' Performance**

Teachers have to be able to deal with stress from things like keeping order in the classroom and having busy work schedules. Also, Pithers says that the high levels of stress that teachers deal with every day may lead to burnout (1995). Teachers are under a lot of pressure at work and could get burned out if they don't have ways

to handle their own feelings and those of their students. Neale et al. (2011) say that emotionally intelligent leaders and coaches are successful not only because they know how to make the most of their own skills, but also because they know how to find the best in other people. In a similar way, teachers can help their students get better at school by focusing on their students' strengths and using those strengths as a way to get to their students' weaknesses. Ismail and Idris analyzed the personalities of Malaysian teachers in 2009, looking for links between how teachers showed their feelings and how they dealt with students. Studies have shown that students don't learn as well from teachers who show more negative emotions in class. This suggests that teachers' personalities have a big effect on how effective they are in the classroom. Pianta (1999) says that kids' intellectual and social development is helped by having good interactions with their teachers in the classroom. When teachers have a lot of emotional intelligence, they can quickly recognize their own feelings and accurately judge how their students are feeling. Both of these things help them do well in the classroom. Emotional intelligence (EI) is the ability to control your feelings, and Cooper and Sawaf (1997) say that a teacher can't do that unless he or she can also use feelings to make decisions. Based on the information given above, there is a strong link between a teacher's EI and how well they teach.

**Research Methodology**

The methods of this study were both quantitative and descriptive. The correlational method was used in this study. The goal of a correlational study layout is to look at how two or more variables are linked. All colleges and universities were a part of the process of gathering data. In the sample, there were 400 professors from colleges and universities. Two different types of research tools were used for the study. The music and instruments have both been changed to fit the Urdu culture. To measure educators' EI, a modified version of Bar-(2002) On's "Emotional Quotient Inventory Short form" was made. Since it's a Likert scale, there are five choices. This scale is made up of six parts: "intrapersonal," "interpersonal," "stress management," "adaptability," "general mood," and "positive impression." The reliability of this scale was 92. Second, Amin, Shah, Ayaz, and Atta (2013) made a 5-point Likert scale that was used to rate classroom teachers. This instrument includes self-reported measures of "student-teacher interaction, conducive classroom atmosphere, content and pedagogical expertise, classroom management, regularity and punctuality, and teaching assessment skills" (pp. 102-103). The reliability of this instrument was 0.90, which is pretty high. Observational data were gathered by talking to people in person and through the mail. Using Pearson r, researchers in Punjab looked at the link between teachers' emotional intelligence and how well their students did in school. A regression analysis was done to find out how the EI of educators affected their P. To compare female and male educators, we used a t-test for independent samples and a one-way analysis of variance.

**Results**

**Table 1.** Relationship between Emotional intelligence and teachers' Performance

Variables	n	Pearson r	Sig.
Emotional Intelligence and Performance			

p< .001 (2-tailed)

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881

001

Table 1 revealed the relation between EI and P by using Pearson r. It is concluded that teachers' emotional intelligence had a positive significant relationship with their performance,  $r = .844$ ,  $n = 400$ ,  $p < .001$ .

**Table 2.** Means and Standard Deviations of Emotional Intelligence Factors of Teachers

	Min	Max	M	SD
Wellbeing	6	42	29.09	4.77
Self-control	6	42	28.93	5.24
Emotionality	12	56	35.84	6.97
Sociability	6	42	30.48	5.35
Global Trait	4	28	18.76	3.79
Emotional Intelligence	40	210	143.3	20.19

Table 2 shows the details of means and standard deviations of factors of emotional intelligence of teachers. It was found that the emotional intelligence factor emotionality was having the highest mean and standard deviation ( $M = 35.84$ ,  $SD = 6.97$ ) whereas the factor global trait was having the lowest value of mean and standard deviation ( $M = 18.76$ ,  $SD = 3.79$ ). The results showed that emotionality existed at a higher level in the teachers as compared to the other factors. It was found that the mean and standard deviation of emotional intelligence were ( $M = 143.31$ , and  $SD = 20.19$ ).

**Table 3** Relationship between Emotional Intelligence and Performance of Teachers

Emotional Intelligence and its Factors	1	2	3	4	5	6	7
1. Well being	-						
2. Self-control	.518**	-					
3. Emotionality	.463**	.462**	-				
4. Sociability	.478**	.519**	.470**	-			
5. Global trait/General	.518**	.458**	.671**	.472**	-		
6. Emotional Intelligence	.759**	.771**	.800**	.763**	.755**	-	
7. Teacher Performance	.119**	.170**	.093**	.188**	.134**	.174**	-

\*\* $p < .01$

Table 3 reveals the relationship of different factors of emotional intelligence with teacher performance. To find the relationship Pearson coefficient of correlation "r" was calculated. It was found that factor wellbeing ( $r = .119$ ,  $p < .01$ ), self-Control ( $r = .170$ ,  $p < .01$ ), emotionality ( $r = .093$ ,  $P < .01$ ), sociability ( $r = .188$ ,  $p < .01$ ) and global trait ( $r = .134$ ,  $p < .01$ ) were having statistically

significant positive relationship with teacher performance. It was also found that emotional intelligence was having statistically significant positive relationship with teacher performance. ( $r=.174$ ,  $p<.01$ ). Hence, it was concluded that statistically significant positive relationship existed between emotional intelligence and performance of teachers.

**Table 4.** Regression Analysis to identify the Predictive Power of EI and P

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.881	.777	.776	9.31129

a. Predictors: (Constant), EI

R and R<sup>2</sup> values have been shown in table 5. The R-value showed a strong correlation at .881. Moreover, the R<sup>2</sup> value showed how much of the total difference in teachers' P (dependent variable) can be explained by the EI (independent variable). In this study, R<sup>2</sup> = .777 which is very high.

**Table 5.** ANOVA to determine the Significance Level of the Predictive Power of EI to assess P

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	120095.132	1	120095.132	1385.180	.001
Residual	34506.618	398	86.700		
Total	154601.750	399			

a. Predictors: (Constant), EI

b. Dependent Variable: P

Table 5 revealed that the regression model predicts the P considerably well. The p value  $< \alpha = .05$  which indicated that the regression model statistically significantly predicts the performance. It is a good fit for the data.

## Discussions and Recommendations

The main goal of the study was to find out if there was a connection between emotional intelligence and personality. Based on the results, there is a very strong link between the emotional intelligence of educators and P in Punjabi higher education. Educators who did better in their jobs were those who scored higher on the EI scale. These results are supported by research done by Yoke and

Panatik (2015), Naqvi, Iqba, and Akhtar (2016), Asrar-ul-Haq Anwar and Hassan (2017), Bala (2017), Dhankar (2015), Su (2014), and Wahyuddin (2017). (2016). They found a strong and statistically significant positive relationship between EI and P. This supports the idea that educators with higher levels of EI are more likely to be committed to their work, build positive relationships with their colleagues, show emotional resilience in the face of adversity, and stay calm under pressure. They know how to handle problems that come up between work and family. The results show that EI has a big effect on how well college teachers in Punjab province do their jobs. All six of the student-teacher relationship, classroom environment, classroom management, and teachers' performance assessment skills were found to be different by gender, as were three of the six emotional intelligence factors (intrapersonal, interpersonal, adaptability, and self-motivation). This study also found no link between instructors' emotional intelligence and how well they teach. Based on the results, it seems like emotional intelligence could be helpful in Pakistan, especially when it comes to hiring teachers. Teachers with high emotional intelligence are not only self-motivated, but also have the interpersonal and intrapersonal skills they need to be successful in the classroom, as well as the flexibility to change their teaching style as needed. Teachers can learn how to be emotionally intelligent, which could definitely help schools have a good atmosphere. The basic objective of the research was to find the correlation between EI and P. The findings revealed that there is a strong positive significant connection between teachers' emotional intelligence and P at higher education in Punjab. The teachers with higher levels of EI showed higher degrees of performance to the settings. These findings are supported by Baczynska (2017); Boyatzis, Rochford, & Cavanagh (2017); Baczynska and Thornton (2017); Yoke and Panatik (2015); Naqvi, Iqba, and Akhtar (2016); Asrar-ul-Haq Anwar and Hassan (2017); Bala (2017); Dhankar (2015); Su (2014); Wahyuddin (2016). They found a strong positive and statistically significant relationship of EI to P which verifies this concept that teachers who have a higher degree of EI tend to be more dedicated towards their performance, develop good working relationships, are tolerant when facing any emotional burden and may handle stressful situations in settings without losing their tempers. They also can handle their work-family conflicts in an appropriate way. It is evident from the results that the teachers' EI has a significant impact on their performance at higher education in Punjab province. Other findings revealed regarding teachers' gender that factors of emotional intelligence for example: intrapersonal, interpersonal, adaptability, and self-motivation have significant differences out of six factors emotional intelligence and all six factors student-teacher relationship, facilitative classroom environment, classroom management, and teaching assessment skills of teachers' performance have significant differences. Another finding of this current study revealed no difference between teachers' EI and their performance regarding their academic qualifications. It is recommended that in the light of findings that emotional intelligence might be helpful in Pakistani context especially in settings for the recruitment and selection of teachers. Emotionally intelligent teachers are self-motivated, having intra-personal and interpersonal skills; they have also adaptability skills in order to perform

effectively in the classroom scenario. Emotional intelligence can be imparted to teachers; consequently, it may absolutely contribute to a conducive environment in teaching organizations.

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