

THE ROLE OF EMOTIONAL INTELLIGENCE IN DETERMINING JOB PERFORMANCE IN SECONDARY SCHOOL TEACHERS

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ABSTRACT

The landscape of education is undergoing rapid transformations globally, necessitating a multifaceted skill set among educators. Amidst paramount considerations such as job commitment and organizational loyalty, the role of emotional intelligence (EI) in shaping job performance emerges as a crucial but often understudied aspect. To bridge this gap in scholarly discourse, further inquiry is imperative to explore the nexus between EI and educators' efficacy. EI, delineated across four pivotal dimensions encompassing self-control, self-awareness, self-motivation, and social adeptness (relationship management), serves as the focal point of investigation. This study endeavors to elucidate this association by surveying a cohort of 100 instructors drawn from ten secondary schools in Haripur. Analysis of the data underscores a discernible correlation between emotional intelligence and job performance, particularly in the domain of fostering student support.

Hence, the focus of this research article is on emotional intelligence, furnishing actionable insights for educational administrators and practitioners alike.

Key words: Emotional Intelligence, Job Performance, School Teachers.

Introduction

The contemporary era has added complexity and variation to teaching profession (Williams & Burden, 2000). Teachers have a major influence on the personalities and behaviors of and learning capacities of their pupils. Since Stronge (2007) established a significant relationship between successful teachers and student accomplishment, schools' administration is critically focusing on teacher effectiveness. Keeping the pivotal role of emotional intelligence in organizational setting currently social scientists have more interest in how it will help schoolteachers in enhancing their job performance (Arnold 2005, Jennings & Greenberg, 2009, Rohana, Kamaruzaman, & Zanariah 2009, Sutton 2004, Najmuddin, Noriah, & Mohamad, 2011). Mortiboys (2005) proposed that emotional intelligence be fostered and employed in teacher education to enhance both theoretical material and teaching style. According to study (Bachman, Stein, Campbell, Sitarenios, 2003; Prati, Douglas, Ferris, Ammeter, & Buckley, 2003; Wong & Law, 2002), a teacher EI can especially predict job performance and job satisfaction. Teachers who understand their own emotions perform better because they can articulate their needs more clearly and show greater respect for their own feelings while working towards their goals (Day & Carroll, 2004; George, 2000). They also like to pay more attention to others' needs and give emotional support in order to create collaboration with others in order to effectively complete a task (Hayashi & Ewert, 2006; Arnold, 2005). Teachers are facing more exposure and discouragement, raising questions about their professionalism and job happiness (Louis, 1998). Present research has also narrowed down its focus on to better understanding the link between teachers' work performance and EI.

For the purpose of research, the study will consider four aspects of EI developed by Goleman (1998) and investigate its effect on teacher job performance.

LITERATURE REVIEW

In recent years, psychological research has been increasingly popular for its long-term effects. Consequently, the concept of emotional intelligence has received substantial attention (Mayer, Roberts, & Barsade, 2008). Emotional management is critical for completing goals and strengthening interpersonal connections in a range of professions, importantly in teaching. Education, being a service sector, necessitates a great deal of emotional and interpersonal ties, particularly between instructors and students. Emotions are complex states of feeling that have a substantial influence on our ideas, behavior, and ability to modify our physical and psychological traits, according to Bechara (2004), Caruso & Salovey (2004), Clore & Huntsinger, 2007). While some academics argue that emotions impair reasoning (Fineman, 2000), others believe that emotions are required for logical decision making (Damasio, 1994). Caruso and Salovey (2004), for example, regard emotions as both beneficial and necessary for making sound decisions.

Furthermore, emotions have an indirect effect on our attitudes and judgments, influencing decision making (Zajonc, 2000). Unlike academic or cognitive intelligence, which are assessed by IQ tests, emotional intelligence focuses on non-academic, non-cognitive, and non-intellective characteristics. Academic intelligence is concerned with cognitive ability, whereas emotional and social intelligence are concerned with emotional understanding and relationship management. Early on, scholars such as Wechsler and Gardner emphasized the relevance of non-cognitive components in intelligence. Emotional intelligence was described by Salovey and Mayer as "understanding and applying emotions," which Goleman elaborated on in his book "Emotional Intelligence," which included topics such as self-motivation, impulse control, empathy, and mood management (Goleman, 1995; Cherniss, 2000; Gardner, 1983; Salovey & Mayer, 1990).

Goleman (1998) expanded the concept of emotional intelligence (EI) by emphasizing four critical competencies: self-awareness, self-regulation, self-motivation, and relationship management (empathy and social skills). EI, according to Baron (2000), is a collection of emotional and social abilities that determine how we deal with life's demands, including intrapersonal skills, interpersonal skills, adaptation, stress management, and mood. Goleman's taxonomy of 2002 is divided into four sections: self-awareness, self-management, social awareness, and relationship management. The ability model, which focuses on cognitive abilities within intelligence, and the mixed model, which emphasizes the interaction of personality and cognitive qualities on total welfare (Mayer & Salovey, 1997; Goleman, 1995; Cherniss, 2000; Baron, 2000).

The success of every educational institution is primarily reliant on the abilities of its faculty. For teachers to improve their work performance, emotional competence in teaching practices is essential (Hosotani, 2011). As teaching is mainly emotionally and physically demanding jobs (Kokkinos, 2007; Noriah & Iskandar, 2010; Stoeber, 2008; Isenbarger, 2006; Schutz,

2007; Hebson & Earnshaw, 2007), EI is even effective in containing work-related stress and potential burnout (Jude, 2011; Saklofske, 2007). Previous research has repeatedly found a correlation between emotional intelligence (EI) and beneficial career results. Mayer and Cobb (2000) discovered that EI had a favorable influence on work performance and interpersonal relationships. According to Fox and Spector (2000), trait-based EI increases contextual performance and interview success. Day and Carroll (2004) investigate the relationship between EI and successful decision-making.

Furthermore, Mayer, Salovey, Caruso, and Sitarenios (2001) state that strong EI allows for a greater comprehension of others' sentiments, which improves workplace relationships. Teachers' capacity to establish pleasant classroom settings and affect students' conduct and transition to school is highly influenced by emotional intelligence (Durlak, 2011; Jennings & Greenberg, 2009; Mayer, 2004; Hamre, 2008; Turner & Meyer, 2003). Effective communication, mood elevation, and maintaining a healthy classroom atmosphere are all connected to emotional intelligence (Campbell, 1990). Although much research has been conducted on emotional intelligence in many occupations, there has been little attention on teachers in particular (Carmeli, 2003; Jennings & Palmer, 2007; Tram, 2006). Nonetheless, emotional intelligence benefits teaching greatly (Corcoran & Tormey, 2012). Teachers who understand and prioritize their emotions successfully communicate their needs, foster cooperation, and achieve goals (George, 2000; Day & Carroll, 2004). Emotional intelligence assists instructors in leveraging emotions to improve cognitive processing and in navigating the continual emotional dynamics of teaching (O'Boyle, 2011; Eerembson, 2000).

In addition, emotional self-regulation in teachers improves work results by gaining the support of colleagues and administrators (Brackett, 2010). According to the research, instructors' emotional intelligence is closely related to successful performance, building happy learning environments, and influencing kids' behavior and school adjustment. As a result, assisting teachers in developing emotional intelligence can considerably improve their work performance and favorably affect students' school experiences.

Emotional Intelligence

Emotional Intelligence (EI) refers to the abilities and talents associated with understanding, managing, and controlling emotions. Mayer, Salovey, Caruso, Goleman, and others have emphasized its importance in personal and professional life, focusing on dimensions such as self-awareness, self-regulation, motivation, and social skills (Corcoran & Tormey, 2012; Woolfolk et al., 2008; Goleman, 2005; Higgs, 2000; Zeidner, Matthews, & Roberts, 2004). EI entails successfully detecting and controlling one's emotions, which improves self-awareness and emotional wellness. Understanding others' feelings, as well as encouraging communication, empathy, and deep connections, are all part of it. Self-regulation, self-awareness, motivation, and social skills are critical in the workplace for successful leadership, teamwork, and job performance (Goleman, 1997; Higgs, 2000). Various models and frameworks try to define the dimensions and components of EI, hence

assisting in its comprehension and development. Overall, EI is important in personal, social, and professional domains, enabling people to navigate emotions and flourish in a variety of aspects of life.

Self-regulation

Self-regulation is the capacity to comprehend and govern your own behavior as well as your reactions to feelings and events in your environment. It involves the ability to control one's reactions to deep emotions such as frustration, enthusiasm, rage, and humiliation. Being able to relax after experiencing anything exhilarating or distressing. Concentrate on a task. Self-regulation, an important component of emotional intelligence, assists in the management of emotions and behavior, hence improving personal and academic success (Zeidner, Matthews, & Roberts, 2004).

Self-regulation progresses from external direction to internal control. Individuals first rely on external cues such as instructor instructions before becoming increasingly self-directed in regulating their learning. Setting attainable objectives, managing time, measuring progress, and modifying tactics are all part of developing self-regulation. It also requires being focused, dealing with interruptions, and persevering in the face of adversity. This method promotes active regulation of ideas, emotions, and actions, which leads to higher academic accomplishment and general well-being (Van Rooy & Viswesvaran, 2004).

Self-awareness

Self-awareness, a component of emotional intelligence, is essential in the workplace. It entails identifying and comprehending one's own emotions, their triggers, and the influence they have on one's ideas and conduct. It is defined by Goleman (1998) as being attentive to emotions without judgment, which leads to a greater understanding of reactions and decisions. Building self-awareness is similar to studying map reading before embarking on a journey in that it lays the groundwork for other emotional abilities (Cote and Miners, 2006). People improve their self-awareness by paying attention to their emotions, thoughts, and physical experiences. This comprehension enables individuals to make more informed emotional responses and judgments. Self-awareness has various advantages, including the ability to successfully control emotions, which leads to improved communication, teamwork, and relationships with others (Salovey and Mayer, 1990). Being aware of emotional triggers encourages more considered reactions as well as emotional strength and discipline. This talent promotes real self-expression and improves interpersonal interactions at work. Overall, self-awareness is essential for efficiently regulating emotions, facilitating teamwork, and contributing to personal and professional improvement via deliberate practice and methods.

Self-motivation

According to Goleman (1995), self-motivation is a critical component of emotional intelligence for accomplishing personal objectives and driving success. It entails efficiently controlling emotions toward desired results, as well as retaining focus, tenacity, and optimism in difficult conditions. Setting

specific, realistic objectives that are connected with values and remaining resilient in the face of adversity are critical components (George, 2000; Goleman, 2010). Individuals that are self-motivated perceive setbacks as chances for progress and keep their passion and persistence toward their goals. They accept responsibility for their actions and persevere in the face of failures, contributing to improved teacher performance and promoting pleasant classroom settings (Goleman, 2010). Overall, self-motivation entails regulating emotions in order to attain personal goals, defining goals, being resilient, and accepting responsibility for actions, all of which contribute to success and resilience.

Social skills (relationship management)

Social skills, also known as interpersonal or people skills, are necessary for developing solid connections and efficiently navigating social situations. Respect, empathy, effective communication, negotiation, and relationship management are examples of these qualities (Schuetz, 2011). Effective communication entails communicating ideas, actively listening, and tailoring communication to diverse contexts and audiences. Negotiation skills are essential for dispute resolution and finding mutual solutions (Wasielewski, 1985). Individuals with high social skills thrive in forming and maintaining connections, fostering trust, and promoting collaboration. In the workplace, these abilities help in networking for career advancement and leadership development. Effective leaders with social skills establish rapport, communicate clearly, and improve team collaboration (Goleman, 1995). Strong social skills increase self-esteem, social acceptability, and the capacity to develop long-term connections. They are essential in the workplace for cooperation, approval, and controlling organizational dynamics (Pettry, 2006). Good social skills also aid teachers by allowing for efficient communication in and out of the classroom, encouraging greater understanding, and improving work performance.

Job Performance

"Job performance is the sum of the expected value to the organization of the discrete behavioral episodes that a person engages in over a regular period of time. Furthermore, each person in a certain work is expected to provide a unique output in terms of quality and quantity, demonstrating that desire, willpower, and the ability to do the task are regularly impacted by an individual's performance (Motowildlo, 2003). Jex (2002) defines job performance as "all of an employee's actions while at work." According to Goleman (2005), emotional intelligence (EI) increases people's performance and effectiveness. According to Scullen, Mount, and Goff (2000), job performance is an important concept in organizational practice and research. It plays a critical role in a variety of personnel decisions, including merit-based pay, promotion, and employee retention, because it enables people to cultivate positive relationships, work well in teams, and develop social capital. Other people's assistance, counsel, and resources have an impact on how well a job is done (Seibert, Kraimer, & Liden, 2001). People with high emotional intelligence, according to Carmeli (2003), are better able to manage their

emotions and have a positive attitude, which can help them do their professions more efficiently. The work performance standards for teachers are as follows.

Planning and Preparation

Effective teaching takes extensive planning and preparation, which includes curriculum design, instructional materials, and classroom setting. Teachers design well-structured classes by balancing educational objectives, topic requirements, and student needs. Developing instructional materials include selecting resources such as worksheets and technologies that support learning objectives and interest students (Danielson, 2007). Diverse resources improve the learning environment and increase student participation. The physical layout of the classroom is also important. Teachers design the physical environment to promote learning, exercise, and social connection. Effective time management, as well as anticipating and managing any interruptions, contributes to a well-paced learning environment (Danielson, 2007).

Instructional Delivery

Instructional delivery is an important aspect of teaching that involves ways for effectively engaging pupils. Using a variety of teaching styles and approaches improves student engagement, motivation, and learning results (Stronge, 2018). Teachers require a variety of strategies to meet the requirements and preferences of their students. Direct instruction, cooperative learning, problem-solving activities, and technology-based tools are examples of these (Marzano, Pickering, & Pollock, 2001). Using a variety of approaches encourages students to participate actively and improves their grasp of the subject matter. Clear communication is essential in the classroom. Teachers should use simple language to convey topics and avoid using sophisticated words. Clear explanations and examples are required for student comprehension (Stronge, 2018). Non-verbal cues like body language and gestures also play a role in effective communication and student engagement (Holliday, 2016).

Classroom Management

Effective classroom management includes tactics for establishing a well-organized and suitable learning environment. Controlling student conduct, creating routines, and providing a secure learning environment are all part of it (Marzano, Marzano, & Pickering, 2003). It is critical to develop close ties with students. Teachers who engage with students on a personal level foster a respectful and inclusive classroom atmosphere (Jones, Jones, & Vermette, 2013). Getting to know kids, demonstrating real concern, and cultivating meaningful connections may increase engagement while also improving behavior and academic achievement. Techniques for proactive behavior control are essential. Positive reinforcement, praising, and providing options can all help to encourage appropriate conduct (Sprick, Borgmeier, & Nolet, 2002). Furthermore, engaging in education and encouraging student responsibility promote a supportive classroom climate (Emmer & Stough, 2001). Implementing proactive strategies helps create an environment that supports student success.

Student Achievement

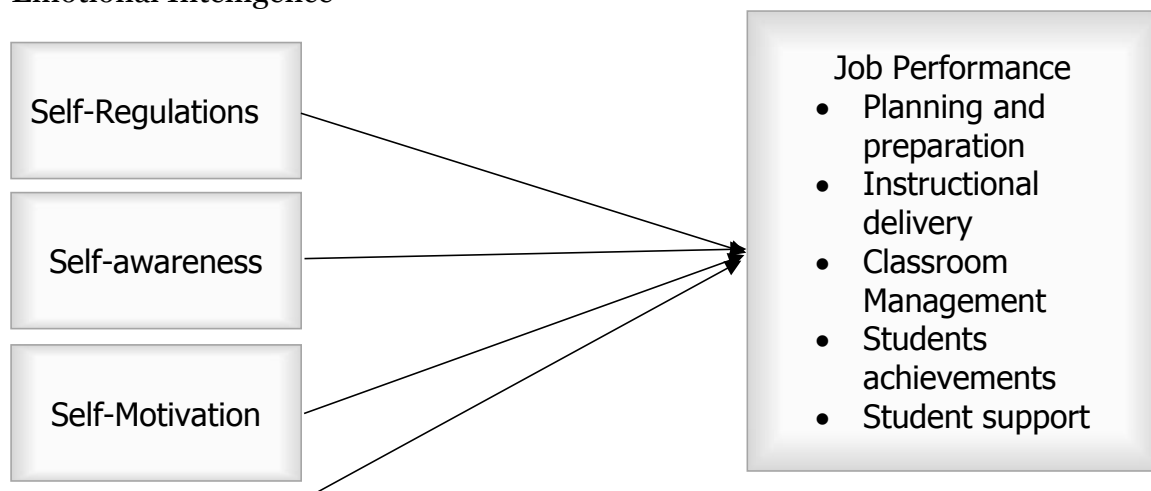
Teachers play an important influence in students' academic success by concentrating on their learning and academic improvement. Formative assessments (such as quizzes and conversations) and summative evaluations (such as tests) assist teachers in gauging students' progress and personalizing their instruction (Black & Wiliam, 1998; Popham, 2008). Teachers use a variety of instructional approaches to help students grow. Illustrious teaching adapts lessons to meet the various learning requirements of pupils (Tomlinson, 2001). Scaffolding gives temporary assistance to pupils in order to help them develop higher-level abilities (Wood, Bruner, & Ross, 1976). Incorporating instructional technologies stimulates and inspires pupils to study creatively (Means, 2010).

Student Support

Teachers play an important role in helping learners by giving individualized assistance and mentoring. Understanding students' intellectual, emotional, and social needs is essential for building meaningful interactions and promoting their overall growth (Wetzel, 2010). Recognizing the importance of emotional and social factors in academic success, instructors provide a safe and caring environment by demonstrating empathy, actively listening, and providing individualized help (Brackett, 2019). They guarantee that various learning requirements are satisfied by adapting instructional techniques and resources (Tomlinson, 2014), ensuring that all students have access to the essential tools. Incorporating social-emotional learning (SEL) into the classroom can help students improve their social and emotional abilities such as self-awareness, self-management, and interpersonal skills (Durlak, 2011). Teachers may help students acquire these abilities by including SEL into the curriculum and offering specific instruction. The following model will illustrate the presumed relationship between EI and teachers' job performance, followed by hypothesis for investigation.

Theoretical Framework

Emotional Intelligence



Social Skills

Research Hypothesis

H1a: Self- Regulation and job performance of Teachers are significantly correlated.

H1b: Self- Awareness and job performance of Teachers are significantly correlated.

H1c: Self- Motivation and job performance of Teachers are significantly correlated.

H1d: Social Skills and job performance of Teachers are significantly correlated.

Research Methodology

Introduction

The main objective of this chapter investigates how Emotional Intelligence affects job performance of teachers in an organization. In this section, the study methodology, population under investigation, sampling strategy, size and measurement of variables, and also the methods used to establish validity and reliability, were all described. These are the techniques used to gather information from respondents.

Research Design

Hair Junior (2014) categorizes research designs into exploratory, descriptive, and explanatory types. Exploratory research aims to identify patterns and connections when little information is available about a subject. Descriptive research uses statistics to present characteristics of the study topic. Explanatory research, also known as hypothesis testing, aims to establish logical connections between different variables, using statistical and mathematical tools to assess causality between variables or predict organizational outcomes (Creswell, 2014).

Research Procedure

Hundreds of questionnaires were distributed to the employees at schools. Each questionnaire was accompanied by a summary of the study's objectives.

Population

A population is the collective collection of people, things, or things from whom data is drawn and which have certain qualities in common. In research and statistical analysis, it provides the foundation for judgments and conclusions. To acquire information and draw conclusions about a bigger group, researchers frequently use a sample from the population.

3.2.3 Population and Sample Proportion

The sampling strategy in this study was convenience sampling. The data was collected from the educational sectors of Haripur, the name of educational sectors was Bright Vision Public School, Fauji Foundation Public School Haripur, Jinnah Jamiah Public School, Grandeur Genesis Primary School Haripur, Hazara Public School Haripur.

Targeted Population

The participants in this study were all of the teachers in educational institutes in Haripur. As shown in table number (1), target population is made up of teachers from all five (5) sampled schools in Haripur:

Bright Vision Public School, Fauji Foundation Public School Haripur, Jinnah Jamiah Public School, Grandeur Genesis Primary school Haripur, Hazara Public School Haripur.

TABLE 3.2.2: POPULATION

NAME OF Schools	NUMBER OF EMPLOYEES
Bright Vision	20
Fauji Foundation	20
Jinnah Jamiah	20
Grandeur Genesis	20
Hazara Public School	20
Total	100

Measurement of Instrument and Variables

This research used a systematic self-administered survey questionnaire in gathering quantifiable data. The questionnaire used a Likert scale with different scales based on the measuring tool. TEIQue-SF (Petrides, 2009). Psychometric properties of the Trait Emotional Intelligence Questionnaire. In C. Stough, Saklofske, and James Parker) questionnaire was used to measure four dimensions of Emotional Intelligence and self-administered questionnaire was used to measure the job performance of teachers. Some of the personal information was also collected in these questionnaires which included name, sex, age and institution.

Procedure for Data Collection

Survey questionnaires were given out and collected from participants in the study. A questionnaire method was used to gather data for this investigation. The questionnaire was subdivided into two segments. Segment one was about four dimensions of Emotional Intelligence of the study participants, and segment two included questions about six variables measuring job performance of teachers. The questionnaire received 100 responses from employees.

Data Analysis and Processing

The data was checked for consistency and processed to ensure reliability, as suggested by Kothari (C. R. 2004). SPSS (Statistical Package for Social Scientists) was then used to compute the results. The study utilized quantitative methods to measure the relationship between variables like self-regulation, self-awareness, self-motivation, social skills, and job performance. Analytical tools such as ANOVA and Pearson's correlation coefficient were

employed to examine the relationships among these variables. This study aimed to determine the involvement of independent variables: self-regulation, self-awareness, self-motivation, and social skills—in job performance.

$$Y = \beta_0 + \beta_1X_1 + \beta_2X_2 + \beta_3X_3 + \beta_4X_4 + \epsilon$$

Where: Y is the Dependent Variable of (Employees Job Performance)

β_0 = perpetual term

β_1 = first independent variable's coefficient of (self-regulations)

β_2 = second independent variables coefficient of (self-awareness)

β_3 = third independent variable coefficient of (self-motivation)

β_4 = fourth independent variable coefficient of (social skills)

ϵ = Error term

Reliability Testing

Reliability in testing means how consistently results can be replicated, whether by the same person or different individuals. The US Department outlines different reliability levels: scores above 0.90 are exceptional, 0.80 to 0.89 are good, 0.70 to 0.79 are adequate, and below 0.70 are limited. In this study, a reliability test using Cronbach's Alpha showed that each factor had a value above 0.70, indicating the instruments used were reliable for further research.

Variables	Number of items	Cronbach's alpha
Self-regulations	6	0.774
Self-awareness	8	0.709
Self-motivation	7	0.859
Social skills	7	0.859
Job performance	7	0.884

Ethical Consideration

During research studies, ethical issues often arise. Research ethics involves recognized moral principles that guide how participants are treated and sets expectations for responsible behavior. Key ethical considerations in human studies include the ability to halt a process, obtaining participants' consent, maintaining confidentiality, and ensuring their voluntary participation. Participants are assured that their information will be kept private and used only for research, and they have the choice to participate or not.

Data Analysis and Results

Introduction

The purpose of the study was to study the effects of Emotional Intelligence on performance of teachers of primary and secondary schools of Haripur. This chapter includes the data analysis and interpretation process, and the study's conclusions relate to the study.

Response Rate

The intended sample provided the majority of the responses. This fraction was used to be regarded as adequate for data processing and the interpretation of

the results, according to (Bell, 2022).

Characteristics of Sample

The questionnaires require demographic details to study participants including identity, sex and age of employees in their current position at the organization. Following are the responses:

Measurement of Respondent's Gender

Gender is one of the crucial characters of the workplace. The research aimed at gender information from respondents in order to determine the disparities between the responses provided by each gender to all of the questions as shown in above table.

Table 4.3.2 Measurement of respondent's gender

<i>Categories</i>	<i>Responses</i>	<i>Percentage (%)</i>
Male	56	56.0
Female	44	44.0
Total	100	100

Table 4.3.2 indicates gender orientation. It shows that out of the mostly teachers surveyed, 44 (44.0%) are female and 56 (56.0%) are male. This suggests that there was some complete equality in the distribution of Teachers.

Table 4.3.3: Analyzing the age factor of Teachers

<i>Age</i>	<i>Frequency</i>	<i>Percentage (%)</i>
22-25 years	56	56.0
25-30 years	21	21.0
30-35 years	12	12.0
35 years and above	11	11.0
Total	100	100

A fair distribution among age groups (56% of the employees are between 22-25 years, 21% of the employees are 25-30 years, 12% of the employees are between 30-35 years and only 11% of the employees are aged 35 years or above). The majority of samples were young in terms of age i.e. (56%).

Table 4.4: Descriptive measurement of Emotional Intelligence

Factor	SD (1)	D (2)	N (3)	A (4)	SA (5)	M	S. D
SR1	10	6	30	40	14	3.9	1.1
SR2	12	6	28	42	12	3.5	1.1
SR3	10	6	30	40	14	4.0	0.9
SR4	6	14	40	30	10	3.7	0.9
SR5	12	6	28	42	12	3.8	0.9
SA1	2	0	30	48	20	4.4	0.8
SA2	2	4	24	48	22	4.4	0.9
SA3	2	2	28	50	18	3.9	1.0
SA4	0	6	24	48	22	3.8	1.0
SA5	2	0	28	46	24	4.3	0.8
SA1	2	0	28	24	24	4.4	0.8
SA2	2	4	24	54	16	4.4	0.9
SA3	0	10	50	24	16	3.9	1.0
SA4	0	8	52	26	14	3.8	1.0
SA5	2	0	28	50	20	4.3	0.8
SS1	8	8	24	34	26	3.9	1.0
SS2	8	6	26	36	24	4.1	0.9
SS3	2	0	28	50	20	3.9	1.0
SS4	6	10	22	36	26	4.0	1.0
SS5	6	8	28	34	24	3.8	1.0
SS6	8	12	44	24	16	3.9	0.9

Correlation Analysis

The Pearson correlation coefficient, as given in Table 4.5, determines links

among the independent factors and the dependent variable. Pearson's regression analysis is a statistical indication of the importance of a linear relationship between two variables in the above table and the symbol for it is 'r' in a sample and confined as follows: $-1 < r$.

Table 4.5

	Self-regulation	Self-awareness	Self-Motivation	Social Skill	Job Performance
Self-regulation	1				
Self-awareness	.251**	1			
Self-Motivation	.414**	.355**	1		
Social Skill	.283*	.420**	.579**	1	
Job Performance	.210**	.253**	.380**	.545**	1

In this Table self-regulation, self-awareness, self-Motivation and social skills are independent variables influenced by Job performance of teachers, which is the dependent variable of the study. When the probability value is between 0.05 and 0.01, the Pearson correlation coefficient (r), and p-value analysis are done, correlation considered is vital. (P-value 0.05).

Table 4.5.1. Summary of hypothesis testing

No	Hypothesis	Remarks
H1a	Self- Regulation and job performance of teachers are significantly correlated.	Accepted
H1b	Self- Awareness and job performance of teachers are significantly correlated.	Accepted
H1c	Self- Motivation and job performance of teachers are significantly correlated.	Accepted
H1d	Social Skills and job performance of teachers are significantly correlated.	Accepted

Multiple Regression Analysis

Multiple regression analysis examines the linear relationships between multiple variables. In this study, it was used to assess how self-regulation, self-awareness, self-motivation, and social skills relate to job performance in educational institutions. The adjusted R square, which was 0.471, indicates that these independent variables collectively account for 47% of the variability in job performance among employees in Haripur schools. The model summary table displays the results of this research, and the correlation coefficient (R) indicates the relationships between the variables.

Table 4.7.1: Coefficients analysis

Model		Unstandardized	Coefficients	Standardized	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	-.135	.468		-.290	.772
	Self-Regulation (X_1)	.101	.092	.093	1.093	.277
	Self-Assessment (X_2)	.087	.116	.258	2.798	.006
	Self-Motivation (X_3)	.463	.112	.029	.316	.752
	Social Skills (X_4)	.352	.088	.049	.568	.572

The outcome shown in the table shows that each independent variable had a significant impact on the dependent variable.

Dependent Variable Job Performance of teachers.

The regression model was created as follows:

$$Y = -.135 + .101(X_1) + .087(X_2) + .463(X_3) + .352(X_4) + \varepsilon$$

Here,

Y = Dependent variable (Job Performance) (Constant)

(X_1) = Independent Variable (Self-Regulation)

(X_2) = Independent Variable (Self-Assessment)

(X_3) = Independent Variable (Self-Motivation)

(X_4) = Independent Variable (Social Skills)

❖❖ = Error term

Self-Motivation $\beta = .463$, which suggests a positive unit change in Job performance, leads to a contributing element to improved performance of Teachers of .463, and vice-versa.

Self-Assessment with factors of factor of $\beta = .087$, had the least impact on Teachers Job performance. This suggests that a factor of .087 increase in Self-Assessment would result in an increase in Teachers Job performance, respectively, and so on.

4.8 Analysis of Variance (ANOVA)

The ANOVA test was used to determine the model's significance in this study. This was done expressly to see if the variation in the independent variables could account for the observed variance in the outcome. Table 4.8.1 summarizes the findings.

Table 4.8.1: ANOVA

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	34.005	6	5.614	15.721	.000 ^b
	Residual	32.991	94	.361		
	Total	67.016	98			

Predictors: (Constant), Self-Regulations, Self-Awareness, Self-Motivation, Social Skills

Dependent Variable: Teachers Job Performance.

The F-value for regression is 15.721 significant at a p value of 0.000, as shown in Table 4.8.1. As a result, the regression model has a high level of confidence and can be used to forecast the relationship between the dependent and independent variables.

Discussion and Conclusion

The study focused on emotional intelligence's pivotal role in teachers' performance in Haripur schools, aiming to meet global educational standards. It emphasizes that teachers' mental and physical well-being is crucial for effective teaching. Emotional intelligence positively impacts teachers' mental health by helping them manage emotions and stress, reducing burnout, and enhancing relationships. Schools play a vital role in fostering emotional intelligence among teachers, potentially integrating emotional training into teacher programs. Strengthening emotional intelligence, including self-awareness, regulation, motivation, empathy, and social skills, is essential for sustained high performance and conducive classrooms. Establishing structured training programs for teachers' emotional development, as suggested by renowned scholars, not only fosters professional growth but also creates a more productive educational environment, benefiting both teachers and students.

Future Direction

It is advised that future studies use an experimental study design. A possible implementation of this idea would be to subject certain instructors to training programs for creating an awareness about their emotional intelligence while keeping others out of them, allowing for a comparison of their job performances before and after the training. By carrying out such studies, we can learn more about the direct effects of emotional intelligence training on teachers' performance and identify practical methods to improve their abilities.

In order to advance educational practices and guarantee ongoing improvement of teaching techniques, it is essential to increase our awareness of the relationship between emotional intelligence and job performance among instructors. By recognizing the critical role that emotional intelligence

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plays in the teaching profession and implementing focused training programs, we can cultivate a team of highly qualified and effective teachers who will support students' overall development and meet the needs of a changing educational landscape.

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