



## Teachers' Perception of Social-Emotional Intelligence in Public Sectors Secondary Schools of Punjab (Pakistan)

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**Abstract:** For the development of teachers' social-emotional intelligence plays an important role to impart knowledge and worked as the professional tool in public secondary schools Punjab. The recent research focus on the teachers' perception of social-emotional intelligence of 237 teachers, 119 male 118 females in 44 public sectors secondary schools with area of study like science, arts, computer and Arabic. Stratified random sampling was used to collect the responses. Self-developed questionnaire was used to collect the response of secondary school teachers. The Cronbach's alpha 0.87 indicate the fit reliability index with positive inter-item correlation. SA=0.76, SC=0.61, SE=0.72, SM=0.84, EMP=0.58, SESKL=0.67 and RDMK= 0.72. The mean value (4.34) of teachers' perception indicated the high level of (SEI) and the significant ( $p \leq 0.03$ ) mean difference between the trained (4.41) and untrained (4.24) teachers analyzed by t-test specified that trained teachers have more (SEI) than untrained. The univariate ANOVA post-Hoc test (SEI) of Arabic female teachers was significantly high as compared to Arts, Sciences and Computer subject, while the computer male teachers' (SEI) was higher than Sciences and Arts in the area of study. Moreover, science female teachers have high (SEI) than science male and arts teachers. The arts female teachers have high perception than male arts and computer female teachers. Thus, research study concluded that the teacher's (SEI) of Arabic female and computer male teachers were higher than the male and female teachers of arts and sciences.

**Keywords:** Teachers' Perception, Social-Emotional Intelligence, Secondary Schools, Analysis, Cronbach's alpha, Self-Awareness

### 1. Introduction

Social-emotional intelligence plays a vital role in learning information and skills in education. Teachers who exhibit self-awareness may recognize their emotions, strengths, shortcomings, and how their emotions influence their teaching and relationships with students (Adediwura, 2007). When teachers are in control of their emotions, they may create a more pleasant and favorable environment for learning. Teachers who model and value social-emotional skills create a classroom climate that supports emotional expression, empathy, and mutual respect (Moses, 2023). Salovey & Pizarro (2003) introduced that the empathetic teachers may grasp their pupils' emotions, viewpoints, and needs. Baron-Cohen, (2006) argued that empathetic teachers may develop better relationships with their pupils, producing a positive teacher-student relationship that enriches the learning experience. When teachers exhibit great social-emotional intelligence, it favorably impacts their work performances and general happiness (Yoke & Panatik, 2015). Government tries to increase implementation of social-emotional learning programs into curriculum by offering training and support for teachers (Rahman et al., 2011). As understanding of the significance of social-emotional intelligence rises, educational institutions worldwide are investing in the development of these abilities among teachers to build a more educated and emotionally intelligent society (Salovey & Pizarro, 2003). The advantages of developing social-emotional abilities are widely recognized and may favorably influence both

teachers and students. Durlak et al., (2011) suggests that social-emotional intelligence programs can have several positive effects. Teachers who possess higher social emotional intelligence, it can lead to better communication, understanding, and collaboration in the classroom. Reduced stress levels may lead to higher work satisfaction and better mental happiness. Enhanced work satisfaction and job performance (Vergara, 2015). Teachers who exhibit high social-emotional competencies are more likely to have stronger interactions with colleagues, students, and parents and perform better and remain happy (Shah, 2012; Lofgren, 2016). Improved life span standards though not directly connected to teaching, it is worth mentioning that social-emotional intelligence may have a good influence on people's lives outside the classroom, adding to general happiness and life satisfaction (Albrecht, 2006). Elias, (2003) said that successful social-emotional intelligence programs should be conducted yearly and distributed to the whole school community. The training workshops and seminars to participatory activities that encourage healthy academic, social-emotional, and health habits (Khan et al., 2011). Schools and educational institutions need to acknowledge the relevance of social-emotional intelligence in their teaching and learning settings. By adopting comprehensive and continuous social-emotional intelligence programs, schools may create a more loving and supportive climate that increases the happiness and achievement of both teachers and children (Jones et al., 2013). According to Weinzimmer et al., (2017) social emotional intelligence, exposed remarkable performance and happiness in the area of education. Institutions and educational systems that acknowledge the value of social-emotional intelligence may employ techniques and initiatives to increase these abilities among teachers, eventually leading to a more productive and pleasant educational environment (Boehm & Lyubomirsky, 2008). Happiness at work is a productive mental and emotional state that encompasses emotions of delight and profound joy. It has a social-emotional element relating to the organization or the job's influence on teachers (Sliskovic et al., 2017). The major variables leading to a better degree of satisfaction at work for teachers include good interpersonal interactions with colleagues and superiors, participation in important and beneficial tasks, and acknowledgement of successes (Jennings et al., 2013). Promoting social-emotional competence and happiness among teachers may boost their management skills, work performance, and overall quality of learning experiences. Benevene et al., (2019) argued that effect of the social-emotional development on both teachers and students, high positive affectivity or happiness may buffer the influence of negative stress and contribute to beneficial job results (Vacharkulksemsuk & Fredrickson, 2013). It has been established as a major predictor of several work-related outcomes. According to Fredrickson's theory (2013) of positive emotions, regular pleasant emotions coming from happiness at work might impact teachers' job performance favorably. The essay claims that happiness at work is a crucial part of the teaching profession, and encouraging it may have a good influence on numerous areas of the work environment and teacher performance (Fredrickson, 2013). Additionally, social-emotional intelligence has a crucial role in generating satisfaction and good results for teachers and their students (Miao et al., 2017). The current research has focused on the perception of teachers of social-emotional intelligence in public secondary school in district Sargodha.

## 1.2 Research Questions

- a) What is the different perception of social-emotional intelligence in public secondary schools' teachers?
- b) Is there any significant mean difference between the mean scores of social-emotional intelligences of the trained and untrained teachers?
- c) Is there any significant mean difference between mean scores of social-emotional intelligences among the different core subject teachers in public secondary schools.

## 2. Literature Review

The literature review on the teachers' perception regarding social-emotional intelligence (SEI) is a comprehensive exploration of the existing research and scholarly work on this topic. Understanding how teachers perceive and engage with SEI is crucial for enhancing their effectiveness in promoting emotional intelligence among students. This review seeks to provide an overview of key findings, trends, and gaps in the literature up to my knowledge till present day. This literature review aims to explore the perception of teachers regarding SEI, including their understanding, beliefs, attitudes, and practices. Teachers' beliefs and attitudes towards SEI significantly influence their classroom practices. A positive perception of SEI is associated with a belief that it can improve students' academic performance, reduce behavior problems, and enhance their overall well-being. Teachers who opinion SEI as important part to include it into their teaching approaches and produce a sympathetic classroom environment. Alternatively, undesirable opinions or disbelief about the usefulness of social emotional intelligence might be hinder its incorporation into the curriculum (wood, 2002).

Valente, 2018 suggested that teachers' perception of social emotional intelligence also impacts their performance in the classroom. It means teachers who perceive social emotional intelligence as significant are further to be expected to utilized clear (SEI) education and participate (SEI) concepts into their regular teaching(Adediwura & Tayo, 2007). Those teachers who use immeasurable approaches, such as self-efficacy, collaborative learning and philosophical thoughts, to encourage SEI skills culture among their students achieved better objective and goals. Nevertheless, inadequate knowledge and skills concerning (SEI) can demolished teachers' capability to efficiently introduce (SEI) application(Elayan et al., 2023). Poulou, 2016 also define most important factors affecting to facilitate or demolished the teachers' perception of (SEI). At the institutional level, challenging difficulties, and weighty assignment are regularly testified hindrance that stop teachers from ranking SEI in their classroom's environment (Rovert, 2019).

On the contrary side, sympathy behavior and relationship with colleagues can enhanced teachers' Constructive Perception and addition of SEI. Teachers' perception of social-emotional intelligence imparts an important part in their skills to successfully encourage SEI skills among students and teachers. To enhance teachers' SEI perception Understanding, opinions, attitudes, and performances advise the progress of targeted interventions and qualified progress programs (Hargreaves, 2000). Moreover, speaking hinderance and only if implementers can support teachers in participating SEI into their classrooms environment, finally promoting students' (SEI) happiness and academic achievement (Abiodullah & Aslam, 2020). Forthcoming study should keep attention to research the impact of teachers' perception on students' SEI learning and recognizing active tactics for enlightening teachers' empathetic and application of SEI.

The reviewed literature showed that the perception level of teachers has capacity to retain the teachers (SEI) at the high knowledgeable level and fascinate into qualified professional and manage the emotions. Social-emotional intelligence also concerned to established a positive bridge between students, teachers, has been useful in explaining individual differences in teacher social and emotional learning (SEL), the process of acquiring skills in recognizing and managing emotions, the development of care and concern for others, the ability to take responsible decisions and the establishment of positive relationships (Jennings & Greenberg, 2009). Practice and research involving SEL has grown substantially. SEL skills can help both teachers and students manage themselves, their relationships and their work (Gunter et al. 2012). In fact, Gunter et al. (2012) argued that secure teacher–student relationships are the foundation of SEL. Teachers can teach children to relieve stress, manage anger and deal with social interactions, as well as foster a sense of safety and well-being in children. This assumes, however, that teachers are already socially and emotionally skilled, and also feel competent implementing SEL with their students(Nielsen et al., 2019). Nevertheless, there has been little research into teachers' perceptions of SEL skills (Collie et al. 2011). The present study attempted to add to the literature by exploring teachers' perceptions of their SEL skills, and their association with teacher–student relationship(Lavy & Bocker, 2018).

### 3. Research Methodology

For completing that required research task, a survey questionnaire (SEIQ) was developed. The current research cross-sectional research with stratified random technique for data collection and for this purpose the secondary schools of boys and girls to fill that questionnaire. After meeting to headmaster or principals of secondary schools' teachers willingly, 10 % data was collected form secondary schools' teachers teaching in the area of subjects' sciences, arts, computer and Arabic Following methodology (Chittaranjan Andrade, 2020 and Hertzog, 2008).

#### 3.1 Population and Sampling

Table 1: Distribution of Sample Size Tehsils Wise in District Sargodha

No.	Name of Tehsils.	Schools	Teachers				Total
			Male Trained	Male Untrained	Female Trained	Female Untrained	
1.	Sargodha City	7	19	12	19	6	56
2.	Kotmomin	6	1	7	12	12	32
3.	Bherah	6	4	17	7	4	32
4.	Bhalwal	6	12	11	3	4	30
5.	Silanwali	6	5	3	12	7	27

6.	Sahiwal	6	6	5	9	10	30
7.	Shahpur	7	10	6	11	3	30
	Grand. Total	44	57	61	73	46	237

The distribution of sample size 237 number of teachers from 7 Tehsils of District Sargodha were randomly selected after the concern of permission head of institute and teachers' willingness, to collect the personal and professional information to be published for research purpose. According to SIS, 2022 data about Sargodha district show there were total 436 school with 2378 male & female teachers. The data indicate that there were 44 total number of boys' and girls' secondary schools, with 57 trained, 61 untrained male teachers while 73 trained and 46 untrained female teachers (table 1).

#### 4. Results

The data was analyzed by (SPSS-V26) according to protocol of (Schoeps, 2021), and applied the statistical approach to measure mean, standard deviation, alpha value, the significant mean difference between trained and untrained teachers and teaching area of core subjects through the descriptive analysis, reliability test, t-test and univariate-ANOVA respectively.

Table 2: Statistical Analysis of Inter-Item Correlation of Teachers' Social-Emotional Intelligence with M, SD, and  $\alpha$ .

PARAMETERS	SEI	SA	SC	SE	SM	EMP	SES	RDMK	$\alpha$	M	SD	Perp.
Social-Emotional Intelligence	-	-	-	-	-	-	-	-	0.87	4.34	.35	H
Self-Awareness	.76	-	-	-	-	-	-	-	0.87	4.67	1.1	H
Self-Control	.61	.46	-	-	-	-	-	-	0.88	4.98	.78	H
Self-Efficacy	.72	.49	.35	-	-	-	-	-	0.88	4.70	.93	H
Self-Motivation	.84	.61	.45	.62	-	-	-	-	0.87	4.71	.94	H
Empathy	.58	.33	.31	.31	.44	-	-	-	0.89	3.95	.58	M
Social-Emotional Skills	.67	.43	.32	.36	.61	.44	-	-	0.89	3.91	.64	M
Responsible-Decision Making	.72	.44	.41	.48	.58	.43	.53	-	0.87	4.43	.87	H

N=237,  $\alpha$  = Alpha, M= Mean, SD= Standard Deviation, SEI= Social-Emotional Intelligence, SA= Self-Awareness, SC= Self- Control, SE, Self-Efficacy, SM= Self-Management, EMP= Empathy, SES, Social-Emotional Skills, RDMK= Responsible Decision-Making H= High, M= Moderate

The statistics of inter-item correlation, mean value, standard deviation and alpha of teachers' perception on social-emotional intelligence indicated that there is high perception of teachers on social-emotional intelligence with mean value 4.34 and Standard deviation 0.35. the Cronbach's alpha 0.87 also expressed the good reliability of index between the inter-item correlations, Self-awareness 0.76, Self-control 0.61, self-efficacy 0.72, self-motivation 0.84, Empathy 0.58, Social-Emotional Skills 0.67 and responsible decision making was 0.72 (Zolkoski et al., 2020)

Table 3: Descriptive Statistics of t-test Values Between Training and Untraining

Parameter	Training	N	M	F	T	Df	Sig.
Social-Emotional Intelligence	Yes	1	4.41	3.43	2.13	235	.03
		3					
	0						
	1						
No	No	0	4.24				
		0					
		7					

The trained teachers (N = 130, M = 4.41, SD = 0.55) had a higher mean score compared to the untrained teachers (N = 107, M = 4.24, SD = 0.69) who had a lower mean score. The statistical analysis, specifically the independent samples t-test, yielded a t-value of 2.43 and a p-value of 0.034. Since the calculated p-value (0.034) is less than the predetermined significance level (p>0.05) (Turi & Ghani, 2002).

Table 4: Post Hoc-Test Gender and Subject Effect

Subject (I)	Comparison (J)	MD (I-J)	S. E	Sig.	95% CI	
					L-B	U-B
Science	Arts	.14	.08	.09	-.02	.31
	Computer	.13	.14	.34	-.14	.42
	Arabic	-.34	.34	.31	-1.0	.33
Arts	Science	-.14	.08	.09	-.31	.02
	Computer	-.01	.49	.95	-.29	.28
	Arabic	-.49	.34	.15	-1.1	.18
Computer	Science	-.13	.14	.34	-.42	.14
	Arts	.01	.14	.95	-.28	.29
	Arabic	-.48	.36	.18	-1.2	.23
Arabic	Science	.34	.34	.31	-.33	1.03
	Arts	.49	.34	.15	-.18	1.17
	Computer	.48	.36	.18	-.23	1.20

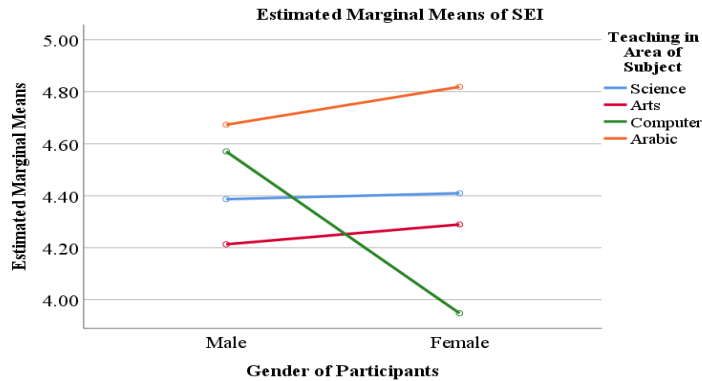
Mean difference .05 level. MD= Mean Difference, Sig.= Significant Level (p=0.05), = Lower Boundary, UB= Upper Boundary, S. E= Standard Error

The results of the post hoc showed that teachers with different core subjects like science, (N=111, M= 4.39), SD=0.53), arts (N= 97, M= 4.24, SD=0.70), computer (N= 23, M= 4.32, SD=0.74), and Arabic (N=6, M= 4.79, SD=0.34).

#### 4.1 Graphical Representation of Gender effect in Area of Study

Results in graph 1 indicate that the male and female teachers' (SEI) with different area of study in public sectors secondary school's Arabic female teachers are at high level of (SEI) than Sciences, Arts, Computer and Arabic teachers. Similarly, Computer male teachers are at high (SEI) than female computer, Sciences and arts teachers. Moreover, the sciences female teachers are at high level of (SEI) than male sciences, arts and female computers teachers.





Graph 1: Relationship Between Core Subject and Gender

## 5 Conclusion

The findings of above mention results revealed that the teachers' perception of social-emotional intelligence was high and their perception level between trained and untrained teachers were also significant in public secondary schools of district Sargodha. The findings suggest that the trained teachers have a higher perception level of social-emotional intelligence compared to the untrained teachers. Moreover, social-emotional intelligence found that there is significant mean difference present among teachers with different area of study like Science, Arts, Computer, and Arabic. Furthermore, univariate ANOVA post-Hoc test specified that the (SEI) of Arabic female teachers was significantly high as compared to Arts, Sciences and computer subject, while the computer male teachers' (SEI) was higher than sciences and arts. In the meanwhile, science female teachers show high (SEI) than science male and arts teachers and arts female teachers indicate high (SEI) than male arts and computer female teachers.

### 5.1 Discussions

The current research focused on the teachers' perception of social-emotional intelligence to find out the mean differences between the trained and untrained teachers, and teaching in the area of study like Sciences, Arts, Computer and Arabic with different gender (Sanabrias-Moreno, 2023). The study aimed to assess the teachers' perception of social-emotional intelligence in public sectors secondary schools. Social-emotional intelligence refers to the ability to understand and manage one's own emotions, as well as to recognize and empathize with the emotions of others (Van Huynh 2023; Hargreaves et al., 2000). The research utilized a quantitative research design, employing a questionnaire as the primary data collection tool. In current study work the instrument comprised of 37 items associated to several proportions of (SEI) such as SA, SC, SE, SM, EMP, SES and RDMK. For this purpose, teachers were randomly selected to participate from public secondary schools in different areas of Punjab, Pakistan. The example mentions of the answers (Alter et al; 2013).

The finding of the research work will update the perception level of (SEI) between teachers in public secondary schools. Likewise, researchers explore significant mean differences in the perception of (SEI) between trained and untrained teachers. Rohana Buchanan, 2009; (Khani et al., 2022) also calculate the participants' training status about the analysis of collected data, precisely whether they had established any proper training or qualified progress. (SEI) through suitable statistical approaches, like independent t-tests or analysis of variance, the researchers compared the mean scores of (SEI) between trained and untrained teachers (Cristovao, 2023).

Furthermore, the research also designed to see the sights there is significant mean differences in the perception of (SEI) between teachers of different area of study in public schools, such as Science, Arts, Computers, and Arabic. The analyzed data also determine that there were significant mean differences were present in the perception of (SEI) between these groups. The results from the analyzed data will offer to take deep insight into possible distinctions in (SEI) between teachers based on their area of study. (Al-Bataineh et al., 2021) find out the precise field of strength or field that need further consideration in relationships of (SEI) advancement within different area of study knowledges. The current conducted research might be treasured for curriculum development, teacher training, and global enhancement of the educational practices for students and teachers in public schools. At the end we have determined that overall, the perception of teachers of (SEI) of trained teachers with different gender

and different area of study in public secondary schools were high (Toor, 2013).

## 5.2 Recommendations

Based on the study's findings of a high perception of social-emotional intelligence among teachers in public secondary schools in Pakistan, the following recommendations can be made as. There is a significant mean difference between trained and untrained teachers, it is important to develop training programs that specifically target the areas of social-emotional intelligence where untrained teachers may be lacking. It is recommended to integrate social-emotional learning into the curriculum at the secondary school level. This can be done by incorporating activities, lessons, and assessments that promote self-awareness, self-regulation, empathy, and social skills development, self-motivation, self-control, self-efficacy and responsible decision making. Subject-Specific professional development recognizing the differences in social-emotional intelligence among teachers of different area of study, it is recommended to provide subject-specific professional development opportunities. In finding female computer teaches, Arts male, and sciences male teachers have low perception level in area of area of study which might be improved by organizing the training program and help to remove the weaknesses and improve the teaching interest. Foster a supportive and collaborative school culture highlights the importance of a supportive and collaborative school culture in promoting social-emotional intelligence among teachers.

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