

## Relationship of Teacher's Emotional Intelligence and Students' Empathic Intelligence and Self-Esteem

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### Original Article

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### Abstract

*The study delved into the multifaceted role of teachers, encompassing aspects of evaluation, cognitive diagnostics, social interaction facilitation, and emotional engagement. Emphasizing emotional intelligence (EI) and its role in classroom teaching, the research investigated the role of teachers' EI on students' empathetic intelligence and self-esteem at the secondary level. The study, conducted in tehsil Rawalpindi's public sector secondary schools, involved a substantial population of 127,082 students and 4772 teachers, with a sample size of 350 students and 150 teachers selected using a multistage sampling technique which includes random sampling technique and proportionate stratified sampling technique. Employing a quantitative approach and correlational research design, the study used questionnaires validated through pilot testing for data collection. Analysis using SPSS included means and Pearson correlations, revealing a positive significant link between teachers' emotional intelligence and students' self-esteem at the secondary level. A moderate yet significant relationship emerged between teachers' emotional intelligence and students' empathetic intelligence. In the conclusion, these results highlight the importance of emotional intelligence in education, as it has an important effect on students' empathy and self-esteem. Enhancing the educational experience and fostering supportive relationships require developing emotional intelligence in both educators and students as well as providing a caring emotional environment.*

**Keywords:** Emotional Intelligence, Empathetic Intelligence, Self-esteem

### Introduction

Education facilitates holistic development encompassing physical, mental, and emotional aspects. Its purpose is multifaceted, aiming for the noble character, health, intelligence, humane qualities, and societal integration. Education nurtures diverse potentials, with teachers playing a pivotal role. However, current emphasis on academic achievement overlooks emotional growth and the role of emotional intelligence (EI). EI, recognizing and managing emotions, influences success in leadership, relationships, and more (Murad, 2021).

In schools, emotional development complements intellectual growth, influenced by teachers with high EI. Emotional intelligence aligns with self-esteem, a vital component of mental health. Together, they shape personality development, especially during formative years. Teachers as role models impact empathic intelligence, fostering positive relationships and

understanding. Emotional intelligence's significance is emphasized by the interplay between logical and emotional minds (Kewalramani *et al.*, 2015).

Emotional intelligence is a relatively novel aspect of psychology in the psychological and educational fields. It can recognize, analyze, and appropriately convey emotions (May & Salovey, 1995). A more positive attitude toward life and a better psychological well-being are traits of people who can understand and control their emotions (Heck & Oudsten, 2008). In 1983 Gardner's multiple intelligence theory was introduced, which presented a new perspective on emotional intelligence (Schutte, 1998). Thus, the concept was developed in the 20th century. The idea became well-known when Goleman's book on emotional intelligence was published in 1995.

Teachers with strong EI positively affect empathic intelligence and self-esteem in students. Emotional intelligence-driven teaching promotes emotional regulation, resilience, and empathy skills. These qualities enhance students' ability to navigate social interactions and diverse perspectives, contributing to their overall success and well-being (Alsadig & Zakariya, 2023).

The significance of emotional intelligence in education is paramount, as it profoundly influences the quality of teaching and learning interactions. Emotional intelligence in teachers not only enables them to design more challenging and effective assignments but also plays a pivotal role in understanding the emotional needs of their students. This emotional dimension is integral to the teaching and learning process, as feelings and emotions have a pronounced impact on education (Dubey, 2021). Research indicates that emotional intelligence is closely related to self-esteem and empathetic intelligence, both of which are essential for mental health and well-being.

A vital component of mental health is self-esteem, which is characterized as an individual's evaluation of their own value or worth (Rosenberg, 1965). It includes beliefs about one's abilities, intelligence, and physical attributes, all of which have a big impact on a person's perception of themselves (MacDonald *et al.*, 2003). Several studies have shown the robust relationship between psychological health and self-esteem, as well as the connection between poor self-esteem and a range of psychopathologies, such as eating disorders, depression, suicide, and marital problems (Mann *et al.*, 2004). Moreover, studies show a correlation between low emotional intelligence with dangerous and depressed behaviours, highlighting the complex relationship between emotional intelligence and mental health in general (Cha & Nock, 2009).

The emotional development of students, crucial to their overall personality development, is significantly influenced by their relationships with teachers and peers. Teachers, in particular, have a profound impact on their students' lives, nurturing emotional growth through their emotional intelligence. Educators with high emotional intelligence can create classroom environments conducive to the development of students' self-esteem, fostering a sense of well-being and psychological stability (Fernández-Berrocal & Extremera, 2018). Moreover, empathy, the ability to realize and understand the emotions of others, is essential for nurturing positive social relationships and a sense of community in the school setting (Grigoropoulos, 2019). This leads to the development of empathetic intelligence, or EQ, which equips students with the skills to navigate social interactions, communicate effectively, and resolve conflicts (Elias & Arnold, 2006). In conclusion, the teachers emotional intelligence is significantly influencing students' empathetic intelligence and self-esteem, creating a supportive and inclusive classroom fosters a sense of belonging, motivation, and global citizenship.

Teachers with good EI positively impact empathic intelligence and self-esteem in children. Teaching with an emotional intelligence focus encourages emotional control, resiliency, and

empathy. These traits help students negotiate social situations and various viewpoints, improving their success and general well-being (Kinman & Grant, 2010).

### **Rationale of the Study**

The study focused on how the teachers shape the critical aspects of students' emotional and psychological growth during their secondary education. The study acknowledges the limited attention given to some important aspects of students' emotional and social development in the educational system. It aims to bridge this gap by exploring how teachers' emotional intelligence influences students' empathic understanding of others' feelings and their perception of self-worth.

The importance of students' emotional and social development has been repeatedly emphasized by previous psychology and education studies. Numerous researches have demonstrated the strong correlation between academic achievement, mental health, and general life satisfaction and emotional and social well-being. Higher emotional intelligence, empathy, and self-esteem are associated with higher grades, better mental health outcomes, and stronger interpersonal skills in students (Sa et al., 2019). In addition, research has demonstrated that a major factor impacting these areas of students' progress is the interaction that exists between teachers and students (Lu et al., 2019).

Despite the significance of students' emotional and social development, it has been acknowledged, there is a noticeable gap of data in the literature about how teacher emotional intelligence contributes to these aspects of student development. Prior research has mostly concentrated on the social and emotional growth of pupils, but there is limited research on empathetic intelligence of the students at school level.

This research aims to provide insights that can inform teaching practices, curriculum development, and educational policies better to support students' holistic well-being and personal development.

### **Significance of the Study**

In education, emotional intelligence plays a pivotal role, helping instructors to comprehend their students and cultivate a positive outlook. The study could advocate for emotional intelligence training in teacher education by uncovering correlations between these factors, enabling educators to create supportive classroom environments and promote empathy among students. This research's potential implications span from enhancing teacher preparation to nurturing students' mental health, fostering a more empathetic and emotionally aware educational atmosphere.

### **Statement of the Problem**

The research gap on the value of instructors' emotional intelligence in fostering empathetic intelligence and self-esteem in secondary school students is well recognized. At the same time, instructors attempt to shape students' socio-emotional aspects, the function of emotional intelligence in this context remains the target of research studies. Despite the significance of emotional intelligence, its incorporation into classroom practices is frequently neglected. The study is designed to emphasize the importance of EI for educators & the potential it possesses for boosting students' emotional and social development. This study strives to contribute to the holistic well-being of both instructors and students. Through this investigation, the study seeks to bridge the gap between the theoretical understanding of emotional intelligence and its practical application in the educational setting, thereby fostering a more enriching and emotionally engaging learning environment.

### Objectives of the Study

The objectives of study were:

1. To find out the role of teachers' emotional intelligence on empathetic intelligence of students at the secondary level
2. To find out the role of teachers' emotional intelligence on students' self-esteem at the secondary level

### Hypothesis of the Study

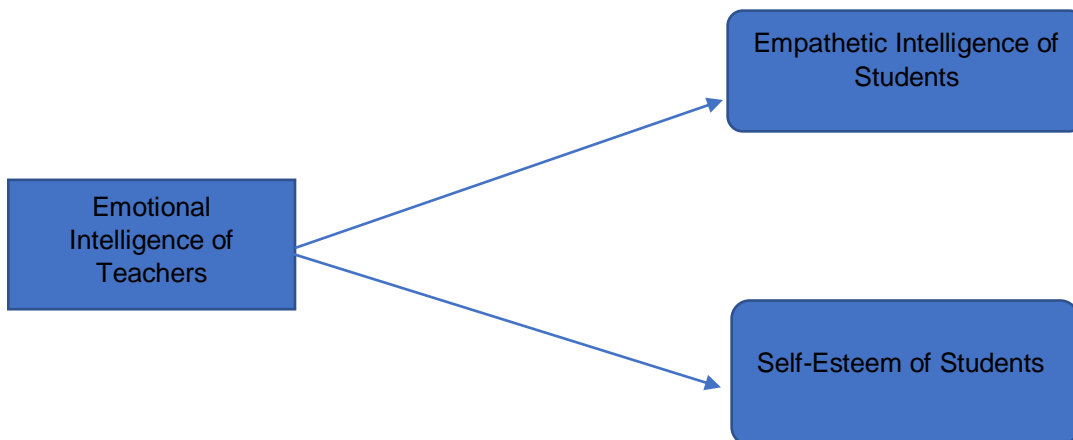
**H<sub>0</sub>** There is no significant relationship between teachers' emotional intelligence and the empathetic intelligence of students at the secondary level.

**H<sub>0</sub>** There is no significant relationship between teachers' emotional intelligence and students' self-esteem at the secondary level.

### Alternate Hypothesis

1. There is a significant relationship between teachers' emotional intelligence and the empathetic intelligence of the students at the secondary level.
2. There is a significant relationship between teachers' emotional intelligence and the self-esteem of the students at the secondary level.

### Conceptual Framework of the Study



### Review of Literature

EI's significance lies in nurturing positive relationships and fostering a supportive work environment, benefiting personal and professional spheres. Leaders with high EI can motivate teams, resolve conflicts, and promote trust and collaboration. EI aids in managing emotional challenges, promoting mental well-being and resilience. Importantly, EI is a trainable trait developed through self-awareness, practice, and empathy (Hong, 2012). By recognizing its importance and actively working on it, individuals can lead fulfilling lives and positively impact the world (Blaik Hourani *et al.*, 2021).

The emergence of EI as a concept has evolved. Initial attempts to identify social intelligence in the early 20th century paved the way for its development, though cognitive intelligence perspectives largely overshadowed it. However, between 1970 and 1989, the relationship between emotion and cognition gained traction. Concepts like 'cognition and affect' emerged, leading to research on multiple intelligences, including interpersonal intelligence. The

late 1990s saw the popularization of EI, marked by influential publications such as Salovey and Mayer's 1990 article and Goleman's bestselling book in 1995 and subsequent years witnessed further research and the development of various EI models (Mayer, 2006).

Notably, three predominant EI theories have shaped empirical research: Mayer and Salovey's, Bar-On's, and Goldman's. Mayer and Salovey (1997) define EI as abilities influencing emotional perception and understanding, categorizing skills into emotion perception, emotional assimilation into thought, emotional comprehension and analysis, and emotion regulation in self and others. Bar-On's (1997) model incorporates non-cognitive abilities that influence success in contending with environmental demands, emphasizing personal relationships, adaptability, managing stress, and general mood domains. Goldman's theory (1998) views EI as recognizing emotions, managing them, self-motivation, recognizing emotions in others, and managing relationships. These theories offer unique insights into the nature and impact of emotional intelligence (Mayer, 2000).

Comparatively other subfields of psychology, EI is a relatively new field of study. Between 1900 and 1969, several scholars made an effort to define social intelligence, establishing the groundwork for its future growth (Seal *et al.*, 2006). Rahmani (2017) investigated how emotional intelligence and self-esteem are related. According to the results of the study done with secondary school students, emotional intelligence and self-esteem are unrelated.

Murad looked into the connections between 200 college students' motivation for achievement, general intelligence, and emotional intelligence. There was no statistically significant relationship between accomplishment motivation, general intelligence, and emotional intelligence. Emotional quotient and drive for achievement are statistically related. Additionally, there is no statistically significant association between gender and replies, but there is one between academic specialization, emotional intelligence, and drive for achievement (Murad, 2021). EL Dyyar (2012) examined a sample of forty children, both non-blind and blind, the relationship between achievement motivation and self-esteem. The study discovered significant differences in self-esteem and motivation for achievement between blind and non-blind students. Self-esteem and achievement motivation are predicted by emotional intelligence in the non-blind, but only in blinds achievement motivation is predictable. El Dyyar and Nagah (2012) suggested creating a mentoring programme to help blind children become more emotionally intelligent and to help parents raise their kids' drive for achievement.

Empathy is the capacity to comprehend and share the emotions of others. Teachers who demonstrate empathy towards their students can facilitate the development of this trait in their students, resulting to improved social and emotional outcomes (Ratka, 2018). Teachers who demonstrate empathy are more likely to foster a classroom environment conducive to student learning and well-being (Yontar & Yel, 2018).

Silva *et al.* (2011) claim that empathy is a moral feeling that improves interpersonal interactions and encourages people to act in pro-social and altruistic ways. Both the cognitive and affective empathy dimensions are included in teacher empathy. It is the ability to express concern and adopt a student's point of view. A teacher should be sensitive of the student's emotions and adopt his point of view. This procedure may call for both an understanding of a student's emotions and the capacity to put oneself in the student's position and feel what they are feeling (Barr, 2011). Teachers who have empathy consider themselves as moral role models and make a concerted effort to see their students as distinct individuals whom they value and who they should expect to

value others (Lynass *et al.*, 2012). They are shown to be incredibly moral people who form strong connections with their students on a mental and emotional level and elicit similar reactions from them. According to (Goroshit & Hen, 2016), emotional self-perception in educators fosters the capacity to adopt the viewpoints of others, which aids in the development of an empathetic disposition. High levels of learning engagement and exceptional conduct in valuing and sharing relationships are encouraged by these constructive encounters.

The impact of teacher emotional and social competence on student outcomes was examined in a review article. Domitrovich *et al.* (2017) found that instructors with greater emotional intelligence and empathy were more effective at generating a positive classroom environment and promoting prosocial behavior among students.

Similarly, majority of researches are conducted in the medical field. Less research has been conducted on pupils' empathic intelligence. Consequently, this is why the researcher was inspired to conduct the present study.

### **Research Methodology**

The research methodology includes its research design, objective, sample, instruments, validity, reliability, data acquisition, and data analysis techniques. In order to understand how instructors' emotional intelligence influences students' empathetic intelligence and self-esteem at the secondary school level in school, this research was carried out at the Public Secondary Schools of Tehsil Rawalpindi. Through the research methodology and data collected, the strength of this work is being presented among the community of research. The purpose of the current study is to measure teachers' emotional intelligence and examine the relationships among their emotional intelligence, empathetic intelligence, and self-esteem.

### **Research Design**

Correlation research design was intended to investigate a possible relationship between variables without manipulating the data. This research design is a type of quantitative research. This research investigated a possible relationship between emotional intelligence of teachers, empathic intelligence and self-esteem of student.

### **Population**

All teachers and students at the public secondary schools in Tehsil Rawalpindi, Punjab, were the research's target population. In tehsil Rawalpindi, there were 196 secondary schools with a total of 127,082 enrolled students (girls and boys) and 4772 teachers (male and female), according to the Punjabi government's School Education Department.

### **Sample**

A sample is a portion of the population that is used to manage an open population or an objective. An approach known as multistage sampling was used to create the sample. Initially, a sample of fourteen schools was selected at random from seven zones within Tehsil Rawalpindi using simple random sampling. One secondary school for girls and one for boys from each zone was chosen by the researchers. Using basic random sampling, 25 students and 10 teachers were included in the sample at the second stage. In the third stage, a sample of 350 ninth- and tenth-grade students and 140 male and female teachers were selected using the proportionate stratified sampling technique.

### Research Instruments

A survey was conducted. Teachers and students both filled in the questionnaires. This study contains three variables upon which data was collected. It consists of five-point Likert scale including options of "Strongly Agree," "Agree," "Neutral" "Disagree," "Strongly Disagree."

The researcher utilized three questionnaires, including one for teachers and two for students. The first section of the questionnaires for both instructors and students consist of demographic information, including Name, Gender, Experience, and Education. The second section of the teacher's questionnaire assesses the teacher's emotional intelligence. The Trait Emotional Intelligence Questionnaire Short Form (TEIQue-SF) developed by Petrides (2009) is the instrument that ought to be utilized in this study. The development of items and questions that have been referenced in more than 2,000 articles involved a review of the ready-to-use tests, previous research, and the body of literature on emotional intelligence (Salovey & Mayer, 1990; Goleman, 1995; Bar-On, 1997a, b).

This short-form questionnaire (TEIQue-SF) was created by the authors Petrides and Furnham (2000). For academic research purposes, this questionnaire may be used without permission. It has thirty questions, with scores available for fifteen different aspects and four more broadly significant factors (Well-Being, Self-Control, Emotionality, and Sociability). Furthermore, based on a person's evaluation of their trait emotional intelligence, a global emotional intelligence score is given. For the condensed form, two questions were chosen from each of the 15 dimensions of the original questionnaire. The author is the one who created the TEIQue-SF short-form survey. It consists of thirty questions with results on fifteen dimensions, as well as four more significant elements (well-being, self-control, emotionality, and sociability) and global emotional intelligence score that represents an individual's overall emotional intelligence perception.

Questions about students' self-esteem are found in the second section of the students' questionnaire, which was created by Rosenberg. The Rosenberg self-esteem questionnaire is freely available for use and is in the public domain. The 10-item Rosenberg self-esteem questionnaire is a self-report, 10-item assessment of overall self-esteem. Ten statements regarding feelings of complete self-worth or self-acceptance make up this passage. Respondents assess the statements on a five-point Likert scale that ranges from strongly agree to strongly disagree (Rosenberg, 1965).

Students' empathic intelligence is assessed in the third section of the questionnaire. To do this, researchers used the Empathetic Formative Questionnaire, which was created by associate research professor Amy Gaumer Erickson at the KU Centre for Research on Learning. Researcher requested permission by mailing the author before adapting this questionnaire. The goal of the Empathetic Formative Questionnaire is to evaluate a student's ability to demonstrate empathy and make an attempt to understand the situations, feelings, and behaviours of others. Second, demonstrate your understanding of someone's circumstances (Gaumer Erickson *et al.*, 2015).

### Pilot Testing

A pilot study is the first step in the research procedure, and it is typically a brief study that aids in the preparation and modification of the main study. Pilot testing is another term for the pre-testing of certain research instruments, such as questionnaires and interview schedules.

Before collecting data, a pilot evaluation of the questionnaire is conducted. Two institutions have been chosen as test subjects for a pilot program. Government High School Daukala Khan (Boys and Girls) has been selected to participate in the pilot testing. The questionnaires were distributed to 30 male students and 30 female students. Ten teachers from each school received questionnaires.

### **Validation of the Instrument**

The researcher consulted with experts to validate the instrument's content. Validation of the instrument was delegated to experts from the PMAS Arid University, Rawalpindi. Their feedback and recommendations are taken into account.

### **Reliability of the Instrument**

The Cronbach Alpha was used to assess the instruments' reliability. For measurement of the student's empathetic intelligence and self-esteem two different questionnaires were used. One questionnaire was used to measure the emotional intelligence of the teachers. The value of reliability of the instrument is 0.765. The value of reliability of the Rosenberg Self-Esteem questionnaire is .746 and the value of the reliability of the Empathic Formative questionnaire is .754.

### **Data Collection**

Before collecting data from instructors and students, the institute's head approved permission. The researcher visited the institutions in person to collect information from the teachers and students. The questionnaires were utilized to gather information from students and instructors. Teachers and students at the secondary level provided information. The researcher distributed the questionnaires to the teachers and students, as well as delivering the instructions and providing the students with guidelines. The data collection was processed in class for twenty minutes. It was made obvious to respondents that their responses would be kept confidential and used only for research purposes.

### **Data Analysis**

After the data collection from the teachers and students in government boys and girls secondary schools. The data was analyzed by the researcher using SPSS. The researcher utilized various statistical methods. Similar to mean, frequency, and correlation. The researcher then interpreted the results of the data analysis.

### **Ethical Consideration**

Ethical considerations are the most important concern of this study for all participants. I have maintained the following ethical conservations throughout the study.

1. Selected Research participants based on their interest.
2. The purpose of collecting data and studying was shared with research participants.
3. I tried to protect all participants from being physically and mentally discomfort.
4. The approval of written consent letters from educational authorities was also shared to all participants for maintaining the research ethic.



## Results

The findings of the data analysis and interpretations are given below.

**Table 1: Correlation Between Teacher's Emotional Intelligence and Student's Self-esteem**

Variables	N	Mean	SD	Pearson (r)	Sig
Emotional Intelligence	140	3.82	0.26900	0.834	0.01
Self-Esteem	350	4.12	0.36700		

Table 1 shows the relationship between Teacher's Emotional Intelligence and Student's Self-Esteem. The table shows a substantial positive link between "Teacher Emotional Intelligence" and "Student Self-Esteem." as a teacher's emotional intelligence grows, so does a student's self-esteem.

The findings suggest a positive and statistically significant association between the emotional intelligence of secondary school teachers and their students' self-esteem. As a result, the hypothesis that "there is no significant relationship between secondary teachers' emotional intelligence and students' self-esteem" was rejected.

**Table 2: Correlation Between Teacher's Emotional Intelligence and Student's Empathic intelligence**

Variables	N	Mean	SD	Pearson (r)	Sig
Emotional Intelligence	140	3.8275	0.26900	0.50	0.053
Empathetic intelligence	350	4.2215	0.46867		

Table 2 shows the relationship between Teacher's Emotional Intelligence and Student's Empathic Intelligence. A relatively positive association ( $r = 0.50$ ) appears to exist between Teacher's Emotional Intelligence and Student's Empathic Intelligence. This implies that instructors with higher levels of emotional intelligence are likelier to have pupils with higher levels of empathic intelligence.

This study discovered a moderate positive relationship between secondary school teachers' emotional intelligence and their students' empathic intelligence. The hypothesis that "there is no significant relationship between secondary school teachers' emotional intelligence and students' empathic intelligence" was rejected, according to the findings.

## Discussion

The first objective of the research revealed a moderately positive correlation between secondary school teachers' emotional intelligence and students' empathic intelligence. These results were consistent with Wan's (2023) findings, which also reported a positive correlation between teachers' EI and the empathic intelligence of students. Additionally, the study findings are aligned with Walter et al. (2018), who observed that training teachers in emotional intelligence led to partial improvements in students' empathy. This study's results emphasized teachers' emotional

intelligence's significant role in fostering empathic intelligence among students, with higher emotional intelligence potentially contributing to enhanced modeling and explicit teaching of empathy skills.

The findings for the second objective revealed a positive relationship between secondary school instructors' EI & their students' self-esteem. This result was in line with earlier studies that showed how teachers' emotional intelligence affected student outcomes, particularly regarding self-esteem. Several studies supported this notion, indicating that teachers with higher emotional intelligence create positive classroom climates and promote students' social-emotional well-being. Such supportive environments increase students' self-esteem (Lomas et al., 2012). This study demonstrates how beneficial it is for students to receive instruction in emotional intelligence skills. It illustrates how teachers can enhance students' emotional well-being and self-esteem by integrating emotional intelligence skills into their instruction (Nguai & Lay, 2020). A study highlights that more pleasant and encouraging classroom environments can be created by teachers who are more emotionally intelligent and mindful, which will raise students' self-esteem and general well-being (Kamboj & Garg, 2021).

Furthermore, teachers with strong emotional intelligence can effectively manage their emotions and meet students' emotional needs, fostering psychological safety and a sense of belonging. These factors positively impact students' self-perception and self-esteem. The study also drew attention to the significance of teacher emotional intelligence in mitigating the adverse effects of classroom stressors on students' self-esteem, emphasizing teachers' supportive role in maintaining students' self-esteem even during challenging situations. However, it's worth noting that Rahmani (2017) found no relationship between self-esteem & EI in a study conducted at the secondary school level.

### **Conclusion**

This study emphasizes two significant findings; first, a moderately positive association between the teacher's emotional intelligence and the students' empathic intelligence was identified. Second, the relationship between teachers' EI and students' self-esteem was found positive. These findings are extremely important for educators and policymakers in education. The research further emphasizes the provision for training of educators seeking to develop empathetic skills in students. Furthermore, the strong positive relationship between teacher emotional intelligence and students' self-esteem highlights teachers' critical role in shaping students' self-perception and overall well-being. Teachers with higher emotional intelligence are better equipped to foster a supportive classroom environment, foster positive relationships, and address students' emotional needs, ultimately leading to increased self-esteem. In conclusion, the research highlighted for prioritizing EI development among teachers, ultimately fostering empathic intelligence and self-esteem in students, thereby improving their social-emotional health and academic achievement. This study emphasizes the importance of providing educators with comprehensive emotional intelligence training to create emotionally nurturing learning environments that boost students' empathy and self-esteem.

### **Practical and Theoretical Implications**

The study's practical implications include funding for curriculum development, teacher training programmes, and mental health services in educational settings. The theoretical implications improve understanding of the relationships between teachers and students, the value

of interpersonal skills in the classroom, and the integrated approach to students' well-being in the educational setting.

### Recommendation & Suggestions

After the completion of this research, the following suggestions were made:

1. Future field researchers should undertake longitudinal studies in the same field to observe students' empathic intelligence & their self-esteem.
2. It is recommended that future researchers consider students' empathic intelligence and self-esteem in various cultural contexts in their research to identify potential differences and similarities.
3. It is recommended that schools' administration engage their teachers in continuous emotional intelligence training to improve teachers' capacity to develop students' empathetic abilities, promote a supportive learning environment, and effectively address their emotional needs.
4. This research also recommended that stakeholders integrate comprehensive programs for developing emotional intelligence in teacher education curricula to ensure that educators are well-equipped to support students' empathy and self-esteem, promoting their overall well-being and academic performance.

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