

EFFECT OF EMOTIONAL INTELLIGENCE ON STUDENTS' COMMUNICATION SKILLS AND MOTIVATIONAL SKILLS AT SECONDARY SCHOOL LEVEL

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ABSTRACT

The objective of present study was to analyze the effects of emotional intelligence on students' communication skills, emotional intelligence, and learning achievement at secondary school level. The study was surveyed and descriptive in nature. The quantitative and qualitative techniques were adopted. The explanatory sequential approach was used. The questionnaire as a quantitative research tool and interview protocol was used as a qualitative research tool. Population of study was comprised of head teachers (HT), secondary school teachers (SSTs) and students of secondary classes (SSCs) in district Rahim Yar Khan. The stratified sampling technique was adopted. Sample of study consisted of 16 Head teachers, 48 secondary school teachers (SSTs), 320 students of secondary classes with the same ratio of gender. In qualitative data, majority of respondents suggested that clarity in speaking can enhance students' communication skills, and most of the respondents suggested active listening, while some suggested skill, presentation teamwork and speech contest, and few suggested creative writings to improve students' communication skill. Majority of respondents suggested that self-efficacy can enhance students' learning through motivational skill, and most of the respondents suggested readiness skill while some suggested persistence skill, activation skill and flexibility and few suggested optimism to enhance students' learning through motivational skill. The study concluded that majority of teachers do not inculcate active listening to enhance students' learning through social skill, and optimism to enhance students' learning through motivational skill. The study recommended that teachers need to motivate students to enhance their learning. Teachers need to inculcate active listening for communication skill.

Keywords: Emotional intelligence, Communication skills, Motivational skills, secondary school level.

INTRODUCTION

The ability to manage and control one's own emotions as well as the emotions of others is referred

to as emotional intelligence (EI). It is the primary factor that assists students in regulating and

controlling their emotions and maintaining balance in activity in a variety of situations in life. Emotional Intelligence is a factor that helps a learner successfully transition from one situation to another (Hettich, 2000). As a result, academic researchers have recently become interested in emotional intelligence research. Because academic success is also heavily influenced by students' emotional intelligence. In modern society, where students are expected to perform multiple roles with efficiency and effectiveness, developing the right attitude and emotional intelligence toward the unseen complexities of life and quality education is critical. Due to the fact that emotional intelligence is a subset of social intelligence (SI). Indeed, schoolwork and rational growth require the ability to use and normalize sentiments in a variety of traditions. For example, grasp of these aids improves student thinking and concentration, impulse control, coping with external pressures, and the conversion of negative emotions into positive ones. Students can develop their natural drive to achieve better results by being able to regulate their own and others' emotions (Costa & Faria, 2015).

Emotional intelligence, on the other hand, is regarded as a distinct method for recognizing genuine feelings and applying them to make sound decisions during the learning process. This inner motivator focuses on moods and reactions in different situations and manages them correctly (Randazzo et al., 2012). Emotional intelligence, in fact, is one of the internal motivators that correlates with students' abilities and improves their learning. The role of emotions as inner motivators is mentioned in Mayor and Salovey's model. This model describes the effects of effective emotions on skills and how they can be changed in various ways (Lopes et al., 2004; Tan & Waheed, 2011).

The importance of emotional intelligence is illustrated by the following points:

- Enhance interpersonal relationship
- Effective leadership
- Improved mental well being
- Effective communication
- Conflict resolution and cooperation
- Career success

More than just reading, writing, and math are involved in education. It is one of the most important investments a country can make in its

citizens and future. Education is also important in reducing poverty and inequality because it provides students with critical skills and tools that will allow them to better provide for themselves. More than half of parents (58%) believe that paying for their children's education is the best investment anyone can make and that a good education should help their children become independent and build a worthwhile career, according to the Value of Education report (2014): a new global consumer research study commissioned by HSBC. In other words, education is a critical enabler in a labor market that is becoming increasingly competitive and globalized.

The twenty-first century has given us a new perspective on the more diverse reality of human functioning, and we are gradually becoming aware of the need for schools and society to address the emotional and social aspects of education. Researchers' attention is increasingly focused on the complex role those non-cognitive skills play in facilitating educational achievement. Learners that are emotionally tuned has a better grasp of emotions, which makes it easier for them to learn about the humanities or the arts. However, the way they manage their emotions is where they diverge most. Students' capacity to control their emotions will differ in three ways between those with a high degree of emotional intelligence and those with poor emotional intelligence. Students that have strong emotional regulation mechanisms can better regulate their emotions. their emotions. Students that are emotionally savvy may choose tactics that are more suitable or practical for the circumstance. Students who possess emotional intelligence may employ the techniques more effectively.

EMOTIONAL INTELLIGENCE AND MOTIVATION

You must have clear goals and a positive attitude to motivate your attention for any accomplishment. Although you may be predisposed to either a positive or negative attitude, with effort and practice, you can learn to think more positively. If you catch negative thoughts as they arise, you can reframe them in more positive terms, which will help you achieve your objectives. Motivation consists of the following elements: achievement drive. Your ongoing efforts to

improve or meet a high standard. It is necessary to make a commitment. Aligning with the goals of the group or organization. Take the first step. Getting ready to capitalize on opportunities. Maintain a positive attitude. pursuing goals in the face of obstacles and setbacks.(Goleman, 2020).

EMOTIONAL INTELLIGENCE AND COMMUNICATION SKILL

Good interpersonal skills are synonymous with success in life and at work. In today's always-connected world, everyone has instant access to technical knowledge. As a result, people skills are becoming increasingly important, as a high EQ is required to better understand, empathize with, and negotiate with others in a global economy. One of the most useful skills is influence. Using powerful persuasion techniques. Communication is critical. Communication that is unambiguous. The ability to take charge. Inspiring and guiding individuals and groups. Change is a catalyst. Creating or managing change. Resolution of disputes. Disagreements must be comprehended, negotiated, and settled. Making connections. Creating mutually beneficial relationships. Collaboration, collaboration, collaboration. Working together with others to achieve common goals.(Goleman, 2020).

LITERATURE REVIEW

“Review of the literature summarize and evaluate the text of writing of the definite theme. It also divulges what has previously done by giving advanced concepts for new research. Moreover, it helps researchers in replacing their work in larger contexts, for showing better results from their researches and provide frame work to think about the possible consequence of innovative study” (Ahmad et al, 2023). It clearly presents the indication of the used source in organized way Ahmad, Cheema & Farhat, 2023). Literature review is important in every research (Farhat, 2019). In 1990, the concept of Emotional Intelligence (EI) was first presented in scientific literature. Following that, researchers began to develop various research models related to Emotional Intelligence in a significant way. This study presented a literature review of the first fifteen years of Emotional Intelligence research as well as the most recent fifteen years to include

current research. The studies in the literature are empirical and theoretical (Costa and Faria, 2015; Koohbanani, Dastjerdi, Vahidi, and Far, 2013). This study's detailed analysis was accomplished through discussion of previous qualitative and quantitative studies. Furthermore, recent emotional intelligence theoretical models include the models of mental ability, the Bar-On model related to social and emotional intelligence, and the Goldman model in which emotional 11 intelligence has been included. (O'Connor, Hill, Kaya, & Martin, 2019)

Emotions are complex states of mind and body that can be managed and directed. They are composed of physiological, behavioural, and cognitive responses to situations. Events can be interpreted as sad, dangerous, or joyful, and a sad situation may result in tears, whereas a dangerous situation may result in an increased heartbeat. It is critical to recognize that emotions, thought, and action are inextricably linked. Emotional maturity, social skills, and intelligence all contribute to life adjustment and success. An expressively brainy person can better manage his or her feelings and cope with stress, as well as solve problems effectively. An emotionally intelligent person is better familiar and more successful in various academic and professional fields..(Rupande, 2015). EI is essential for academic success and overall well-being, especially in secondary school. Emotional intelligence (EI) is the ability to recognize, understand, manage, and express one's own and other people's emotions..(AL-Qadri & Zhao, 2021).

According to research, higher emotional intelligence in students is associated with a variety of positive outcomes in their learning experiences.:(Zhoc, King, Chung, & Chen, 2020).

1. Improved Academic Performance:

Higher emotional intelligence in students, according to research, is associated with a variety of positive outcomes in their learning experiences.

2. Better Social Relationship:

Emotional intelligence assists students in developing stronger interpersonal relationships with their peers and teachers. They can better understand the emotions of others, communicate effectively, resolve conflicts, and collaborate.

3. Reduce Behavioral Issue:

Students with higher EI frequently exhibit fewer behavioral issues, such as aggression or defiance, resulting in a more conducive learning environment.

4. Enhance Problem-Solving Skill:

Emotional intelligence improves critical thinking and problem-solving skills by allowing students to approach challenges from a more balanced and thoughtful standpoint.

5. Increased Resilience:

Adolescence can be a difficult time, and having a higher EI gives students the resilience to deal with setbacks, failures, and peer pressure more effectively.

Implementing programs that focus on teaching emotional awareness, regulation, empathy, and social skills are among the educational strategies that promote emotional intelligence in secondary schools;

- Incorporating social and emotional learning (SEL) into the curriculum to teach students about emotions, relationships, decision-making, and responsible behavior.
- Training teachers to recognize and support students' emotional needs in order to create a more supportive classroom environment.
- Providing counseling and support services to students who may need extra assistance in developing their emotional intelligence.

It's important to remember that developing emotional intelligence in students is a never-ending process that requires collaboration from educators, parents, and the larger school community. Secondary schools can significantly contribute to students' holistic development, resulting in improved academic performance, by cultivating emotional intelligence (Boussiakou, Boussiakou, & Kalkani, 2006; Johnson, 2015).

Emotions that people experience (both positive and negative) are the mechanisms and conditions of attitude toward the rules, values, and standards accepted in society and professional associations from the perspective of future teachers' personality development. These feelings are referred to as "social emotions." Professional adaptation, from the standpoint of educational process organization, entails acceptance by the teacher of the culture of a specific educational institution, association, and

development of a certain emotional attitude toward the traditions, rules, settings, and values that precisely define the general culture of the institution.(Muhina, Aboimova, Kulagina, Trophimov, & Chigarov, 2016).

A small amount of research indicates that doing well at work is related to emotional intelligence and related outcomes, particularly in Pakistan's education industry. Ismail and Idris (2009) examined Malaysian teachers' personalities, looking for links between their emotions and how students are treated in school. It has been discovered that increased use of negative feelings in classrooms inhibits student teaching, indicating that negativity in a teacher's character has a significant impact on the teacher's results.(Ahmed, Asim, & Pellitteri, 2019).

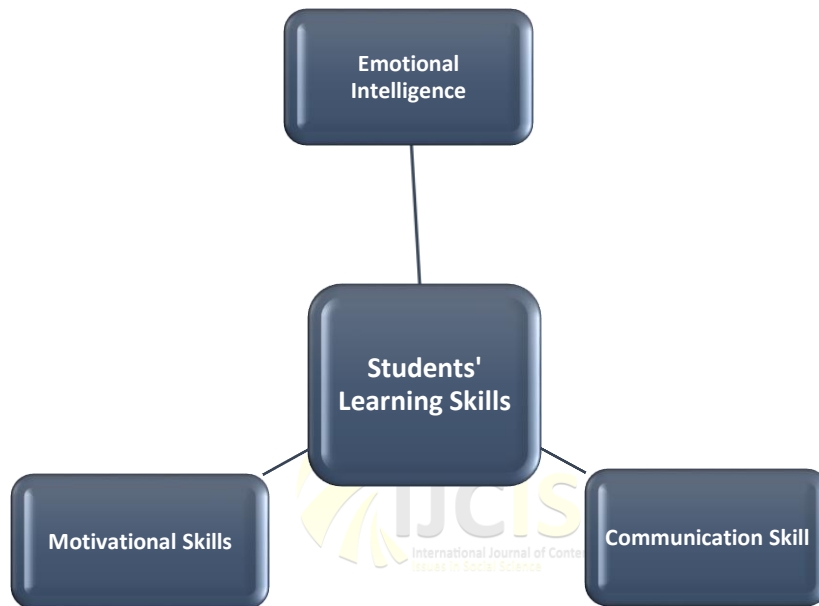
Emotional intelligence is the ability to comprehend and accept human attitudes and behaviors as they act, think, and perceive. Personality, according to researchers, is a combination of physical, mental, and emotional aspects, and each person has a unique combination of these aspects (Corrie, 2003). Researchers also argued that when people's emotional intelligence is active, or when their mind and feelings are active at the same time, they have a better chance of self-management and are less likely to cause negative outcomes. Similarly, Anders et al. (2011) stated that players with high emotional intelligence must deal with lower levels of anxiety than players with low emotional intelligence (Laborde, Brüll, Weber, and Anders, 2011). A thorough review of the literature on emotional intelligence suggests that people with higher EI have.(Zeidner, 2018).

Daniel Goleman promoted EI as the best predictor of life success, claiming that it accounts for 85-90 percent of exceptional performance versus Intelligence Quotient, which accounts for 10-30 percent. The idea that EI explains why some people succeed despite having average intelligence while others fail despite having a high IQ is appealing. (Goldenberg, Matheson, Mantler, 2006). Drago (2004) looked into the relationship between nontraditional college students' academic success and emotional intelligence. The role of emotional intelligence in academic achievement needs to be better understood because students' cognitive abilities varied and some were more prepared for college than others. The importance of emotional

intelligence in facilitating a seamless transfer from high school to college was examined by Parker and colleagues in 2005. The results showed a significant increase in the levels of several different emotional and social competencies among academically

successful students. These results suggest that emotional intelligence plays a significant role in the college transfer process from high school (Rada, 2016).

CONCEPTUAL FRAMEWORK



Emotional intelligence enhances students 'motivational skill and communication skill

RESEARCH OBJECTIVES

The objectives of study were:

- To analyze the effect of emotional intelligence on students' communication skills at secondary school level
- To analyze the effect of emotional intelligence on students' motivational skills at secondary school level
- To analyze the effect of emotional intelligence on students' learning achievement at secondary school level

RESEARCH QUESTIONS

Following were the research question:

- I. Is there any effect of emotional intelligence on students' communication skills in secondary schools?

- II. Is there any effect of emotional intelligence on students' motivational skills in secondary schools?
- III. Is there any effect of emotional intelligence on students' learning achievement in secondary schools?

RESEARCH METHODOLOGY

“The methodical study of the procedure is called the research method” Ahmad et al, 2023). The study was descriptive in nature and was survey based. Both the qualitative and quantitative (QUAN-qual.) methods were used. “The population is defined as a set of individuals, data, or items from which a statistical sample is taken” (Younus et al, 2023). The explanatory sequential technique was implied the study's population consisted of head teachers (HT), secondary school teachers (SSTs) and students of

secondary classes (SSCs). The stratified sampling was adopted. The desired data was collected from Rahim Yar Khan Tehsil. The sample of study comprised; 16 secondary school head teachers, 48 secondary school teachers, 320 students of secondary classes with the same ratio of gender and locality. The questionnaires were developed for data collection from HT, SSTs and secondary school students whereas the interview protocol was developed only for head teachers. The validity of questionnaire was ensured through expert opinion

and reliability was calculated through SPSS-24 by Cronbach's Alpha similar method was employed by (Rao et al, 2023). The questionnaire was refined and modified based on experts' opinion. The investigator visited the schools in person to gather data from the respondents who were sampled.

DATA ANALYSIS

The collected data was analyzed through SPSS-24 using percentage, frequency, mean score and standard deviation as follows:

Table 1: Factor.1: Communication Skills

Items	Stat.	Responses						SD	Mean
		SDA	DA	UD	A	SA	Total		
Communication Skills	F	0	0	0	156	228	384	0.492	4.59
	%	0	0	0	40.6	59.4	100%		
Team Work	F	0	0	0	171	213	384	0.498	4.55
	%	0	0	0	44.5	55.5	100%		
Creative Writing	F	0	0	02	160	222	384	0.506	4.57
	%	0	0	0.5	41.7	57.8	100%		
Presentation Skills	F	0	0	0	149	235	384	0.488	4.61
	%	0	0	0	38.8	61.2	100%		
Non-verbal Communication	F	0	0	37	170	177	384	0.652	4.36
	%	0	0	9.6	44.3	46.1	100%		
Adaptability	F	0	0	0	155	229	384	0.491	4.60
	%	0	0	0	40.4	59.6	100%		
Feedback	F	0	0	07	169	208	384	0.535	4.52
	%	0	0	1.8	44	54.2	100%		
Total	F	0	0	46	1130	1512	2688	0.523	4.54
	%	0	0	2	42	56	100%		

Table.1 represents Factor.1 the effect of emotional intelligence on students' communication skills in secondary schools. According to data 56.2% of head teachers, secondary school teachers and students were strongly agreed that teacher enhances communication skills among students through discussion, while 42% of head teachers, teachers and students were agreed, 1.71% of Head Teachers,

Teachers and Students were undecided and 0% of Head Teachers, Teachers and Students were disagreed with the given statement. As a whole majority of head teachers, teachers and students were strongly agreed that teachers enhance communication skills among students through discussion. Mean score 4.54 and standard deviation 0.523 supported.

Table 2: Factor: 2: Motivational Skills

Items	Stat.	Responses						SD	Mean
		SDA	DA	UD	A	SA	Total		
Activation Skills	F	0	0	0	156	228	384	0.492	4.59
	%	0	0	0	40.6	59.4	100%		
Persistence Skills	F	0	01	15	176	192	384	0.585	4.46
	%	0	0.3	3.9	45.8	50	100%		
Intensity Skills	F	0	06	09	161	208	384	0.626	4.49
	%	0	1.6	2.3	41.9	54.2	100%		
Self-Efficacy	F	0	03	09	172	200	384	0.587	4.48
	%	0	0.8	2.3	44.8	52.1	100%		
Optimism	F	0	02	04	152	226	384	0.546	4.57
	%	0	0.5	1.0	39.6	58.9	100%		
Readiness Skills	F	0	02	10	157	215	384	0.578	4.52
	%	0	0.5	2.6	40.9	56.0	100%		
Flexibility	F	0	05	10	148	221	384	0.617	4.52
	%	0	1.3	2.6	38.5	57.6	100%		
Total	F	0	19	57	1122	1490	2688	0.576	4.52
	%	0	1	2	41	55	100%		

Table.2 represent Factor.2 the effect of emotional intelligence on students' motivational skills in secondary schools. According to data 55.4% of head teachers, teachers and students were strongly agreed that secondary school teachers developed motivation skills among students through emotional intelligence, 41.7% of head teachers, teachers and students were agreed, 2.1% of head teachers,

teachers and students were undecided and 0.71% of head teachers, teachers and students were disagreed with the given statement. As a whole majority of head teachers, teachers and students strongly agreed that teacher develops activation skills among students through motivation. The mean score 4.52 and standard deviation 0.576 supported the statement.

QUALITATIVE DATA ANALYSIS

Fig.1 Suggest three guidelines to improve students’ communication skill.

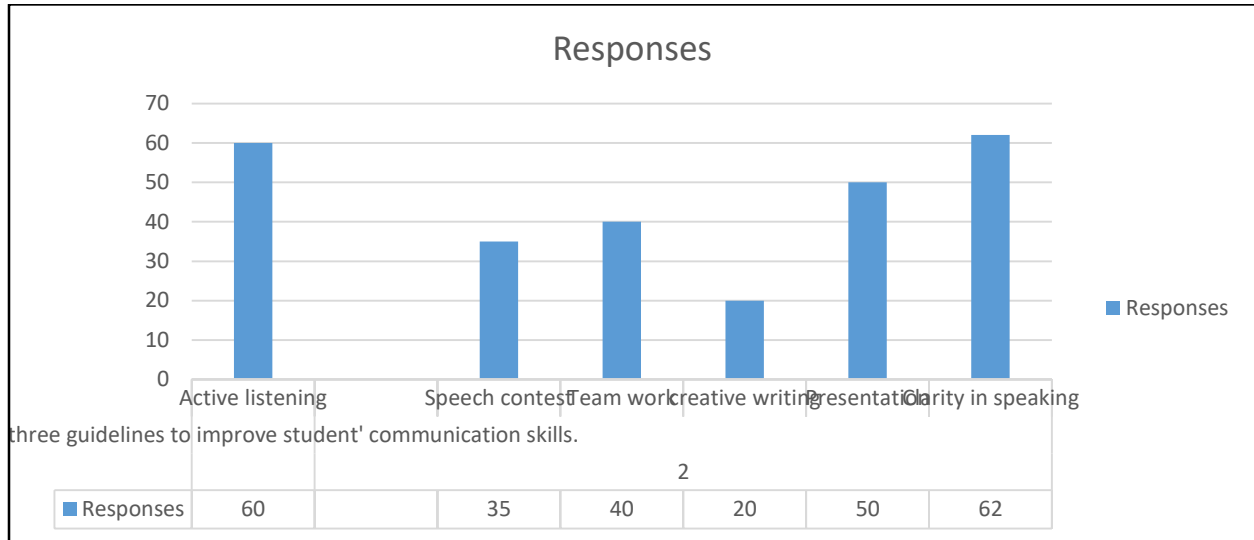


Figure 01 represents the responses of the respondents that how can a teacher improve students communication skills. Majority of respondents suggested that clarity in speaking can enhance students’ communication skills, and most of the

respondents suggested active listening, while some suggested skill, presentation teamwork and speech contest, and few suggested creative writings to improve students’ communication skill.

Fig.02 How a teacher can enhance students learning achievements through motivational skill?

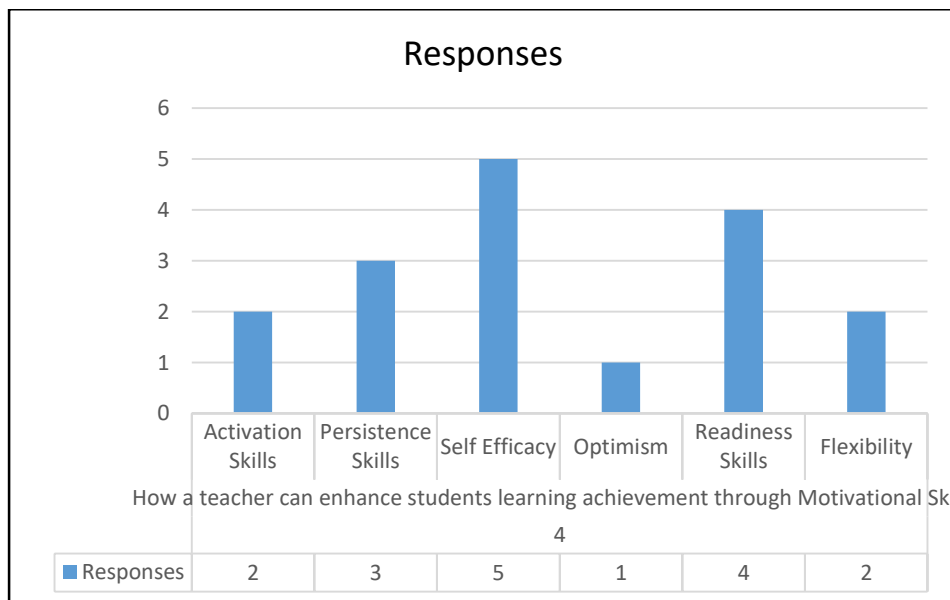


Figure 02 represents the responses of respondents that how can a teacher enhance students learning through motivational skill majority of respondents suggested that self-efficacy can enhance students 'learning through motivational skill, and most of the respondents suggested readiness skill while some suggested persistence skill, activation skill and flexibility and few suggested optimisms to enhance students' learning through motivational skill.

FINDINGS

The study found that:

- 100% (59% +41%) of head teachers, teachers and students were strongly agreed that teacher enhances communication skills among students through discussion, while 40.6% of head teachers, teachers and students that were strongly disagreed, 0% of head teachers, teachers and students that were strongly disagreed and 0% of head teachers, teachers and students that were disagreed whereas 0% of head teachers, teachers and students that were undecided with the given statement. Mean score 4.59 and standard deviation 0.492 supported.
- 99% (55%+44%) Head Teachers, Teachers and Students were strongly agreed that Teacher fosters the ability to comprehend others through emotional team work, while 44.5% of Head Teachers, Teachers and Students that were agreed, 0% of Head Teachers, Teachers and Students that were strongly dis agreed, and 0% of Head Teachers, Teachers and Students that disagreed whereas 0% of Head Teachers, Teachers and Students that were undecided with the given statement. Mean score 4.55 and standard deviation 0.498 supported.
- 98% (57%+41%) Head Teachers, Teachers and Students strongly agreed that teacher develops written communication skills among students through creative writing, while 41.7% of Head Teachers, Teachers and Students that were agreed, 0% of Head Teachers, Teachers and Students that were strongly disagreed, and 0% of Head Teachers, Teachers and Students that were dis agreed whereas 0.5% of Head Teachers, Teachers and Students that were undecided with the given statement. Mean score 4.57 and standard deviation 0.506 supported.
- 99% (61%+38%) Head Teachers, Teachers and Students strongly agreed that teacher enhances presentation skills among students through speech contest, while 38.8% of Head Teachers, Teachers and Students that were agreed, 0% of Head Teachers, Teachers and Students that were strongly dis agreed, and 0% of Head Teachers, Teachers and Students that were disagreed whereas 0% of Head Teachers, Teachers and Students that were undecided with the given statement. Mean score 4.61 and standard deviation 0.488 supported.
- 90% (46%+44%) Head Teachers, Teachers and Students strongly agreed that Teacher develops non-verbal communication skills among student's exercise, while 44.3% of Head Teachers, Teachers and Students that were agreed, 0% of Head Teachers, Teachers and Students that were strongly disagreed, and 0% of Head Teachers, Teachers and Students that were dis agreed whereas 9.6% of Head Teachers, Teachers and Students that were undecided with the given statement. Mean score 4.36 and standard deviation 0.652 supported.
- 99% (59%+40%) Head Teachers, Teachers and Students strongly agreed that Teacher promotes adaptability skills among students through classroom rules, while 40.4% of Head Teachers, Teachers and Students that were agreed, 0% of Head Teachers, Teachers and Students that were strongly disagreed, and 0% of Head Teachers, Teachers and Students that were disagreed whereas 0% of Head Teachers, Teachers and Students that were undecided with the given statement. Mean score 4.60 and standard deviation 0.491 supported.
- 54.2% of Head Teachers, Teachers and Students strongly agreed that Teacher inculcates the skill of feedback and response among students through discussion, while 44% of Head Teachers, Teachers and Students that were agreed, 0% of Head Teachers, Teachers and Students that were

strongly disagreed, and 0% of Head Teachers, Teachers and Students that were disagreed whereas 1.8% of Head Teachers, Teachers and Students that were undecided with the given statement. Mean score 4.52 and standard deviation 0.535 supported.

FACTOR.2: MOTIVATIONAL SKILLS

- 99% (59%+40%) Head Teachers, Teachers and Students strongly agreed that Teacher develops activation skills among students through motivation, while 40.5% of Head Teachers, Teachers and Students that were agreed, 0% of Head Teachers, Teachers and Students that were strongly disagreed, and 0% of Head Teachers, Teachers and Students that were disagreed whereas 0% of Head Teachers, Teachers and Students that were undecided with the given statement. Mean score 4.59 and standard deviation 0.492 supported.
- 90% (50%+40%) Head Teachers, Teachers and Students were strongly agreed that Teacher enhances persistence skills among students through puzzle challenge, while 40.8% of Head Teachers, Teachers and Students that were agreed, 0.3% of Head Teachers, Teachers and Students that were disagreed, and 0% of Head Teachers, Teachers and Students that were strongly disagreed whereas 3.9% of Head Teachers, Teachers and Students that were undecided with the given statement. Mean score 4.46 and standard deviation 0.585 supported.
- 95% (54%+ 41%) of Head Teachers, Teachers and Students strongly agreed that Teacher creates intensity skills among students through speed reading exercises, while 41% of Head Teachers, Teachers and Students that were agreed, 2% of Head Teachers, Teachers and Students that were disagreed, and 0% of Head Teachers, Teachers and Students that were strongly disagreed whereas 2.3% of Head Teachers, Teachers and Students that were undecided with the given statement. Mean score 4.49 and standard deviation 0.626 supported.
- 96% (52%+44%) of Head Teachers, Teachers and Students strongly agreed that

Teacher inculcates self-efficacy among students through individual activity, while 44% of Head Teachers, Teachers and Students that were agreed, 1% of Head Teachers, Teachers and Students that were disagreed, and 0% of Head Teachers, Teachers and Students that were strongly disagreed whereas 2.3% of Head Teachers, Teachers and Students that were undecided with the given statement. Mean score 4.48 and standard deviation 0.587 supported.

- 97% (58%+ 39%) of Head Teachers, Teachers and Students strongly agreed that Teacher promotes optimism among students through training, while 39.6% of Head Teachers, Teachers and Students that were agreed, 0.5% of Head Teachers, Teachers and Students that were disagreed, and 0% of Head Teachers, Teachers and Students that were strongly disagreed whereas 1% of Head Teachers, Teachers and Students that were undecided with the given statement. Mean score 4.57 and standard deviation 0.546 supported.
- 97% (56%+41%) of Head Teachers, Teachers and Students strongly agreed that Teacher relates readiness skills among students through class room management, while 40.9% of Head Teachers, Teachers and Students that were agreed, 0.5% of Head Teachers, Teachers and Students that were disagreed, and 0% of Head Teachers, Teachers and Students that were strongly disagreed whereas 2.5% of Head Teachers, Teachers and Students that were undecided with the given statement. Mean score 4.52 and standard deviation 0.578 supported.
- 57.6% of Head Teachers, Teachers and Students strongly agreed that Teacher develops flexibility among students through team work, while 38.5% of Head Teachers, Teachers and Students that were agreed, 1.3% of Head Teachers, Teachers and Students that were disagreed, and 0% of Head Teachers, Teachers and Students that were strongly disagreed whereas 1.3% of Head Teachers, Teachers and Students that were undecided with the given statement.

Mean score 4.52 and standard deviation 0.617 supported.

CONCLUSIONS

The study concluded that majority of teachers absolutely enhance communication skills among students through discussion, while some of teachers enhance communication skills among students through discussion. Collectively, majority teachers enhance communication skills among students through discussion.

The study concluded that majority of teachers absolutely fosters the ability to comprehend others through emotional team work, while some of teachers fosters the ability to comprehend others through emotional team work. Collectively as a whole majority of teachers foster the ability to comprehend others through emotional team work.

The study concluded that majority of teachers absolutely develop written communication skills among students through creative writing, while some of teachers develop written communication skills among students through creative writing. Collectively majority of teachers develop written communication skills among students through creative writing.

The study concluded that majority of teachers absolutely enhance presentation skills among students through speech contest, while some of teachers enhance presentation skills among students through speech contest. Collectively, majority of teachers enhance presentation skills among students through speech contest.

The study concluded that majority of that teachers absolutely develop non-verbal communication skills among student's exercise, while some of teachers develop non-verbal communication skills among student's exercise, whereas few of teachers were uncertain. Collectively majority of Head Teachers, Teachers and Students that strongly agreed that teacher develops non-verbal communication skills among students' exercise.

The study concluded that majority of teachers absolutely promote adaptability skills among students through classroom rules, while some of teachers promote adaptability skills among students through classroom rules. Collectively, majority of teachers promote adaptability skills among students through classroom rules.

The study concluded that majority of teachers absolutely inculcate the skill of feedback and response among students through discussion, while some of teachers inculcate the skill of feedback and response among students through discussion, few teachers were uncertain. Collectively, majority of teachers inculcate the skill of feedback and response among students through discussion.

FACOTOR.2: MOTIVATIONAL SKILLS

The study concluded that majority of teachers absolutely develop activation skills among students through motivation, while some of teachers develop activation skills among students through motivation. Collectively, majority of teachers develops activation skills among students through motivation.

The study concluded that majority of teachers absolutely enhance persistence skills among students through puzzle challenge, while some of teachers enhance persistence skills among students through puzzle challenge, few teachers were uncertain. Collectively, majority of teachers enhance persistence skills among students through puzzle challenge.

The study concluded that majority of teachers absolutely create intensity skills among students through speed reading exercises, while some of teachers create intensity skills among students through speed reading exercises, whereas few of teachers were uncertain. Collectively, majority of teachers create intensity skills among students through speed reading exercises.

The study concluded that majority of teachers absolutely inculcate self-efficacy among students through individual activity, while some of teachers inculcate self-efficacy among students through individual activity, few teachers were uncertain. Collectively, majority of teachers inculcate self-efficacy among students through individual activity.

The study concluded that majority of teachers absolutely promote optimism among students through training, while some of teachers promote optimism among students through training. Collectively, majority of teacher promote optimism among students through training.

The study concluded that majority of teachers absolutely relate readiness skills among

students through class room management, while some of teachers relate readiness skills among students through class room management, whereas few of teachers were uncertain. Collectively, majority of teachers relate readiness skills among students through class room management.

The study concluded that majority of teachers absolutely develop flexibility among students through team work, while some of teachers develop flexibility among students through team work. Collectively, majority of teachers develop flexibility among students through team work.

DISCUSSION

The factor was communication skill in which study showed that majority of teachers absolutely enhance communication skills among students through discussion, while some of teachers enhance communication skills among students through discussion. The study showed that majority of teachers absolutely fosters the ability to comprehend others through emotional team work, while some of teachers fosters the ability to comprehend others through emotional team work the study described that majority of teachers absolutely develop written communication skills among students through creative writing, while some of teachers develop written communication skills among students through creative writing. The study affirmed that majority of teachers absolutely enhance presentation skills among students through speech contest, while some of teachers enhance presentation skills among students through speech contest. Similarly, according to Nguyen, White (2019) explore that constantly working to strengthen your emotional bravery will improve team dynamics, productivity, and communication abilities. The study showed that majority of that teachers absolutely develop non-verbal communication skills among student's exercise, while some of teachers develop non-verbal communication skills among student's exercise, whereas few of teachers were uncertain. The study depicted that majority of teachers absolutely promote adaptability skills among students through classroom rules, while some of teachers promote adaptability skills among students through classroom rules. The study showed that majority of teachers absolutely inculcate the skill of feedback and response among students through discussion, while some of teachers

inculcate the skill of feedback and response among students through discussion, few teachers were uncertain.

The factor of study was motivational skill, described that majority of teachers absolutely develop activation skills among students through motivation, while some of teachers develop activation skills among students through motivation. The study showed that majority of teachers absolutely enhance persistence skills among students through puzzle challenge, while some of teachers enhance persistence skills among students through puzzle challenge, few teachers were uncertain. The study illustrated that majority of teachers absolutely create intensity skills among students through speed reading exercises, while some of teachers create intensity skills among students through speed reading exercises, whereas few of teachers were uncertain. The study showed that majority of teachers absolutely inculcate self-efficacy among students through individual activity, while some of teachers inculcate self-efficacy among students through individual activity, few teachers were uncertain. The study affirmed that majority of teachers absolutely promote optimism among students through training, while some of teachers promote optimism among students through training. Similarly, According to Magnano and Carrapato students' academic performance and emotional control, intrinsic motivation, and demotivation. the impact that academic achievement, emotional intelligence, and school motivation have on kids' academic and personal growth. The study described that majority of teachers absolutely relate readiness skills among students through class room management, while some of teachers relate readiness skills among students through class room management, whereas few of teachers were uncertain. The study showed that majority of teachers absolutely develop flexibility among students through team work, while some of teachers develop flexibility among students through team work.

RECOMMENDATIONS

The study recommended that:

- The effective communication is integral effect on students 'learning. The teachers may be used communication skills may be beneficial for developing emotional intelligence in secondary school students.
- The motivation has fundamental role on students 'learning. The teachers may be applied motivational skills may be beneficial for developing emotional intelligence in secondary school students.

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