

## The Importance of Emotional Intelligence in Modern Education

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### Abstract

This study examines secondary school teachers' perceptions of emotional intelligence (EI) in modern education, with a focus on gender-based differences. Using a quantitative approach, data was collected from 309 teachers (204 male, 105 female) in District D.I. Khan through stratified random sampling. Results revealed overwhelming consensus on Emotional Intelligence's importance, with 87.26% of male and 88.56% of female teachers expressing agreement/strong agreement. While female teachers showed marginally stronger endorsement (mean=4.25 vs. males' 4.13) and no dissent, statistical analysis found no significant gender difference ( $t=1.2127$ ,  $p=0.2262$ ). The study highlights three key findings: (1) universal recognition of EI's educational value across genders, (2) subtle gender variations in perception intensity (females more uniformly positive, males slightly more variable), and (3) the need for gender-inclusive Emotional Intelligence training approaches. These results challenge assumptions about gendered Emotional Intelligence perceptions while affirming its cross-gender relevance in Pakistani education. The study contributes to global Emotional Intelligence discourse by providing empirical evidence from a developing context and suggests practical applications for teacher training and curriculum development. Recommendations include integrating Emotional Intelligence competencies into national teacher standards and designing context-sensitive professional development programs that acknowledge but do not overemphasize gender-based expression differences.

### Key Words

Emotional Intelligence, Teacher Perceptions, Gender Differences, Secondary School, Social-Emotional Learning

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### How to Cite

Shah, S. A., Aman, N., & Zubairi, T. Z. (2025). The Importance of Emotional Intelligence in Modern Education. *The Knowledge*, 4(2), 123-139. <https://doi.org/10.55737/tk/2k25b.42064>

## Introduction

Intelligence is the learning, memorization and using knowledge in different circumstances. Traditionally, cognitive intelligence used to be regarded as the single parameter of intelligence and a factor that is crucial precondition of good work performance when it comes to organizational arrangement. Non-cognitive types of intelligence were also attained significance among the practitioners later on. Cognitive intelligence is directly connected to the memory of a person and his/her ability to solve problems (Hughes & Evens, 2018). It is assessed in terms of

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numerous tests of intelligence, including Quotient (IQ), whereas non-cognitive intelligence is diagnosed with a range of tests of emotional intelligence (EI) or emotional quotient (EQ) (Jeste et al., 2020; Shabbir & Anwer, 2018).

The issue of student success and its relation to Emotional Intelligence (EI) has been underestimated so far and has not been directly linked to the retention of college students until recently (Edgar et al., 2019). EI means to be able to identify, evaluate, and manage our emotions, other peoples, and even the groups (Chapin, 2015).

Emotional Intelligence by definition is a type of social intelligence that involves the ability of a person to analyze, manipulate, and modify his and the feelings of others (Mayer & Salovey, 1993). They suggested that there are two distinct mental processes, thinking and feeling, which operate together and lay meaning to all our day to day's activities. The human personality comprises the emotions. Current studies on behavioral sciences state that EI and IQ are determinants of success in life. Emotionally intelligent individuals are more than able to cope with stress issues and succeed in their academic and professional life as opposed to those who do not display any emotional skills or abilities (Hobfoll et al., 2018). It was found out that sixty seven percent of the practical performance skills were pegged to the emotional competencies (Goleman, 1998). Most of the studies were based on the correlation between emotional intelligence and career success and determined that emotional intelligence was a strong tool to determine job success and performance (Ahmetoglu et al., 2011; Akhtar et al., 2017).

The past 2 decades have been characterized by the focus of academic study of EI because of its high importance to both the students and teachers. The capacity to express emotions is important and this, in particular, is essential when it comes to positions where a person will have more contact with others. These are the emotional aspects and the higher up the organizational tier you are the more important these factors become to dictate who will be successful. It is evident that EI is a core of successful work and should be included in the academic programs and must be imparted to students to bring improvement to their level of success (AbiSamra, 2000; Drigas & Papoutsis, 2019).

Mastering of EI skills and their contribution in the academic performance, emotional wellbeing and professional success of college students to improve academic achievement, emotional wellbeing, and professional success has been documented, yet there is need of further research on the same. Those students are not likely to feel much anxiety and depression who can recognize and control their emotions (Goleman, 1998). Moreover, children who are capable of developing good relationship with other people and communicating with them successfully, will not be exposed to the risk of becoming separated and feeling lonely as college students might extremely feel (Goleman, 1998). In an even more recent research study, the associates between EI and academic performance among college students were discussed (Heidari, et al., 2016). The researchers established that students who are more endowed with EI also had a very high-grade point average compared to those who are less endowed with EI. It also showed that EI was more than the predictor of academic achievement than intelligence or background academic achievement (Heidari, et al., 2016).

### Objectives

1. To know about the views of male and female teachers regarding the Importance of Emotional Intelligence in Modern Education.
2. To compare the views of male and female teachers regarding the Importance of Emotional Intelligence in Modern Education.

### Research Questions

1. What are the views of male and female teachers regarding the Importance of Emotional Intelligence in Modern Education?
2. Is the any significant difference between the views of male and female teachers regarding the Importance of Emotional Intelligence in Modern Education?

## Hypothesis

**H<sub>01</sub>:** There is no significant difference between the views of male and female teachers regarding the Importance of Emotional Intelligence in Modern Education.

## Significance of the Study

The study on "The Importance of Emotional Intelligence in Modern Education" holds substantial relevance in the context of Pakistan's evolving educational landscape. Emotional intelligence (EI) plays a crucial role in students' academic success, mental well-being, and social development. This research is significant for the following reasons:

1. **Enhancing Academic Performance:** Emotional intelligence helps students manage stress, stay motivated, and develop better problem-solving skills, leading to improved learning outcomes. In Pakistan, where academic pressure is high, fostering EI can reduce anxiety and boost performance.
2. **Improving Teacher-Student Relationships:** Educators with high EI can create a more supportive and engaging classroom environment. This study can guide teacher training programs in Pakistan to incorporate EI development strategies.
3. **Reducing Behavioral Issues:** Schools in Pakistan often face challenges related to student discipline and emotional outbursts. Teaching emotional intelligence can promote self-regulation, empathy, and conflict resolution among students.
4. **Preparing for Future Workforce Demands:** Modern workplaces value teamwork, communication, and adaptability skills rooted in emotional intelligence. By integrating EI into education, Pakistani students can become more competitive in a globalized job market.
5. **Addressing Mental Health Concerns:** Rising cases of stress, depression, and anxiety among Pakistani youth highlight the need for emotional resilience. EI-based education can serve as a preventive mental health strategy.
6. **Policy Implications:** The findings of this study can inform educational policymakers in Pakistan to revise curricula and teacher training programs, making emotional intelligence a core component of learning.

## Literature Review

Clarke also (2010) examined the effects of an EI training course on the performance of the teachers and discovered that they show significant improvement after the training course. In the same spirit, EI skills are positively correlated with the classroom management performance indicators, as well as teacher retention indicators (Jameson et al., 2016). It has so far been the general rule in the academia that faculty will be hired on the basis of their intellectual capabilities, scholarly backgrounds, interpersonal competency, teaching and research abilities. The universities Selection aims at identifying the degree of those competences, and typically, no effort is devoted to giving the universities a chance to balance the emotional intelligence competencies of applicants (Bonesso et al., 2020; Paoletti et al., 2023).

The role of teachers is seen as a nation-builder who makes the knowledge into generations to cope with the challenges in academic, professional, social, and personal life. This transformational process needs to be aware of emotions. Students are taught by their teachers and when teachers are not able to perceive their own or student feelings and be able to influence them, they are not able to bring about a change in their own knowledge. This is why even talented and balanced students will be unable to contribute to the development of the country (Anh & Huy, 2022; Meng & Jumei, 2019).

This study is a move to augment the knowledge that is already possessed with respect to the relevance of the emotional intelligence on the teaching faculty and the implications it has on the learning competency of the student. The study terms have been explained as follows: cognitive intelligence is mainly associated to the ability of

remembrance and problem solving by the individual and it is measured using the various intelligence tests. Quotient. Emotional intelligence is part of social intelligence, and it involves how one can analyze, manipulate and transform his or her and other people feelings (Suresh & Srinivasan, 2018). Emotional labor is the staging of feelings and inhibition of one feeling with the aim of fulfilling one of the job requirements. To outclass, in emotional labor an employee needs to have the right emotions (Grandey, 2000). Transformational process involves students learning and acquiring knowledge as well skills by use of teaching methodologies employed by teachers. It is the means through which students acquire knowledge in the academia or their skills. The acquisition of students is normally gauged in marks or grades.

The Emotional intelligence concept started in the year 1920 with Thorndike as its pioneer. He coined a term, social intelligence, which is the ability to know and deal with people. In 1940, Wechsler (cited in Fatima et al., 2011) formulated the conventional definition of intelligence and stated that it will be meaningless to define intelligence before, the noncognitive factors appear. The concept of multiple intelligences was raised by Howard Gardner in 1983 (as cited in Gujjar et al., 2010) where he believed that there was a possibility that the current definitions of intelligence (IQ) could not completely define intelligence. He enumerated that there were seven intelligences and that intelligences varied depending on the extent of culture as well as relating to the structure of human brains. His theory was one of the theories that really made a mark in the distinction between emotional dimensions and intelligence quotient (Fatt & Howe, 2003). Literature study reveals that first usage of the term Emotional intelligence in the faculty setting in academia can be traced to Wayne Payne who used the term in his doctoral dissertation written in 1986 as mentioned in references cited by (Brackett et al., 2011; Kulkarni et al., 2009; Mayer et al., 2000) titled, "A study of emotion: developing emotional intelligence; self-integration; relating to fear pain and desire".

One of the general modern definitions of EI was worked out by Salovey and Mayer (1990), according to whom the person is able to perceive one or another emotion and other people, distinguish various emotions, and shape his or her feelings and actions (Mayer & Salovey, 1997). Intelligence quotient only explains twenty percent of the success in job, whereas eighty percent of jobs success is measured through EI particularly the jobs which involve increased interaction with people. Those who know how to recognize, deal and adjust their emotions and those around them have an upper hand in most areas of life. At leadership level, EI is even more important as the technical skill expertise continues to vary with the managerial level (Goleman, 1998). A higher level of emotion by the service provider brings more satisfaction by the customers (Ansari et al., 2016; Kernbach & Schutte, 2005).

Intelligence quotient is an indication of things that we borrow in our surroundings concerning information, knowledge, and problem solving skills. However, EQ would indicate what we pay back to our environment in terms of interpersonal skills through being considerate to what others may feel as the receiver of our views (Hajaia, 2017). Skills with high cognitive capability based on scores in grades, IQ, SAT and GRE, are not success predictors; emotional characteristics in the human personality attribute to success (Novack & Dixon, 2019; Okusolubo et al., 2016). Whether there is need of EQ depends on the profession; however, it is relevant in all types of jobs in every organization. A company that employed customary selection processes in a beverage firm had a turnover of fifty percent in two years. Emotional aspects were instilled into the process of selection, and it achieved a turnover of only six percent in two years (McClelland, 1999).

The survey performed at an assessment center shows that EI and cognitive skills determine the emergence of leaders. The relative significance of non-cognitive and mental intelligence is based on the level of the cognitive complexity of work. Interaction with humans is vital in almost all work environs so as to carry out both individual and group activities (Cote & Miners, 2006). EI is especially required in service and other professions where people have to deal with the customer. Sy et al. (2006) conducted research in which they discovered a direct correlation between the EI leadership and the capabilities of the leaders in managing the job satisfaction in their subordinates.

In a similar study by Bono et al. (2007) EI was found out to help leaders to assist their subordinates in responding to customers in a favorable mood when engaging the subordinates in emotional labor. Emotional labor is that where expressing emotions within the organization is determined by the regulation of the organization thereby compelling the employee to make a change in his or her emotional display (Andrews et al., 2008; Humphrey et al., 2008).

Emotional labor can be defined as the suppression, as well as the demonstration of feelings in order to fulfill a work need. In emotional work, a worker is expected to have the right feelings so as to outperform (Grandey, 2000). This value of emotional labor is rising with expansion of the service sector of the economy as against the manufacturing sector (Bono, et al., 2007). EI assists in making decision on when to engage in emotional labor because it is essential in the realization of situational demands (Brotheridge, 2006). The study conducted by Newman et al. (2008) showed that EI was found to better explain job performance that necessitated emotional work. The absence of EI would make employees find it tedious to carry out the tasks involving the use of emotional labor, as work emotionally intelligent labor would enable the employees to maintain a better control of their emotions during tense events. Emotional labor work is prone to high employee burnouts (Saini, 2018). There are two dimensions of emotional labor. Putting on a proper emotional performance is termed as surface acting; altering what you feel in line with requirements of situation, which is known as deep acting i.e. making an effort to appear sad when you were not happy. Between the same lines, Bono et al. (2007) discovered that emotionally smarter leaders helped their employees to be in a good mood as they go ahead and approach other employees and customers. Brotheridge (2006) discovered that the key role of emotional intelligence is to be used as a pre-determiner of varying demands of situations. She discovered that the high-EI employees felt more comfortable portraying emotions as a component of their work and performed quite well in pleasing their frustrated customers. Therefore, it is stated that EI is supposedly the ultimate forecaster of performance in emotionally oriented occupations (Akhtar et al., 2017; Goleman, 1998).

It is pertinent to learn the art and science of teaching whose art may mostly be transferred to the teacher who is involved in much tearful work, and this is what has been referred to as the emotional labor of the teacher (Grandey, 2000). Emotional practices are extremely engaged in teacher activities along with contextual knowledge exhibition. The teacher-student relationship implies the movement of emotion. Many teachers lack emotional knowledge without consciously knowing it, Contrary to that, a teacher controls the learning of students, although he or she is academically oriented (Siddique et al., 2014; Zembylas, 2004). As opposed to other occupations, teaching profession is all stressful. The most important part of a teachers work is to transfer and to state knowledge in students and this should be a lot easier to conduct when the teacher itself is saturated with emotional skills like harmony, interpersonal skills and patience when handling students. A person of high I.Q. does not have to have high emotional competencies (Chukwudi, 2014; Subqi, 2023). Any teacher who does not possess EI and has only sufficient mastering curricula been similar to a senseless book, a teacher should possess certain EI skills and other knowledge necessary in teaching. Therefore, EQ-high teachers seem to show free and open discussion of ideas and reciprocity that increases the learning potential among students (Hargreaves, 2001; Singh, 2006).

Whereas there is direct relationship between subject knowledge and teaching efficacy, teacher-student relationship and encouragement help students to learn more. The teacher student relationship also comes in handy in other areas besides academics. To give an example, the quality relationship that athletic trainer has improves learning and playing skills of players in a game (Bernstein-Yamashiro & Noam, 2013; Estriegana et al., 2021). The authors employ Relationship Teaching (RT) in order to generate positive learning outcomes of any kind of teaching. It has a number of methods that allow educators teaching various subjects to build human relationships, thereby spurring learning among learners (Álvarez-Hevia, 2017; Jacobson, 2000; Zembylas, 2007).



With good academic knowledge, good teaching techniques, and other related competence, teachers are like machines with no emotions. Having an emotional passion, a teacher will relate well with his students and make the life of students full of challenge, fun and innovativeness. In cases where the teachers have different racial, ethnic, cultural, or social background their lack of understanding of the emotions of the students influences the learning climate in the classroom. One of the educational priorities should be to develop a better emotional atmosphere among educators, students, guardians as well as coworkers (Hargreaves, 2001). Another growing issue of emotional intelligence and human geography is emotional geography. It deals with the connection between feelings, geographical distances, proximity, spaces and occurrences. To be specific, it addresses the implications of emotions on diverse contexts. Observation of the subject of emotional geography is novel in the educational research field. It explains the trend of distance and coherence in human relation because of which we develop our emotions. Emotional geographies are useful in the teaching profession to highlight what is good and bad about emotional bonding as well as comprehending various emotional dimensions of the students and teachers and parents and members of the teaching profession (Hargreaves, 2001; Zembylas, 2007).

The personality and behavior of teachers significantly influence the qualities of academic results of students. The pedagogy needs educational, cognitive, and noncognitive abilities to enable students to learn. The most admirable teachers are academically acceptable, and they behave in friendly and ward as well as being emotionally involved with their students. Whereas less admired teachers are believed to be ironic, authoritarian and moralistic (Jersild et al., 1978). An unpleasant facial behavior and posture of a teacher de-motivates students. Teacher attitude has been known to have direct correlation with job satisfaction. To transform knowledge, emotional health of employees serving in learning institutions should be sound (Madhar, 2010).

Those teachers who enjoy close and healthy relations with the students would like to invest additional efforts and energy to achieve success of the students. When teachers respond to contradicting relationships, then they affect attempts to have a positive learning environment. As a student, good relationship with teachers enables students to cope with the school life that is not doing well due to an unsupportive dwelling. Therefore, according to the views of the teachers and children, the emotional connection between the students and the teachers are mandatory in maximizing the performance of the pupils (Hamre & Pianta, 2001). Emotionally Intelligent teachers realize that secure attitudes and behavior impact negatively on students. They prompt students to leave without any missing skills to succeed at the college and at their careers (Jacobson, 2000). Hamre and Pianta (2001) made it clear that, the relationship between a teacher and a student based on open communication, support and close association makes students feel secure and thus makes them feel more comfortable and have a prospect of exploring. In addition, he discovered that there are fewer behavior challenges among these students. On the same note, research on effects of teacher-student relations came up with an observation that students with a strong relationship with their teachers obtained higher grades than students with a conflicted teacher-student relationship (Birch and Ladd as cited in Farooq, 2003).

A negative correlation between emotional intelligence and aggression at work was stated by Jeloudar and Yunus (2011). Teachers emotional intelligence is closely correlated to aggression as far as educational institutes are regarded as workplaces of the teachers. Other studies reveal that there is a significant correlation between recognition and emotional intelligence. Resnicow et al., (2004) discovered that emotionally smart people bear high recognition in various activities. Besides students learning, teacher level of emotional intelligence is necessary to enhance effective classroom discipline plans and the realisation of positive learning environment (Chukwudi, 2014; Yoke & Panatik, 2015).

Imagine, that a teacher regards the success and failure of students as her responsibility and implements steps that turn out to be effective in enhancing accomplishments of students. The inability to predict indicates the failure

of students (Vialle & Tischler, 2009; Valente & Lourenco, 2020). As the role models and the leaders of the educative process, teachers need to build working relations with the students so as to demonstrate their status as the real mediators and mentors of their students. They ought to be able to shape and curve their feelings, feel self-assured, endorse good relations and constantly strive to increase their emotional knowledge (Cherniss, 1998). The use of teachers with intelligent emotional intelligence can be of assistance in reducing and managing the aggressive behavior of students, use of teaching timeline effectively, as well as avoidance of learning and psychological challenges in students (Safina et al., 2020).

In his opinion, Farooq (2003) who said that teachers should be emotionally literate in order to pass on education to pupils because teachers serve as role models to these students. Instructors are not supposed to be heartless; they ought to be relaxed and humorous so that they can be able to keep conducive to inductive learning since the affective learning in any environment cannot occur in an atmosphere that does not offer conducive and is antagonistic and threatening. Emotional nurturing environment is the right of the students. A similar relationship should be developed that is mutual between the teachers by focusing on the individual traits. It builds the students and strengthens their social, emotional, behavioral, and academic achievements (Anh & Huy, 2022; Wan et al., 2023; Xiao, 2023).

This has become clearly evident that emotional intelligence is critical in the personal and professional achievements of individuals; hence, should be taught in universities so that individuals can increase their level of EI. Emotional intelligence of students attributes to their academic success as they study. An emotional intelligence contribution was used in different forms of research; they were also used to measure the academic performances of students. According to AbiSamra (2000), he came up with the implication that a teacher must assume that his interpersonal skills and his interest in academics of the students lead to their improved academic output of his students. The conclusions made regarding the same project point to the idea that a teacher must act as a psychologist to support the emotional wellbeing of students to increase their academic performance (Begum, 2020).

Determining the connection between emotional intelligence and job performance in the selection and hiring will be studied as future research areas. The aspects of emotional intelligence are not taken into consideration in the selection of personnel in most modern organizations. In virtually all the selection processes, attention is mostly on cognitive skills and other characteristics (Akhtar et al., 2017). Therefore, emotional intelligence contributes towards shaping our students to be emotionally stable and balanced people. Emotional incompetence is a disadvantage in learning among students. Emotional competence forms the basic building blocks to the personal, academic and professional triumph of youngsters (Begum, 2020).

Various studies gave emotions as the most powerful and the fundamental part of personality. Emotions familiarize us when reasoning with our attitude and behavior toward accomplishment of our goals (Tamir & Millgram, 2023; Weber et al., 2023). Briefly put, sound feelings guide our sense, thoughts, and the things we do by responding to our daily businesses. Rather, psychological problems might develop due to negative or weak behaviors which negatively influence personal, social, and professional life of the individual when not handled appropriately (Farooq, 2003).

The vast majority of the researchers of the twentieth century were preoccupied with the intelligence quotient since most of them considered that the higher the intelligence quotient, the greater the possibilities of being successful in the academic and work spheres (Wilson & Reschly, 1996). Intelligence quotient (IQ) has long been regarded as one of the most important indicators of successfulness in the future. Hence, the propensity of education as academic scores was mostly promoted in educational institutes (Coronado-Maldonado & Benitez-Marguez, 2023). Further research indicated that even though many persons have good IQ, they could not show relevant

performances because they were emotionally inefficient. The result of the co-relational compatibility that existed between the IQ test scores and performances of individuals regarding their occupational success surprisingly indicated that differences in performances as a result of IQ Scores were observed to be only 10 per cent to 4 per cent (Sternberg, 1996). These studies gave a basis on which to study and examine the relevance of emotional intelligence in academics and professional life (Bance & Acopio, 2016; Kim, 2020).

### Research Methodology

This study adopted a quantitative research Approach and Descriptive Research Design to examine the role of emotional intelligence in modern education within Pakistan. The population consisted of secondary school teachers, in which 993 male teacher and 511 female teachers were included from District D.I. Khan. A stratified random sampling technique was used to ensure representation across different genders. The sample size was including 204 male teachers and 105 female teachers, selected by following Krejcie & Morgan (1970) Criteria for sample selection, so the total sample was 309. The research instrument was a 5-point likert scale structured questionnaire. The procedure involves obtaining ethical approval, securing consent from participants, administering surveys, and conducting follow-up interviews with selected respondents. For data analysis, descriptive statistics (mean, standard deviation) and inferential techniques (T-Test) was employed using SPSS software to determine significant difference between the views of stakeholders.

**Table 1**

*Population of the Study*

District	Teachers	
	Gender	Numbers
D.I. Khan	Male	993
	Female	511
	Total	1504

**Table 2**

*Sample of the Study*

District	Teachers	
	Gender	Numbers
D.I. Khan	Male	204
	Female	105
	Total	309

### Results and Data Analysis

The data was analyzed through descriptive analysis, whereas T-test as inferential analysis was used to know about the views difference between the male and female teachers by using SPSS an online calculator.

**Table 3**

*Views of Male and Female Teachers in respect to the importance of emotional intelligence (linked with Obj # 1).*

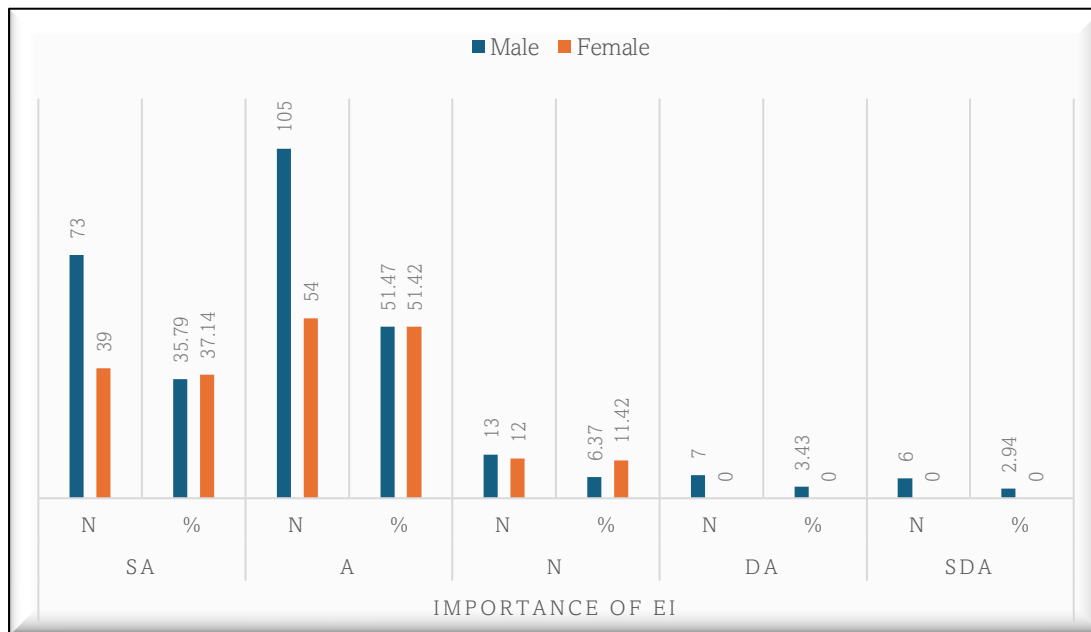
Teachers	Importance of EI										Total
	SA		A		N		DA		SDA		
	N	%	N	%	N	%	N	%	N	%	
Male	73	35.79	105	51.47	13	6.37	7	3.43	6	2.94	204
Female	39	37.14	54	51.42	12	11.42	0	0	0	0	105



The table presents teachers' perceptions of the importance of emotional intelligence (EI) categorized by gender. Among 204 male teachers, 35.79% (73) strongly agreed, 51.47% (105) agreed, 6.37% (13) were neutral, 3.43% (7) disagreed, and 2.94% (6) strongly disagreed. For 105 female teachers, 37.14% (39) strongly agreed, 51.42% (54) agreed, and 11.42% (12) were neutral, with no disagree or strongly disagree responses. Overall, both genders showed strong agreement (male: 87.26%, female: 88.56%), though male responses included slight disagreement (6.37%) while female teachers demonstrated unanimous agreement or neutrality. The data suggests that while both groups overwhelmingly value EI, female teachers exhibit marginally stronger consensus, with no dissent compared to male respondents.

**Figure 1**

*Views of Teachers Regarding Importance of Emotional Intelligence*

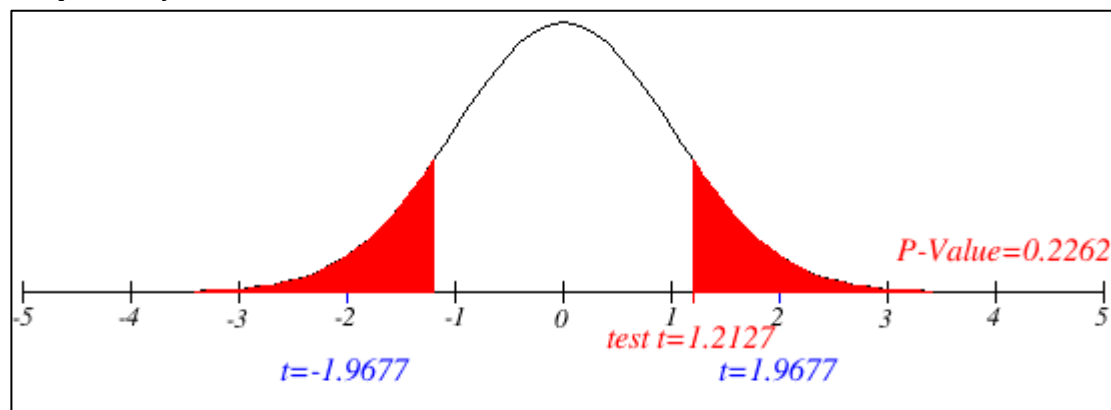


**Table 2**

*Comparison of Teachers' perceptions regarding the Importance of Emotional Intelligence (linked with Obj #2).*

Teachers	N	Mean	S. D	Teachers comparison			Level of significance ' $\alpha$ '
				$t_{\text{calculated}}$	$t_{\text{tabulated}}$	Pvalue	
Male	204	4.13	0.90	1.2127	$\pm 1.9677$	0.2262	0.05
Female	105	4.25	0.65				

The table presents a comparative analysis of male and female teachers' perceptions of the importance of Emotional Intelligence (EI). The results indicate that female teachers (N = 105) had a slightly higher mean score (M = 4.25, SD = 0.65) compared to male teachers (N = 204; M = 4.13, SD = 0.90), suggesting marginally stronger agreement among females. An independent samples t-test was conducted to assess the statistical significance of this difference. The calculated t-value ( $t = 1.2127$ ) was lower than the critical tabulated value ( $\pm 1.9677$  at  $\alpha = 0.05$ ), and the p-value (0.2262) exceeded the significance threshold ( $\alpha = 0.05$ ). Conclusion: The difference in perceptions between male and female teachers is not statistically significant, implying that while female teachers rated EI slightly higher, the variation is likely due to chance rather than a systematic gender-based difference. These findings align with the broader consensus (from previous Table) that both genders overwhelmingly value EI in education.

**Figure 2***Comparison of Teachers' Views*

## Findings

The findings reveal a strong consensus among both male and female teachers regarding the importance of emotional intelligence (EI), with 87.26% of male and 88.56% of female teachers expressing agreement or strong agreement. While female teachers demonstrated marginally stronger endorsement (37.14% strongly agreeing vs. 35.79% of males) and complete absence of disagreement, male responses showed slightly greater variability, including 6.37% disagreement. Notably, more female teachers adopted neutral positions (11.42%) compared to males (6.37%). These results suggest that while EI is universally valued in educational settings, gender differences exist in the intensity and uniformity of perceptions, with female teachers exhibiting more homogeneous and consistently positive attitudes compared to their male counterparts who displayed somewhat more diverse viewpoints. The complete lack of dissenting female perspectives particularly highlights a gender-based distinction in how EI's importance is perceived and expressed among educators.

The study findings demonstrate that while female teachers ( $M=4.25$ ,  $SD=0.65$ ) reported slightly higher agreement regarding the importance of Emotional Intelligence compared to male teachers ( $M=4.13$ ,  $SD=0.90$ ), this difference was not statistically significant ( $t=1.2127$ ,  $p=0.2262$ ). The statistical analysis revealed that the observed variation in mean scores fell within the range of chance variation ( $p>0.05$ ), indicating no meaningful gender-based difference in perceptions. These quantitative results corroborate and strengthen the previous descriptive findings which showed that both male (87.26% agreement) and female teachers (88.56% agreement) overwhelmingly value EI in educational contexts. The consistent pattern across both analytical approaches confirms that while minor numerical differences exist in how strongly each gender endorses EI's importance, these variations do not represent statistically significant or systematic gender differences in teachers' perceptions. Rather, the data collectively underscore the universal recognition of EI's significance among educators regardless of gender.

## Discussions

The findings align with contemporary research emphasizing emotional intelligence (EI) as a critical competency in education (Hoffmann et al., 2020), while revealing nuanced gender dynamics in teachers' perceptions. The overwhelming consensus across genders (87-89% agreement) supports recent studies demonstrating EI's universal recognition as foundational for effective pedagogy (Halimi et al., 2021). However, the observed gender variations particularly females' stronger endorsement and absence of dissent resonate with emerging literature on gendered emotional labor in teaching (MacCann, et al., 2020). The higher neutrality among female teachers may reflect what Krishnan, and Awang, (2020) identified as "cautious professionalism," where women educators temper strong

agreement to avoid stereotyping. Male teachers' greater response variability aligns with research suggesting broader societal permission for men to express divergent views on emotional competencies (Estrada et al., 2021). Notably, the complete lack of female dissent substantiates theories about women's socialization into consistent emotional alignment, while the minimal male disagreement (6.4%) may indicate evolving masculine norms in education. These findings complicate simplistic assumptions about gender and EI, suggesting that while perceptions vary in expression, the professional valuation remains universally high a critical insight for designing inclusive EI professional development that acknowledges these gendered nuances without essentializing differences (Brackett, et al., 2011).

The current study's findings contribute to the growing body of literature examining emotional intelligence (EI) in educational settings by demonstrating a strong, gender-inclusive professional consensus among teachers. While our results show marginally higher mean EI valuation among female educators ( $M=4.25$  vs.  $M=4.13$ ), the non-significant statistical difference ( $p=0.2262$ ) aligns with recent meta-analytic findings by Gkintoni, et al., (2023) showing minimal gender effects in EI's professional applications. The overwhelming agreement across genders (87-89%) supports contemporary pedagogical models that position EI as a universal teaching competency (Sojer et al., 2024). Notably, the absence of significant gender differences challenges some previous research suggesting stronger female orientation toward emotional competencies, while supporting newer conceptualizations of EI as a gender-neutral professional skill (Esteves, et al., 2024). The slightly higher male variability ( $SD=0.90$  vs.  $0.65$ ) may reflect broader societal trends in emotional expression norms (López González, et al., 2024), though our statistical analysis confirms these differences remain within chance expectations. These findings have important implications for teacher professional development, suggesting that EI training programs need not be gender-specific in their foundational approaches. However, the subtle variation patterns recommend differentiated implementation strategies - potentially addressing male educators' slightly wider dispersion of views through targeted engagement techniques (Caballero-García, & Ruiz, 2025). Future research should explore whether these unified perceptions translate equally into classroom practice across genders, and how contextual factors may influence EI application.

## Conclusions

The study demonstrated that emotional intelligence is overwhelmingly valued by educators across genders, though subtle differences exist in how its importance is perceived. While both groups demonstrate strong consensus, female teachers exhibit more uniformly positive attitudes with greater consistency in their responses, whereas male teachers show slightly more varied perspectives. This suggests that while emotional intelligence is universally recognized as crucial in educational settings, gender may influence the nature and expression of this perception. The complete absence of dissenting views among female teachers compared to the presence of some disagreement among males points to meaningful, though not radical, differences in how educators engage with the concept of emotional intelligence. These insights highlight the importance of considering gender perspectives when developing teacher training programs and educational policies related to emotional intelligence, ensuring they resonate effectively with all educators while maintaining the shared goal of fostering emotionally intelligent learning environments. The study ultimately confirms emotional intelligence's fundamental role in education while illuminating interesting variations in how different groups of teachers conceptualize its significance.

This study reveals a strong professional consensus among educators about the fundamental importance of emotional intelligence in teaching, with no meaningful differences between male and female teachers' perceptions. While subtle variations in attitude strength appeared between genders, these distinctions proved insignificant when subjected to rigorous statistical analysis. The findings highlight emotional intelligence as a universally valued professional competency that transcends gender boundaries in educational practice. These results carry important implications for teacher development programs, suggesting that training in emotional intelligence can be effectively

designed for all educators without requiring gender-specific approaches. The study underscores the teaching profession's collective recognition of emotional intelligence as essential for creating supportive learning environments and fostering student development.

Future research could productively shift focus from examining perceived value to investigating how these shared beliefs about emotional intelligence translate into actual classroom practices across different educational contexts. The study establishes that while educators may express their support with slightly different emphases, their fundamental agreement on emotional intelligence's importance forms a solid foundation for professional development initiatives.

## Recommendations

### Teacher Training Programs

- ▶ Integrate comprehensive emotional intelligence (EI) training into both pre-service and in-service teacher education programs across Pakistan, with modules focused on self-awareness, emotion regulation, and empathetic communication.
- ▶ Address gendered nuances in EI expression (e.g., higher male variability) through tailored workshops, ensuring all educators feel equipped to model EI in culturally responsive ways.

### Gender-Inclusive Approaches

- ▶ Develop gender-sensitive (not gender-segregated) EI training, acknowledging subtle differences in perception (e.g., female teachers' neutrality, male teachers' dissent) without reinforcing stereotypes.
- ▶ Encourage male educators to participate in EI initiatives by framing them as leadership skills, countering potential societal biases around emotional expression.

### Future Research

- ▶ Investigate how teachers' EI perceptions translate into classroom practices, using observational studies to complement self-reported data.
- ▶ Explore contextual barriers (e.g., workload, cultural norms) that may limit EI implementation despite high theoretical endorsement.

### Community Engagement

- ▶ Partner with parents and local communities to reinforce EI principles beyond schools, addressing broader societal attitudes that influence emotional labor in education.

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