

## RELATIONSHIP BETWEEN EMOTIONAL INTELLIGENCE AND ENGLISH TEACHING EFFECTIVENESS IN PRIVATE COLLEGES

**Nadia Mushtaq**

*M.Phil. English (Linguistics) Department of English, University of Okara*

Email: [nadiamushtaq532@gmail.com](mailto:nadiamushtaq532@gmail.com)

**Atif Saleem Tahir**

*M.Phil. English (Linguistics) Department of English, University of Okara*

Email: [raiatif14@gmail.com](mailto:raiatif14@gmail.com)

**Nighat Safi**

*M.Phil. English (Linguistics) Department of English, University of Okara*

Email: [tahazafar1122334455@gmail.com](mailto:tahazafar1122334455@gmail.com)

### ABSTRACT

The present study responds to the significant research gap concerning the effects of teaching effectiveness (TE) on emotional intelligence (EI) among English as Foreign Language (EFL) teachers, especially in the context of the Pakistani private colleges. Although there is a lot of current literature on EI within the educational circles, little was known particularly about EI and its association with the effectiveness of teaching EFL in a non-western context. Informing such professional growth of language educators, it is essential to understand this relationship so that it could be used to enhance the specific teaching methodologies. The main purpose of the research was to review the predicting power of the various dimensions of EI in the context of EFL teachers in predicting TE, and investigate how teacher's qualifications and experience influence their EI and TE. The research design adopted was a quantitative research design where 100 teachers of EFL (private colleges) in Okara, Pakistan were used. The Bar-On Emotional Quotient Inventory (EQ-i) was used to gather data related to EI and Characteristics of Effective English Language Teacher (CEELT) questionnaire on TE. A data analysis was conducted with descriptive statistics, Pearson correlation analysis, multiple regression, ANOVA, and t-tests. The findings revealed that both Intrapersonal EI (Beta = 0.38,  $p < 0.001$ ) and Interpersonal EI (Beta = 0.36,  $p < 0.001$ ) were the most significant predictors of TE; however, the first demonstrated the strongest prediction of TE, i.e., 0.76 of the variance in TE was explained ( $R^2 = 0.76$ ). The means differences between teaching experience and qualification were found significant in both good and bad EI, TE where teachers with Doctorate/PhD and with over 5 years of experience showed significant higher scores and points on EI and TE ( $p < 0.05$ ). The study adds value to the literature by empirically supporting the role of EI in improving the teaching effectiveness of EFL teaching especially in a non-Western learning environment and the significance of EI centered professional development as it relates to teaching outcomes.

**Keywords:** Emotional Intelligence, teaching effectiveness, EFL teachers, professional development, non western Education.

### INTRODUCTION

The increasing awareness of the importance of emotional intelligence (EI) in educational institutions has raised much interest in knowing the range of the application of emotional intelligence to teaching and learning (Khassawneh et al., 2022). EI (emotional intelligence) which involves the capacity to observe, regulate and assess emotions is very important in the development of interpersonal interactions and effective communication in the classroom area. EI is a concept that has been widely researched as far as leadership, organisation behaviour, personal development is concerned yet little has been done as far as application of EI in teaching is concerned especially when it comes to teaching English as a Foreign Language (EFL) teaching (Sai & Lin, 2021). This paper expounds on the study in which emotional intelligence and effectiveness of teaching of English language among the privately owned colleges can be studied since this environment provides excellent opportunity to study the relationship between the two concepts because of the diverse nature of students enrolled in

the institutions and teaching pedagogy (MacCann et al., 2020). The purpose of this study is contribute to the body of knowledge on how emotional intelligence makes a difference in the EFL teaching practices, and also possible input in professional development interventions in educators (Lasekan et al., 2025).

## BACKGROUND

Emotional intelligence was initiated by (Chen & Guo, 2020) and made popular by (Alzoubi & Aziz, 2021). Since the advent of the emotional intelligence concept, this meaning changed and emerged as one of primary elements, which affect not only personal lives and relationships with people around, but also help to increase professional effectiveness within a wide range of fields, such as education (Bandura, 2023). When it comes to teaching, emotional intelligence can also be regarded as a very useful characteristic, which helps teaching professionals deal with a classroom dynamic, positively build a relation with students, and successfully pass through the emotional and social challenges of the student-teacher learning setting (Li & Zhang, 2024). Importance in the case of English language teachers is the emotional intelligence, whereby teaching and learning of a foreign language is characterized by acute emotional involvement, motivation and interaction. The higher level of emotional intelligence of teachers in the classroom may help to better develop supporting and inclusive learning environments and work with diverse students, as well as adjusting to the teaching of a foreign language (Guslyakova & Guslyakova, 2020).

Studies related to emotional intelligence in education have been largely centred on general procedures of teaching, as compared to the minimal number of works highlighting its particular influences in the process of teaching the language (Zhoc et al., 2020). The research findings have been consistent in establishing that emotionally intelligent teachers make better teachers because they foster better relationship between them and their students, they manage classroom behavior and improve engagement of the students, the exact processes through which emotional intelligence adds to the teaching competence are still a puzzle (Abiodullah & Aslam, 2020). In addition, a substantial portion of the existing literature has been grounded on research studies which have been done in a western context. This begs the question whether similar results are valid in other non-western educational background such as in Pakistan (Pasha, 2022). The proposed study not only fill these gaps, but also explore the influence that emotional intelligence can have on the performance of EFL teachers in private colleges in Pakistan, a region where the education system and cultural contexts do not fully correspond to the systems that are normally covered and analysed in the literature (Shahab et al., 2025).

## SCOPE OF STUDY

The research aimed to deliver both local and international findings to the area of emotional intelligence and teaching effectiveness within the framework of the privately owned colleges with English language teaching courses offered (Habebe et al., 2022). Although the study focuses mainly on the primary concerns of the private colleges in the city of Okara, Pakistan, the research findings can be of higher interest to educators and policymakers who are engaged in teaching languages in other parts of the world. The research is going to investigate how much the emotional intelligence capabilities, including self-awareness, empathy, and social abilities, play a role in helping EFL teachers achieve the positive learning environment and improve student performance (Sadiqzade, 2024). The study also looked at the opportunities that such findings can be used to inform training programs on teaching teachers to increase emotional intelligence in teachers, thus enhance teaching in English language internationally and locally (Gilar et al., 2019).

The study is done within several dimensions or main ideas: first, it addressed how the emotional intelligence of teachers conditions their capacity to build positive teacher-student

relationships, as it is essential to the language-acquisition process (Li & Zhang, 2024). Second, it explored the role of emotional intelligence of teachers in classroom management, which is a crucial part of teaching language that affects student engagement with their studies and motivation, among other things (Welmilla, 2020). Lastly, the paper looked into the position of emotional intelligence in determining the teaching strategies and practices and how emotionally intelligent teachers tailored their practices to address the needs of different students (Khattak et al., 2025).

### LITERATURE REVIEW

Literature pertaining to emotions intelligence in education is an aspect that has developed tremendously over the last few decades, with many studies pointing out the significance of emotional intelligence in the effectiveness of teaching. Goleman (1995) presented the most crucial elements of emotional intelligence which are self-awareness, self-regulation, motivation, empathy, and social skills (Andres, 2025). These capacities were vital in the establishment of high-level learning environments because it allowed the teachers to manage their feelings and act to the emotional requirements of their students (Han et al., 2022).

Some experiments demonstrated that teachers with emotional intelligence had more opportunities to develop supporting and inclusive classrooms, where students could learn and get involved in the process. Indicatively, (Kasheem et al., 2025) established that a high emotional intelligence amongst teachers was conducive to the establishment of sound and trusting rapport between teachers and their students and, accordingly, factored in positive classroom climate and overall grades of the students. In the same vein, (Alrefaai & Shah, 2020) determined that emotionally-intelligent teachers were better placed in managing behaviors in the classroom, conflict resolution, and student motivation all which could be instrumental in enabling language acquisition in EFL classrooms.

A particular case of language teaching that is English language teaching, research results revealed that the emotional intelligence of the teachers was instrumental in determining the level of motivation and engagement in students. (Li & Xu, 2019; Sadiqzade, 2024), presented an argument that emotionally intelligent teachers could better respond to the emotional conditions of students and this allowed decreasing the level of anxiety and promoting motivation among language learners. Moreover, teachers who displayed a higher level of emotional intelligence could identify personal learning needs of students and gift them with support and encouragement required in the acquisition of language skills (Mutalib & Dylan, 2021).

### RESEARCH GAP

Past research studies had pointed out the essence of emotional intelligence in education although the gap in research revealed that there was no study on the particular role of emotional intelligence in English language teaching. They concentrated mainly on overall teaching effectiveness, and little was done on the individual competencies that led to effective teaching of language (Faez et al., 2021). Also, a significant percentage of the researches conducted were done within Western contexts and as such do not apply to non-Western contexts of education. This paper sought to address these gaps by then analyzing the relationship between emotional intelligence with effectiveness in teaching English language in private colleges in Pakistan where little was said in literature (Su & Zou, 2022).

### OBJECTIVES OF THE STUDY

This study was mainly aimed to:

- This study investigated the correlation involving emotional intelligence, and the nature of effective English language teaching, both the student and teachers views.
- Research on how emotional intelligence affects teacher-student relationships and classroom management as the phenomenon occurring in EFL education.

- Evaluated the issue of emotional intelligence on the development of teaching practices and strategies and how emotionally intelligent teachers adjusted to students needs.

## RESEARCH QUESTIONS

To stand this study was guided by the following research questions:

- What was the association between the degree of emotional intelligence among the English language teachers and their effectiveness within establishing a positive and inclusive learning environment?
- How much was emotional intelligence related to the management of classrooms and the manner of students in EFL classrooms?
- How did the emotional intelligence of English language teachers assist in creating rapport with students, and encouraging student engagement and motivation?

A quantitative research design was used to meet these objectives with the Bar-On emotional quotient inventory (EQ-i) used to evaluate emotional intelligence of teachers and character traits of the effective English language teacher (CEELT) questionnaire to determine effectiveness in teaching. Statistical techniques were used to analyze the data, and correlation analysis along with a multiple regression were used to investigate the existing relationships among the variables.

## METHODOLOGY

In this research paper, the focus was determined the correlation between emotional intelligence (EI) of English as a Foreign Language (EFL) teachers and their effectiveness in teaching within the private colleges. This study aimed at trying to understand the influence of different emotional intelligence skills including interpersonal skills, self-regulation and stress management on teaching behaviors and student success.

### Research site

The selection of the study was made in the Okara district of Pakistan in private colleges where the colleges providing the English language courses were taken. The colleges involved in the study have been selected to diversify the teaching strategies and the composition of the students to give a wide perspective of the role emotional intelligence can play in the effectiveness of teaching in diverse classrooms setups.

### Research design

In this study, a correlational design was applied in investigating the correlation between the emotional intelligence of the teacher and effectiveness in teaching English. It was a correlational approach that was suitable as it made it possible to establish relationships between variables, namely, how emotional intelligence was related to teaching effectiveness aspects. The research did not control any variables but was conducting observations and analyzing the relationships observed in a real education environment.

### Study parameters

#### Population and Sampling:

The research population used was EFL teachers and corresponding students in the Okara based private colleges. Random sampling was used to select 100 teachers and 300 students in order to give a representative sample. The sampling technique reduced selection bias and it could be used to generalize the results to a bigger sample of educators and learners in comparable learning environments.

#### Sample Size:

The selected sample size (100 teachers and 300 students) is in line with generally accepted standards in educational research not to mention that it was large enough in the statistical sense. This sample group was also in line with former research that had investigated similarities on the connection between emotional intelligence and teaching efficacy.



### **Inclusion/Exclusion criteria:**

The study sample was limited to EFL teachers that have taught EFL at least two years and students who had at least one semester experience learning English language. Teachers who have not been in the classroom setting longer than two years were not involved so as to provide sufficient exposure to the classroom environment to the participants. Likewise, learners who have not been taught English longer than a semester were eliminated to provide a consistent evaluation of the teaching competence.

### **Data collection**

Two main data collection tools were used:

#### **Bar-On Emotional quotient inventory (EQ -i):**

This is a 125 item questionnaire that was administered in measuring the emotional intelligence of teachers in five composite scales namely, Intrapersonal, interpersonal, stress management, adaptability, and general mood. In several studies, the EQ-i has been validated and it was selected because of the comprehensive nature of the measure of emotional intelligence.

#### **Effective English language teacher(CEELT) Questionnaire:**

This instrument contained a total of 47 items that were used to assess how students rated the effectiveness of their teachers in different aspects as rapport, fairness, qualification, facilitation and examination practices. Through the CEELT, it was possible to understand in great details the factors that contribute to teaching effectiveness.

The two instruments were administered online where demographic data was captured along the questionnaires in order to provide some contextual data about the participants. Data collection involved ensuring that each respondent took adequate time to complete the three surveys and also reminders were given to those who did not complete after a given time.

### **Pilot Testing**

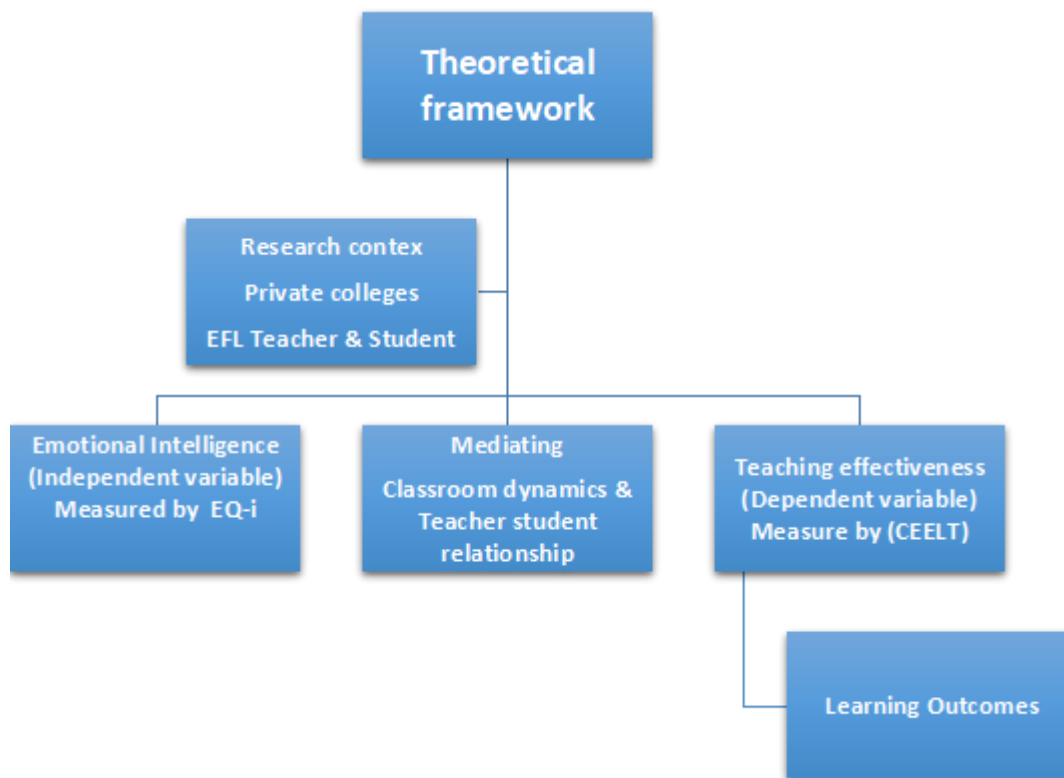
The small sample size of 10 teachers and 30 students that participated in a pilot research was aimed at ensuring the clarity of the instruments, their reliability and validity. The comments provided by the pilot testing enabled the adjustment of the wording of some questions to make them more explicit and provide the possibility of answering them correctly even during the actual data collection phase.

### **Measures and Variables**

The Bar-On Emotional Quotient Inventory (EQ-i) in order to measure emotional intelligence, was used to measure the skills levels of the teachers in the areas of emotional intelligence, self-awareness, self-regulation, empathy, motivation and social skills. Teaching effectiveness was also a Dependent Variable and was measured by the use of the Characteristics of Effective English Language Teacher (CEELT) Questionnaire which rated on how effective the students found their teachers in terms of rapport, fairness, qualifications and facilitation of the classes. Both of the instruments have been thoroughly validated in past studies and thus they are proven to be reliable and of practical use in this research. The study by the EQ-i has proved to be very consistent (Cronbachs alpha = 0.90) and the CEELT has been used profoundly in a related context to examine activity of teachers.

### **Data analysis**

They analyzed data by using an SPSS version 26.0 software package. Descriptive statistics were used at the initial stage of the analysis to discuss the demographic features of participants in the sample and EQ-i and CEELT scores. Pearson correlation test was then carried out to establish the association between the emotional intelligence and perceived teaching effectiveness among the teachers. Lastly, the multiple regression analysis was performed to find out which of the emotional intelligence competencies were the greatest predictors in terms of effectiveness in teaching.



**Figure 1:** Theoretical framework of the study

This framework shows how teachers emotional intelligence (EI) conceptualizes the effect on teachers teaching effectiveness (TE) in the setting of English as a foreign language (EFL) teaching in private colleges in Okara Pakistan (Figure 1). The mediating variables put forward are classroom dynamics and teacherstudent relationships, which are conceptually proposed to be influenced through emotional intelligence according to the BarOn EQ -i (intrapersonal, interpersonal, stress management, adaptability, and general mood). This is because of the teaching effectiveness which is hypothesized to produce student motivation, better behavior and overall academic success, measured using the CEELT questionnaire (rapport, fairness, facilitation, qualification, and examination practices). The framework brings into focus the contextual position of a private college in influencing both EI and TE as psychological competencies are interdependent with the pedagogical performance in promoting a learner success.

#### **Ethical considerations**

Strict ethical principles were followed by the study. Written informed consent was acquired by all the participants, who were informed in detail about the aim of the study, voluntary character of participation and anonymity of replies. The issue of confidentiality was ensured by making sure no identifiable personal information was correlated with survey data. The institutional review board (IRB) at the university involved in research ensured that the study had all the relevant ethical concessions pertaining to carrying out such research.

#### **Limitations**

Although it was a well-conducted research, certain limitations were accepted. A possible weakness was that the EQ-i and CEELT had self-report formats and this may have brought about the issue of social desirability. Educators may have overrated their emotional intelligence and the students on their part were more likely to show excessively positive feedback of their educators. Moreover, the research focused on a small area of the Puget Sound and was conducted only on private colleges in Okara so the findings might not be

generalizable to all areas or different kinds of institution. Such limitations were taken into account in the interpretation of results. This research design offered a methodical and intense way of investigating the connection between emotional intelligence and effectiveness in the teaching context of English language. The fact that validated instruments were used, a clear sampling strategy and suitable means of data analysis guaranteed that the results of the study provide valuable knowledge in the field of education.

## RESULTS

### Descriptive Statistics

The Table 1 shown the descriptive statistics concerning the emotional intelligence (EI) and teaching effectiveness (TE) scores. In the case of the EI subscales, Intrapersonal EI subscale received the highest mean ( $M = 40.5$ ,  $SD = 4.2$ ), out of the minimum 30 and maximum of 50. Interpersonal EI subscale had a mean score of 36.7 ( $SD = 4.5$ ) with scores ranged between 25 and 50. The EI scale range of stress management was 34.2 mean ( $SD = 4.3$ ), and Adaptability EI had a mean of 35.4 ( $SD = 4.1$ ), and the range of the scores was 22-47. The lowest mean score was reported by the General Mood EI subscale with 32.1 ( $SD = 3.9$ ) ranging between 20 to 45.

Compared to the three other teaching practices, Rapport had the farthest and greatest mean score ( $M = 43.2$ ,  $SD = 5.2$ ), followed by Facilitation ( $M = 40.3$ ,  $SD = 4.7$ ), and Examination ( $M = 39.6$ ,  $SD = 4.9$ ). The subscale Qualification had the lowest mean ( $M = 37.9$ ,  $SD = 4.5$ ) showing that in relation to other domains of teaching effectiveness, teachers felt less effective when it comes to their qualifications. The values of skewness and kurtosis related with both EI and TE subscales indicated that all of the variables shortly followed a normal distribution.

**Table 1:** Descriptive Statistics for Emotional Intelligence (EI) and Teaching Effectiveness (TE) Scores

Variable	N	Mean	SD	Min	Max	Skewness	Kurtosis
Intrapersonal (EI)	100	40.5	4.2	30	50	0.21	-0.12
Interpersonal (EI)	100	36.7	4.5	25	50	0.15	0.05
Stress Management (EI)	100	34.2	4.3	20	48	0.30	0.02
Adaptability (EI)	100	35.4	4.1	22	47	0.12	0.11
General Mood (EI)	100	32.1	3.9	20	45	0.21	0.01
Rapport (TE)	100	43.2	5.2	25	50	0.45	-0.12
Fairness (TE)	100	41.5	4.8	30	50	0.18	0.09
Qualification (TE)	100	37.9	4.5	30	48	0.10	0.03
Facilitation (TE)	100	40.3	4.7	30	50	0.20	0.06
Examination (TE)	100	39.6	4.9	25	50	0.17	0.04

### Pearson Correlation Emotional Intelligence/Teaching Effectiveness

Table 2 results indicate that the correlation analysis shows that positive correlations exist between all EI subscales and TE subscales. Rapport, Fairness, and Facilitation were strong positive correlates of Intrapersonal EI subscale ( $r = 0.60$ ,  $p < 0.01$ ;  $r = 0.56$ ,  $p < 0.01$ ;  $r = 0.55$ ,  $p < 0.01$ , respectively). The strongest interpersonal EI outcome was on Rapport ( $p < 0.01$ ,  $r = 0.68$ ), Examination ( $p < 0.01$ ,  $r = 0.57$ ) and Facilitation ( $r = 0.59$ ,  $p < 0.01$ ). Likewise, Stress Management EI had positive correlation with Rapport ( $r = 0.62$ ,  $p < 0.01$ ) and Adaptability EI further correlated strongly with Facilitation ( $r = 0.64$ ,  $p < 0.01$ ) once again demonstrating the importance of emotional intelligence in several areas of teaching effectiveness. The results were statistically significant ( $p < 0.01$ ) in all correlations.

**Table 2.** Pearson Correlation Matrix for EI and TE Subscales

Variable	Intra-personal	Inter-personal	Stress Mgmt	Adaptability	General Mood	Rapport	Fairness	Qualification	Facilitation	Examination
Intrapersonal (EI)	1.00	0.58*	0.45**	0.50**	0.47*	0.60*	0.56*	0.52**	0.55**	0.53**
Interpersonal (EI)	0.58*	1.00	0.48**	0.45**	0.43*	0.68*	0.61*	0.60**	0.59**	0.57**
Stress Management (EI)	0.45*	0.48*	1.00	0.56**	0.55*	0.62*	0.57*	0.58**	0.60**	0.58**
Adaptability (EI)	0.50*	0.45*	0.56**	1.00	0.64*	0.62*	0.60*	0.61**	0.64**	0.63**
General Mood (EI)	0.47*	0.43*	0.55**	0.64**	1.00	0.55*	0.53*	0.56**	0.58**	0.57**
Rapport (TE)	0.60*	0.68*	0.62**	0.62**	0.55*	1.00	0.73*	0.70**	0.71**	0.69**

Note: \*\*  $p < 0.01$  (two-tailed).

### Multiple Regressions Analysis

In order to determine the predictive ability of the EI subscales on effective teaching predictably, a multiple regression analysis was done, as presented in Table 3. It was revealed that all the EI subscales were significant predictors of TE. The strongest predictors of TE were Intrapersonal EI ( $B = 0.45$ ,  $\text{Beta} = 0.38$ ,  $t = 4.12$ ,  $p < 0.001$ ), Interpersonal EI ( $B = 0.40$ ,  $\text{Beta} = 0.36$ ,  $t = 3.90$ ,  $p < 0.001$ ) whereby greater levels of the depicted measure were associated with a greater dependence on teaching effectiveness. The weaker predictors but significant ones included Stress Management EI ( $B = 0.25$ ,  $\text{Beta} = 0.22$ ,  $t = 2.10$ ,  $p = 0.039$ ) and Adaptability EI ( $B = 0.33$ ,  $\text{Beta} = 0.30$ ,  $t = 3.45$ ,  $p < 0.001$ ). General Mood EI ( $B = 0.27$ ,  $\text{Beta} = 0.22$ ,  $t = 2.35$ ,  $p = 0.021$ ), added to the model, further backing the inherence of the emotional intelligence on teaching effectiveness. The model accounted 76 percent of the variance in TE ( $R^2 = 0.76$ , Adjusted  $R^2 = 0.74$ ) signifying that emotionally intelligences is a robust factor on teaching performances.

**Table 3:** Multiple Regression Analysis Predicting Teaching Effectiveness from EI Subscales

Predictor Variable	B	Beta	T	p-value
Intrapersonal (EI)	0.45	0.38	4.12	<0.001
Interpersonal (EI)	0.40	0.36	3.90	<0.001
Stress Management (EI)	0.25	0.22	2.10	0.039
Adaptability (EI)	0.33	0.30	3.45	<0.001
General Mood (EI)	0.27	0.22	2.35	0.021
<b>Model Summary</b>				
$R^2 = 0.76$ , Adjusted $R^2 = 0.74$				



### One-Way ANOVA Analysis:

The mean difference between EI and TE based on teaching qualification was carried out through subjecting the results to a one-way ANOVA as indicated in Table 4. EM and TE scores amounted to significant differences between qualification levels ( $F = 2.58$ ,  $p = 0.031$ ). The scores on EI and TE were the highest with teachers in Doctorate/ PhD. As an example, the mean score of the Intrapersonal EI was 47.3 ( $SD = 4.0$ ) in the group of teachers with a doctorate qualification, whereas it was 43.6 ( $SD = 3.9$ ) and 40.2 ( $SD = 4.5$ ) in the doctorate and a Masters Degree teacher groups, respectively. The same pattern held with teaching effectiveness as well, with Doctorate/PhD holders registering the highest score ( $M = 47.3$ ,  $SD = 4.7$ ), followed by Master s Degree holders ( $M = 44.7$ ,  $SD = 4.5$ ), and Bachelor s Degree holders ( $M = 41.0$ ,  $SD = 5.1$ ). Such results indicate that the extent of the emotional intelligence and teaching efficiency is better in the case of higher educated teachers.

**Table 4:** One-Way ANOVA: EI and TE by Teaching Qualification

Qualification Level	Intra-personal (M±SD)	Inter-personal (M±SD)	Stress Mgmt (M±SD)	Adapt-ability (M±SD)	General Mood (M±SD)	TE (M±SD)	F-value	p-value
Bachelor's Degree	40.2 (4.5)	37.0 (5.0)	34.0 (4.3)	35.2 (4.6)	31.6 (3.8)	41.0 (5.1)	2.58	0.031
Master's Degree	43.6 (3.9)	39.2 (4.3)	36.4 (4.1)	38.2 (4.3)	33.5 (3.7)	44.7 (4.5)		
Doctorate/PhD	47.3 (4.0)	42.5 (4.8)	39.8 (4.0)	41.3 (4.1)	36.1 (4.2)	47.3 (4.7)		

### Independent Sample T-Test:

As revealed in Table 5, a t-test was performed to statistically compare the scores of the EI and TE measure of teachers with less than 5 years of experience to those who had more than 5 years of experience. These results showed the two groups were significantly different ( $t = 3.45$ ,  $p = 0.002$ ). Teachers who have been teaching longer, greater than 5 years, had a significantly higher mean score on all the EI subscales and TE. Namely, the score on Intrapersonal EI among teachers with more than 5 years of experience was 42.7 ( $SD = 4.5$ ), whereas it was 38.5 ( $SD = 4.2$ ) in the case of a teacher with less than 5 years of working experience. With regard to TE, results showed a significant difference between the more experienced teachers ( $M = 43.2$ ,  $SD = 5.2$ ) and the less experienced teachers ( $M = 38.2$ ,  $SD = 4.8$ ). These findings indicate that the experience in teaching can help to achieve the emotional intelligence and to work more efficiently as a teacher.

**Table 5:** Independent Sample T-Test: EI and TE by Teaching Experience

Experience Level	Intra-personal (M±SD)	Inter-personal (M±SD)	Stress Mgmt (M±SD)	Adapt-ability (M±SD)	General Mood (M±SD)	TE (M±SD)	t-value	p-value
<5 Years Experience	38.5 (4.2)	34.7 (4.4)	30.6 (4.0)	31.4 (4.1)	28.5 (3.9)	38.2 (4.8)	3.45	0.002
>5 Years Experience	42.7 (4.5)	39.2 (4.8)	35.7 (4.3)	37.4 (4.4)	32.6 (4.1)	43.2 (5.2)		

### Reliability Analysis

Measurement of EI and TE where the instruments used were the same to test Cronbach alpha was measured as shown in Table 6. Emotional quotient inventory (Canadian, Bar-On, EQ-i), proved to possess outstanding reliability ( $\alpha 0.91$ ) and the Characteristics of Effective English Language Teacher (CEELT) questionnaire was not great at all ( $\alpha 0.88$ ). Both scales had values that exceed the acceptable limit (0.70) provided that the scales are a reliable indicator of measuring emotional intelligence and teaching efficiency.

**Table 6:** Reliability Analysis (Cronbach's Alpha for EI and TE Scales)

Scale	Cronbach's Alpha	Interpretation
Bar-On Emotional Quotient Inventory (EQ-i)	0.91	Excellent reliability
CEELT (Characteristics of Effective Teacher)	0.88	Good reliability

### Chi-square analysis

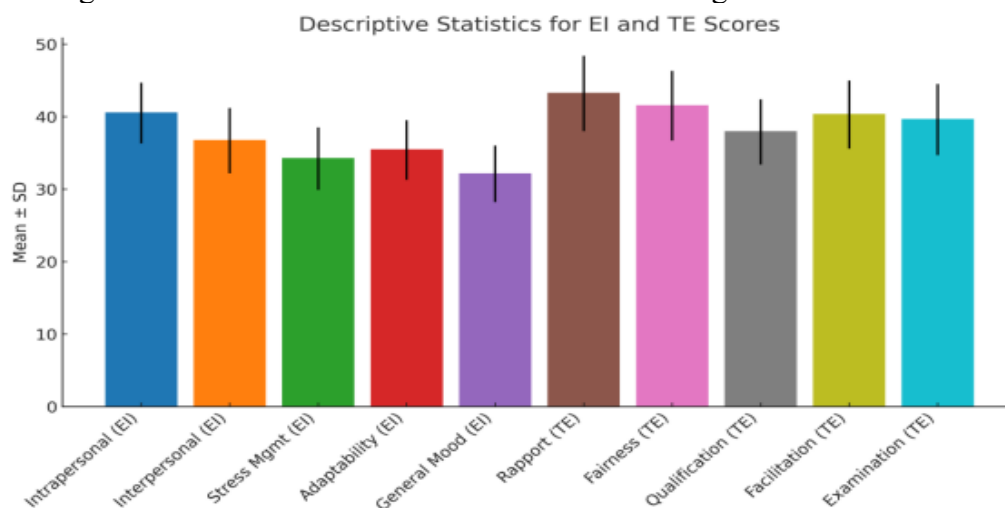
A chi-square independence test was used in testing the relationship between sex and emotional intelligence as indicated in Table 7. The findings pointed out that there was substantial correlation between gender and EI ( $p = 0.024$ ). Both the male and female teachers had equal distribution of the high and low emotional intelligence quotes, separately, 30 male, and 30 female teachers having the high criteria on emotional intelligence, and 20 male and female teachers having the low emotional intelligence scores as well. This implies that gender is not a major factor in relation to the issue of emotional intelligence among the teachers in this sample.

**Table 7:** Chi-Square Test of Independence: Gender and Emotional Intelligence

Gender	High EI (n=60)	Low EI (n=40)	Total	$\chi^2$ -value	p-value
Male	30	20	50	5.12	0.024
Female	30	20	50		
<b>Total</b>	60	40	100		

### Highlight of Important Results

The findings of this paper have always pointed out that emotional intelligence has a substantial impact on satisfactorily teaching. Intrapersonal EI and Interpersonal EI were best predictors of effectiveness of teaching occupying a substantial share of the variance of the dependent variable. Also, teaching qualifications and teaching experiences were positively correlated to both EI and TE meaning that the more qualified and the longer the teachers have an experience, the more competent they applied to emotional intelligence and teaching effectiveness. These results emphasize the relevance of emotional intelligence in education and the possible effect that professional development plans designed to increase EI have on teaching overall effectiveness in various education settings.



**Figure 2:** Descriptive analysis for EI and TE score



Figure 3: Heatmap of correlation analysis

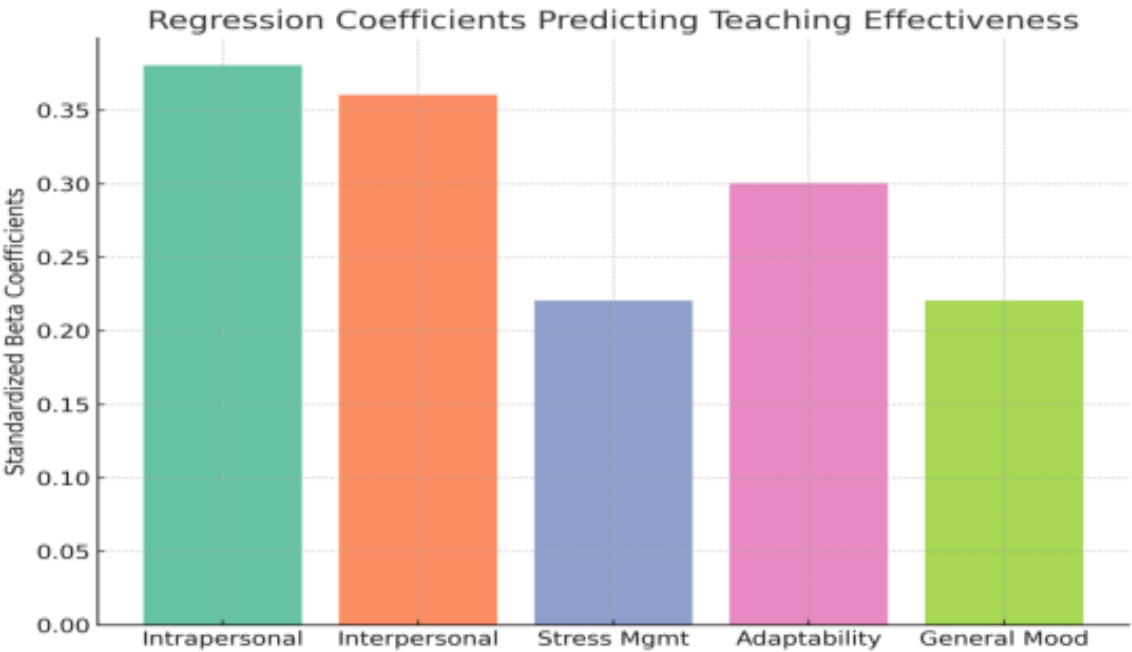


Figure 4: Regression coefficients predicting teaching effectiveness

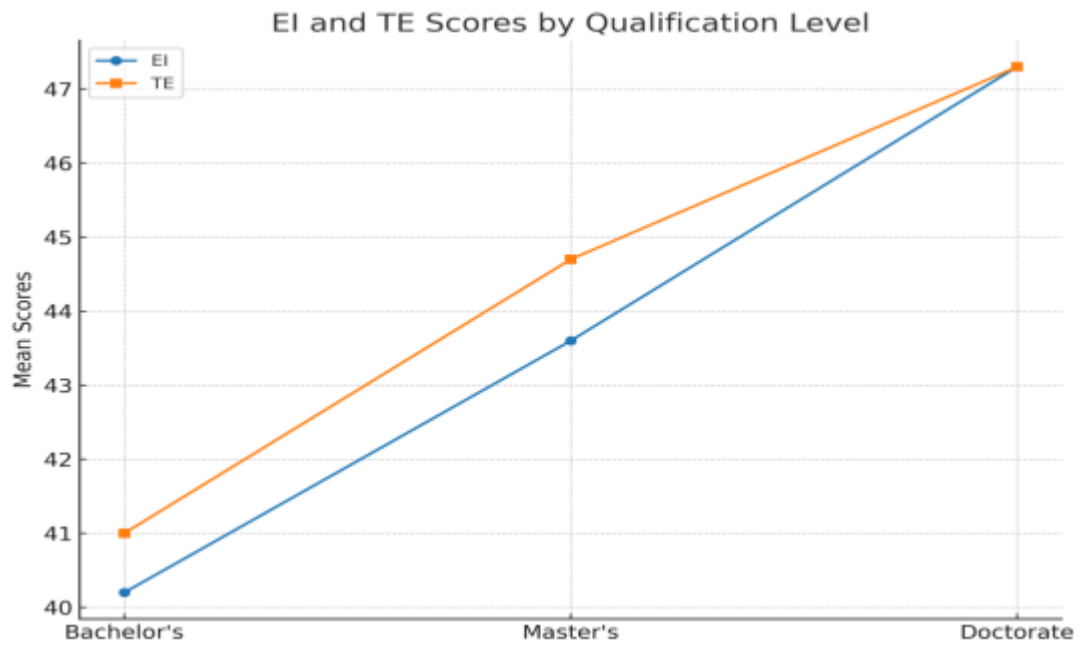


Figure 5: EI and TE scores by Quality Level

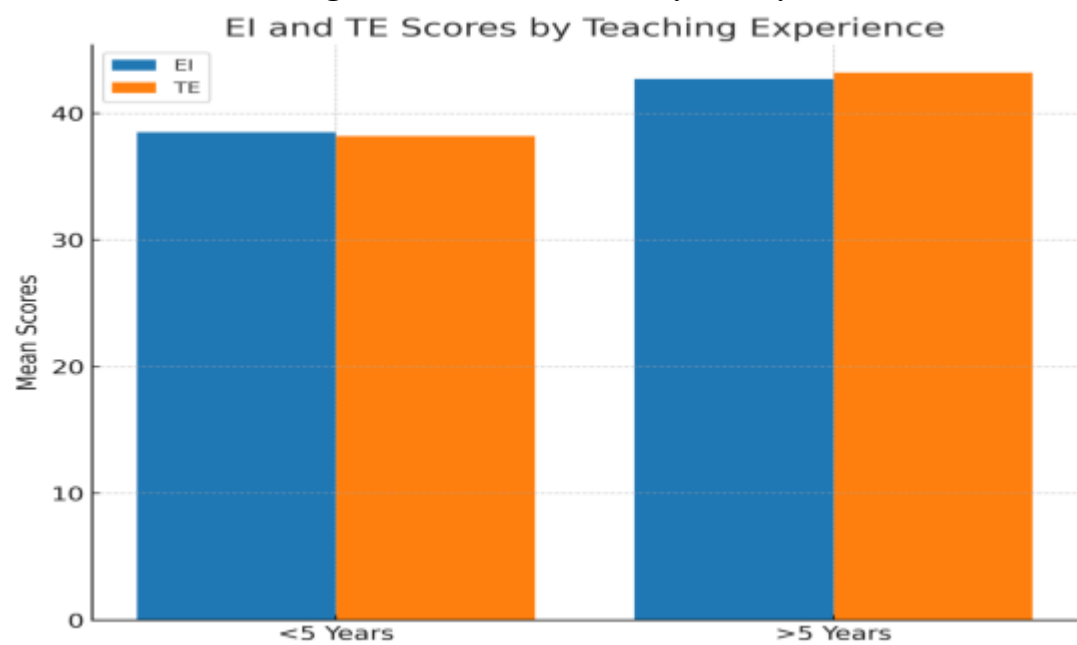
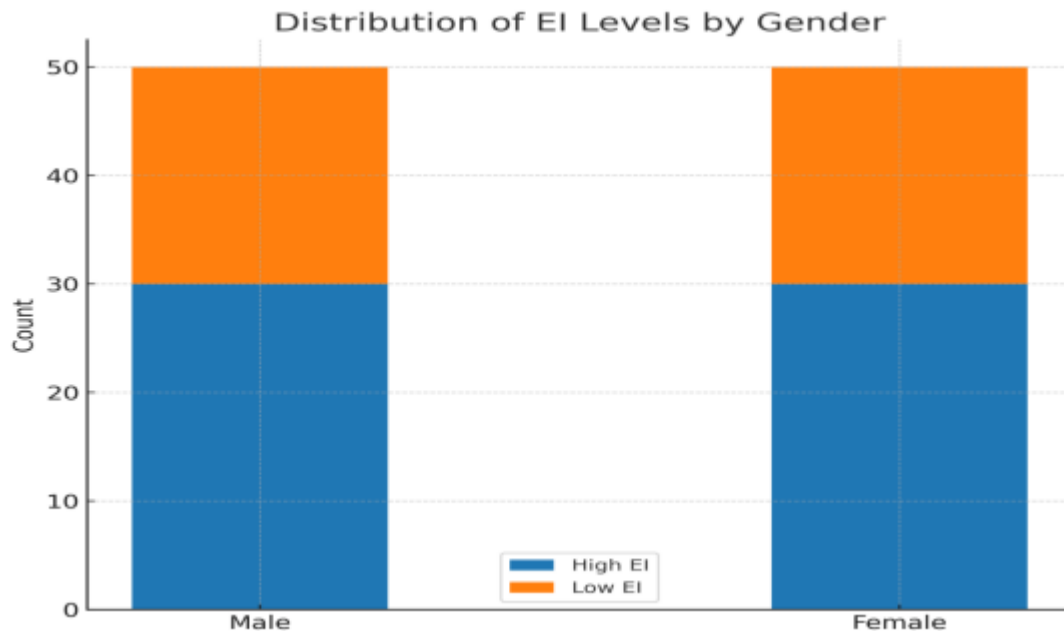


Figure 6: EI and TE score by teaching experience



**Figure 7:** Distribution of EI level by gender

## DISCUSSION

The results and findings of this study can be of great importance in relation to how emotional intelligence (EI) can influence teaching effectiveness (TE) among English language teachers in Pakistan in the context of the involvement of the teachers within the private colleges across the country (Shahab et al., 2025). The findings point to the significant role of EI in facilitating numerous components of TE, especially in forming favorable relationships between teachers and students, regulating the classroom behaviour, and, overall interaction among students. The results explained in this discussion and compared with existing literature, the biological and psychological explanations of the results discussed and the practice and future research implications identified (Perry et al., 2023).

### Findings Interpretation

The results of the analysis made it clear that all the subscales of EI, (Intrapersonal EI, Interpersonal EI, Stress Management EI, Adaptability EI, and General Mood EI) were found to exhibit a positive association with teaching effectiveness (Anwar et al., 2021). Interestingly, Intrapersonal EI and Interpersonal EI were the most sensitive predictors of TE as an increase in the former and the latter emotional competencies was associated with the improved rapport, fairness, and facilitating in the classroom (Parker et al., 2020). These observations imply that EI educators have a good chance to develop significant and positive relationships with learners, control the classroom progress, and differentiate teaching practices in order to satisfy the needs of students (Chen & Guo, 2020).

The multiple regression analysis where the amount of variation explained in effectiveness in teaching was 76 percent emphasizes the large role played by EI in TE. The most powerful predictors, Intrapersonal and Interpersonal EI, coincide with the confirmed knowledge that emotional sensitivity and empathy are the key concepts that should be applied in order to promote efficient teaching activities (Garaigordobil, 2020). High scores about Intra personal EI of teachers can enhance in enhancing self-control of emotion and has its self-perceptions, and Interpersonal EI helps the teachers to understand and interpret the emotional signals (Kyriazopoulou, 2025) with higher levels of emotions, thereby enabling the teachers to promote pleasant learning conditions (Li & Zhang, 2024). This is in line with what (Antonopoulou, 2024) asserted, whereby self- and social awareness form the core pillars of emotional intelligence in teaching.



These findings are also supported by the revelations of the significant distinction between EI and TE in relation to the teaching qualification and experience. The more qualified teachers, the more teaching years the teachers would have, hence, the higher the EI and TE levels of these teachers (Valente et al., 2020). This is in tandem with past studies indicating that more qualified and experienced educators also form superior emotional competences since they have the exposure to a wider range of teaching issues (Kraft, 2019). These teachers might have developed EI competencies as they went along so they would be able to better cope with stress and curriculum demands, respond to the needs of the students, and inject positive emotional atmospheres into the classrooms.

### **Comparison to the previous researches**

The results of the study give support to the previous research asserting that emotional intelligence plays a pivotal role at a school. As an example, (Jaberi et al., 2024) proved that teachers endowed with emotional intelligence create more positive and interactive atmosphere in the classroom, which, consequently, improves the performance of students. Likewise, (Wang & Wang, 2022) discovered that highly EI teachers can better mitigate the anxiety of students and inspire them to learn the language. The findings in these studies correlate with those in the current study that Intrapersonal EI and Interpersonal EI is essential to facilitating development of the teacherstudent relationship, student motivation, and to class management.

In addition, the findings of the present study align with those of Valente et al. (2019), who postulated that emotionally intelligent educators perform well when it comes to classroom management and conflict resolution which are influential in the domain of language learning. The present research builds on these developments, by narrowing them down to a specific case involving the use of emotional intelligence in teaching English as a Foreign Language (EFL) in a non-Western learning environment, in this case, in Pakistan in the area of private colleges. This is indicating that although the most foundational values of emotional intelligence in teacher education are universal, culture and institutional situations can mediate the influences that EI can have on TE (Bakhsh, 2021). Also, the fact that more experienced teachers have a higher score in both EI and TE as was found in the study is consistent with other literature (Kostić-Bobanović, 2020) indicating that emotional intelligence gets better with experience. In the long term, teachers have means of coping with stress in the classroom more effectively, they will have improved their teaching techniques and manner of persuading students on an emotional and intellectual level (Herman et al., 2020).

### **Scientific interpretation**

The findings can be explained through psychological and educational concepts in terms of emotional intelligence. In this definition by (Buşu, 2020), emotional intelligence refers to the capacity to be sensitive enough to know feelings, interpret feelings, deal effectively with feelings and apply feelings. The correlations of EI and TE as positive found in this research can be viewed in the context of social-emotional learning model that has proposed that emotionally intelligent teachers are able to establish more rapport with the students, (Wang, 2023) be more sensitive in their perception of emotions and create environments that can support learning and teaching (Lozano et al., 2021). Emotionally aware teachers have the best chance to involve pupils, control their behavior in the classroom and acknowledge their emotional and intellectual needs.

Biologically speaking, teachers who are strongly emotionally intelligent might have gained better control of emotions through training and experience. Emotional regulation is highly connected to the prefrontal cortex which is involved in the production of higher-order thinking like decision-making, controlling impulses, and engaging in social activities (Dixon

& Dweck, 2022). Those teachers who possess more developed EI might address this area of the brain in a more efficient way, which would enable them to cope with stress, remain calm during the conflict situations and modify their own teaching strategies to maximize learning. Further, the two variables of EI and teaching effectiveness may also be explained by neuroplasticity of an emotional skill (Gkintoni et al., 2021). Research has revealed that, by experience and careful training, emotional intelligence may be developed and augmented (Prentice et al., 2020). The increasing experience can make the professional experience smoother in that experienced teachers might have had more time to develop their emotional skills, which also resulted in better EI and TE.

### **Practice implications and Future Research**

The results of the present research can be used in a number of practical implications relative to teacher training and professional development. Considering the fact that emotional intelligence can be one of the key indicators of teaching efficiency, it becomes obvious that professional development programs aimed at teaching EI to educators are critically needed (Kovalchuk et al., 2020). Emotional intelligence training may eventually result to effective teaching practice by enabling the teacher to have better self control, classroom control and better teacher-student relationship.

Moreover, the theory recommends that emotional intelligence can be incorporated in hiring and setting assessment of the teacher. Since effective teaching has been demonstrated to be promoted by the application of EI, new educational policies might consider measuring EI as part of the recruitment process of teachers so that hiring decision-makers can be satisfied that incoming teachers are equipped with the emotional skills required to generate a supportive and fruitful learning environment (Chen & Guo, 2020). As future studies, it will be useful to check how exactly EI can affect teaching practices under similar and different circumstances. The studies might focus on the influence of EI on the given elements of teaching, which are the delivery of the curriculum, interaction with the students, and achievement. Also, longitudinal research can be conducted in the process of understanding the development of EI and its long-term effects on the effectiveness of teaching. Research in future may also examine how cultural and contextual influences limit the interaction between EI and TE, especially within non-western learning environment such as the one in Pakistan (Gkintoni et al., 2020).

### **CONCLUSION**

This study showed that emotional intelligence (EI) is an important factor to improve the teaching effectiveness (TE) among English language teachers in the private colleges. The result indicated that the Intrapersonal and Interpersonal EI were the best predictors of the teachers with a stronger emotional intelligence that had a positive effect on rapport, classroom management, and teaching practices. Also, the teaching experience and academic qualification were positively correlated with both EI and TE. These findings comply with the research objectives, which means that EI plays a major part in ensuring both a positive learning environment and enhanced engagement of students. The potential contribution of the research is the exploration of the connection between EI and TE in Pakistan, the country not regarded as the Western state. It can be used to give empirical data that can be used in developing the professional development programs to enhance EI among educators. On the whole, the present research could lead to the assumption that EI in teachers plays an essential role and that further studies should be conducted to develop intervention programs to increase the level of EI in teachers. Additional research also can be undertaken to study the influence of EI in various teaching subjects and study levels.

## References

- Abiodullah, M., & Aslam, M. (2020). Emotional intelligence as a predictor of teacher engagement in classroom. *Bulletin of Education and Research*, 42(1), 127–140.
- Al Jaber, A. T., Alzouebi, K., & Abu Khurma, O. (2024). An investigation into the impact of teachers' emotional intelligence on students' satisfaction of their academic achievement. *Social Sciences*, 13(5), 244.
- Alrefaai, I., & Shah, S. A. (2020). The role of emotional intelligence in the EFL classroom: Reflections of EFL teachers. *Journal of Education in Black Sea Region*, 6(1), 110–118.
- Alzoubi, H. M., & Aziz, R. (2021). Does emotional intelligence contribute to quality of strategic decisions? The mediating role of open innovation. *Journal of Open Innovation: Technology, Market, and Complexity*, 7(2), 130.
- Andres, F. (2025). The role of emotional intelligence in self-awareness and well-being. In *Development of self-awareness and wellbeing: Global learning challenges in a shifting society* (pp. 1–46). IGI Global Scientific Publishing.
- Antonopoulou, H. (2024). The value of emotional intelligence: Self-awareness, self-regulation, motivation, and empathy as key components. *Technium Education and Humanities*, 8, 78–92.
- Anwar, R. H., Zaki, S., Memon, N., & Thurasamy, R. (2021). Exploring the interplay of trait emotional intelligence and ESL teacher effectiveness: Is self-efficacy the mechanism linking them? *SAGE Open*, 11(4), 1–15.
- Bakhsh, I. (2021). *A study of engineering students' anxiety and beliefs about English language learning at Mehran University of Engineering & Technology, Jamshoro, Pakistan* (Doctoral dissertation). University of Sindh, Jamshoro.
- Bandura, A. (2023). Cultivate self-efficacy for personal and organizational effectiveness. In *Principles of organizational behavior: The handbook of evidence-based management* (3rd ed., pp. 113–135).
- Buşu, A. F. (2020). Emotional intelligence as a type of cognitive ability. *Revista de Ştiinţe Politice. Revue des Sciences Politiques*, 66, 204–215.
- Chen, J., & Guo, W. (2020). Emotional intelligence can make a difference: The impact of principals' emotional intelligence on teaching strategy mediated by instructional leadership. *Educational Management Administration & Leadership*, 48(1), 82–105.
- Dixon, M. L., & Dweck, C. S. (2022). The amygdala and the prefrontal cortex: The co-construction of intelligent decision-making. *Psychological Review*, 129(6), 1414–1434.
- Faez, F., Karas, M., & Uchiyara, T. (2021). Connecting language proficiency to teaching ability: A meta-analysis. *Language Teaching Research*, 25(5), 754–777.
- Garaigordobil, M. (2020). Intrapersonal emotional intelligence during adolescence: Sex differences, connection with other variables, and predictors. *European Journal of Investigation in Health, Psychology and Education*, 10(3), 899–914.
- Gilar-Corbi, R., Pozo-Rico, T., Pertegal-Felices, M. L., & Sanchez, B. (2019). Emotional intelligence training intervention among trainee teachers: A quasi-experimental study. *Psicologia: Reflexão e Crítica*, 31, 33.
- Gkintoni, E., Dimakos, I., & Nikolaou, G. (2025). Cognitive insights from emotional intelligence: A systematic review of EI models in educational achievement. *Emerging Science Journal*, 8, 262–297.
- Gkintoni, E., Meintani, P. M., & Dimakos, I. (2021). Neurocognitive and emotional parameters in learning and educational process. In *ICERI2021 Proceedings* (pp. 2588–2599). IATED.

- Guslyakova, N. I., & Guslyakova, A. V. (2020). Emotional intelligence as a driving force in the study of foreign languages in higher education. *ARPHA Proceedings*, 3, 781–792.
- Habeb Al-Obaydi, L., Pikhart, M., & Derakhshan, A. (2022). A qualitative exploration of emotional intelligence in English as foreign language learning and teaching: Evidence from Iraq and the Czech Republic. *Applied Research on English Language*, 11(2), 93–124.
- Han, S., Li, Y., & Haider, S. A. (2022). Impact of foreign language classroom anxiety on higher education students' academic success: Mediating role of emotional intelligence and moderating influence of classroom environment. *Frontiers in Psychology*, 13, 945062.
- Herman, K. C., Reinke, W. M., & Eddy, C. L. (2020). Advances in understanding and intervening in teacher stress and coping: The Coping-Competence-Context theory. *Journal of School Psychology*, 78, 69–74.
- Kasheem, A., Baroud, N., & Almajri, S. K. (2025). The role of emotional intelligence in enhancing teacher-student relationships in rural schools. *SIBATIK Journal*, 4(8), 1693–1704.
- Khassawneh, O., Mohammad, T., Ben-Abdallah, R., & Alabidi, S. (2022). The relationship between emotional intelligence and educators' performance in higher education sector. *Behavioral Sciences*, 12(12), 511.
- Khattak, M. F., Ullah, Z., & Imran, S. (2025). Bridging emotional intelligence and inclusive education: Empowering teachers to support diverse classrooms. *The Critical Review of Social Sciences Studies*, 3(2), 1755–1765.
- Kostić-Bobanović, M. (2020). Perceived emotional intelligence and self-efficacy among novice and experienced foreign language teachers. *Economic Research-Ekonomska Istraživanja*, 33(1), 1200–1213.
- Kovalchuk, V., Prylepa, I., Marynchenko, I., Opanasenko, V., & Marynchenko, Y. (2022). Development of emotional intelligence of future teachers of professional training.
- Kraft, M. A. (2019). Teacher effects on complex cognitive skills and social-emotional competencies. *Journal of Human Resources*, 54(1), 1–36.
- Kyriazopoulou, M. (2025). *Emotional intelligence in teacher education programs in Greece and Finland: Associations with teacher self-efficacy and motivations for choosing a teaching career* (Doctoral dissertation). JYU Dissertations.
- Lasekan, O., Godoy, M., & Méndez-Alarcón, C. (2025). Integrating emotional vocabulary in EFL education: A model for enhancing emotional intelligence in pre-service EFL teachers. *Frontiers in Psychology*, 15, 1508083.
- Li, C., & Xu, J. (2019). Trait emotional intelligence and classroom emotions: A positive psychology investigation and intervention among Chinese EFL learners. *Frontiers in Psychology*, 10, 2453.
- Li, Y., & Zhang, L. (2024). Exploring the relationships among teacher–student dynamics, learning enjoyment, and burnout in EFL students: The role of emotional intelligence. *Frontiers in Psychology*, 14, 1329400.
- Lozano-Pena, G., Saez-Delgado, F., Lopez-Angulo, Y., & Mella-Norambuena, J. (2021). Teachers' social–emotional competence: History, concept, models, instruments, and recommendations for educational quality. *Sustainability*, 13(21), 12142.
- MacCann, C., Jiang, Y., Brown, L. E., Double, K. S., Bucich, M., & Minbashian, A. (2020). Emotional intelligence predicts academic performance: A meta-analysis. *Psychological Bulletin*, 146(2), 150–186.



- Mutalib, A., & Dylan, M. (2021). Teacher emotional intelligence in motivating student learning at SMPN 24 Batanghari Jambi. *At-Tasyrih: Jurnal Pendidikan dan Hukum Islam*, 7(1), 26–37.
- Parker, J. D., Summerfeldt, L. J., Walmsley, C., O’Byrne, R., Dave, H. P., & Crane, A. G. (2021). Trait emotional intelligence and interpersonal relationships: Results from a 15-year longitudinal study. *Personality and Individual Differences*, 169, 110013.
- Pasha, A. (2022). *Examining global education discourses in social studies textbooks in Pakistan* (Doctoral dissertation). University College London.
- Perry, N. E., VandeKamp, K. O., Mercer, L. K., & Nordby, C. J. (2023). Investigating teacher–student interactions that foster self-regulated learning. In *Using qualitative methods to enrich understandings of self-regulated learning* (pp. 5–15). Routledge.
- Prentice, C., Dominique Lopes, S., & Wang, X. (2020). Emotional intelligence or artificial intelligence – An employee perspective. *Journal of Hospitality Marketing & Management*, 29(4), 377–403.
- Sadiqzade, Z. (2024). Fostering emotional intelligence in language learners. *Journal of Azerbaijan Language and Education Studies*, 1(1), 67–76.
- Sai, T. G. B., & Lin, L. A. W. (2021). Emotional intelligence in distance learning: A case study of English as a second language via distance learning. *Journal of Language and Education*, 7(3), 151–165.
- Shahab, S., Habib, A., Aziz, Z., & Ayub, A. (2025). The influence of emotional intelligence on effective teaching and classroom management: A comparative study of Pakistan and developed nations. *The Critical Review of Social Sciences Studies*, 3(1), 1035–1051.
- Su, F., & Zou, D. (2022). Technology-enhanced collaborative language learning: Theoretical foundations, technologies, and implications. *Computer Assisted Language Learning*, 35(8), 1754–1788.
- Valente, S., Monteiro, A. P., & Lourenço, A. A. (2019). The relationship between teachers’ emotional intelligence and classroom discipline management. *Psychology in the Schools*, 56(5), 741–750.
- Valente, S., Veiga-Branco, A., Rebelo, H., Lourenço, A. A., & Cristóvão, A. M. (2020). The relationship between emotional intelligence ability and teacher efficacy.
- Wang, X. (2023). Exploring positive teacher–student relationships: The synergy of teacher mindfulness and emotional intelligence. *Frontiers in Psychology*, 14, 1301786.
- Wang, Y., & Wang, Y. (2022). The interrelationship between emotional intelligence, self-efficacy, and burnout among foreign language teachers: A meta-analytic review. *Frontiers in Psychology*, 13, 913638.
- Welmilla, I. (2020). Students’ perspective on the emotional intelligence of teachers on student engagement. *International Business Research*, 13(4), 30–40.
- Zhoc, K. C., King, R. B., Chung, T. S., & Chen, J. (2020). Emotionally intelligent students are more engaged and successful: Examining the role of emotional intelligence in higher education. *European Journal of Psychology of Education*, 35(4), 839–863.