Mediating Role of Emotional Intelligence in the Interrelationship of Elementary School Teachers' Social Skills and Social Competence

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ABSTRACT

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Teachers' emotional intelligence is one of the prime indicators of their improved social skill and social competence at workplace. Due to rapid changes in the current times, the role of school teachers has become very challenging. Different factors affect their teaching effectiveness. Emotional intelligence is one such important factor which has been less explored in the context of elementary education. The present study examines how emotional intelligence mediates the relations of social skills and social competence of teachers. A total of 210 teachers participated in the study from elementary schools of Punjab, Pakistan. A quantitative measure was administered to collect data on five-point Likert type scale. Mean score Pearson's r, regression and path analysis were conducted to analyze the data. The results showed a high mean score which was above 4.00 for teachers' emotional intelligence, social skills and social competence. The correlation between all the three variables indicated social skills having significant correlation with social competence (r value=.766 and p< 0.000), social skills with emotional intelligence (r value = .802 and p<0.000) and social competence with emotional intelligence (r value =.805 and p<0.000). The study showed that emotional intelligence partially mediated the relationships between social skills and social competency. Based on the results it is concluded that emotional intelligence is a strong predictor of social skills and social competence of teachers in elementary education context.

Introduction

A high level of emotional intelligence helps in building positive relationships, reducing team stress, defusing conflict and improving job satisfactions among employees. It also contributes to high work productivity and staff retention (Dryburgh, Khullar, Sandre, Persram, Bukowski & Dirks, 2020). Studies have found close correlation between social skills and social competence because social skills help people in enhancing their social competencies. These skills enable them to positively connect, interact in a work environment. The use of social skills has increasingly been focused by scholars in the present day as it is positively linked to both social and professional life of teachers (Miller, Strassnig, Bromet, Depp, Jonas, Lin & Harvey, 2021). In many studies social skills have been found to be the strongest predictor of social competence. Skillful use of social skills by the teachers lead to better social competence and it has positive impact upon professional development (Hukkelberg, Keles, Ogden & Hammerstrøm, 2019).

Emotional intelligence means understanding ones' emotions in relation to others' emotions. There are many evidences about how emotional intelligence contributes towards promotion of social skills and social competence of employees. Emotional intelligence is a skillful use of emotions to overcome professional weaknesses and improving performance. Teaching and learning is a multifaceted activity and needs higher degree of social competence and emotional stability on the part of teachers specially when dealing with different types of behavior problems and issues during instruction (Sha,Tang, Shu, He & Shen, 2022).

Effective use of emotional intelligence may provide a better platform to teachers to not only reduce the increasing cases of emotional destabilization but it also gives impetus to the application of social skills effectively in the process of teaching and learning (Wu, Lian, Hong, Liu, Lin & Lian, 2019). People with low social competence are normally the product of poor emotional intelligence and also cannot perform in the race of life. Teaching is a hectic job and needs a high level of positive emotional intelligence to perform well (Pakarinen, Lerkkanen & von Suchodoletz, 2020). Research has suggested that those teachers who have high emotional intelligence may have better approach to apply the social skills in the job place. However, it has been noticed that there are many teachers who face difficulties in overcoming the problems of poor job performance and social competence in the professional life. Such teachers at time experience high level of anxiety and stress and become socially incompetent to perform the assigned duties (Soininen, Pakarinen & Lerkkanen, 2023; Lapita & Connie, 2020).

Emotional intelligence has been considered as a strong and vital indicator of psychological support. It is declared as one of the major constructs of social competence amongst academics (Asriati, Nappu & Qalbi, 2022). Scholars have found that people with high emotional intelligence are resilient and allow their social skills to better adapt to the prevailing conditions and changes more smartly. They also control the stressful situations in life and support other to come out of the stressful situations skillfully. High emotional intelligence enables teachers to use the available resources more competently and use their social skills and competencies towards achieving their long term goals as compared to those who do not possess these abilities.

Literature Review

Emotional Intelligence

Our emotions are embedded with our intelligence and when we manage, control and regulate our emotions towards others it is termed as emotional intelligence (Deeba, Saleem & Noor, 2021).

Scholars have broadly discussed the construct of emotional intelligence in the annals of academics. It has been declared as the key predictor of many positive job related outcomes in different fields (Utami, Latiana, Kurniawati & Pranoto, 2020). Emotional intelligence has been divided into three main categories such as adaptive intelligence, appraisal intelligence and expressions of emotions as well as regulation of emotions. Although, correlation of emotional intelligence in various fields has been documented including education, however, it is not clear how emotional intelligence helps improve professional skills enhancement of employees (Ismail, Nopiah & Rasul, 2020). Many areas of professional job performance of workers are influenced by emotional intelligence such as communication skills, decision-making skills, interpersonal skills and appraisal. Since emotional intelligence is related to human understanding and cognitive dynamics and hence plays a decisive role in determining the success and failure of job performance especially regarding the application of varying skills in job arena. There are various tendencies which affect the level of success in the professional job context and emotional intelligence is one of them (Hamid, Suriansyah & Ngadimun, 2019).

Emotional intelligence is set of interrelated abilities and a combination of many personality traits among workers. The concept of emotional intelligence is very old but the term actually is used in the literature for coverage purpose of various characteristics and other related concepts which has created a huge confusion among the academics and has led to misunderstanding about what actually emotional intelligence is and how it should be measured (Halimi, AlShammari & Navarro, 2021).Emotional intelligence has status of construct in psychology which is not directly observable however, it is reflected in our emotional behavior as shifting desires, showing resistance to obstacles, respectful treatment towards others, the formation and maintenance of effective relationships with others and demonstrating concern for others' emotions. In other words, emotional intelligence determines how we treat ourselves and others at empathy level (Deeba,Saleem,Abidollah & Hashmi,2021)

For clear understanding of the concept of emotional intelligence, the researchers have identified two models which include ability scales and self-rating scales. The ability scale needs test developers to measure the responses of raters relating to their emotions, and the self-rating scale needs respondents to reply about their agreements about themselves through a number of statements which reflect their emotional intelligence level (Zurita-Ortega, Olmedo-Moreno, Chacón-Cuberos, Expósito López & Martínez-Martínez, 2020). In the literature the self-rated instruments of emotional intelligence have been found to be highly predictive of social competency functions and performance related constructs. The difference between the two measurement tools is similar to the third model which is based on mixed model. The mixed model of emotional intelligence measurement primarily focuses emotionally intelligent behaviors, emotional abilities, personality traits and motivation related matters (Safina, Arifullina, Ganieva & Katushenko, 2020). On the other hand, the ability based model considers emotional intelligence as an ability to measure language related construct and numeracy and its content is related to emotions rather than words or numbers. A Meta-analysis study has also termed the emotional intelligence as an ability that is self-rated (Chen & Guo, 2020).

Emotional intelligence consists of various facets such as understanding, analyzing, reflective analysis and appraisal. It is argued that appraisal of emotions includes theoretical recognition of emotions and it has impact on human performance. It is the ability to distinguish between right or wrong, true or false and the ability to make an accurate assessment of life scenarios. It is stated that if an emotion is perceived once, it become easier to develop understanding of the cognitive functions. Regulation of emotions refers to regulate one's own emotions and the emotions of

others in order to obtain the desired results which may include personal growth. It consists of the abilities to assess ones' own ability appraisal and of others. It not only gives representation to emotions but also provides the platform to release them properly. Emotional intelligence is a kind of self-awareness of our own personality foundations (Sudibjo & Sutarji, 2020).

When someone becomes aware of his or her own strengths and weaknesses then he or she becomes cautious and careful. Resultantly, he demonstrates prudence in decision making and in dealing with everyone around him. In the context of job,an emotionally stable employee maintains a balance in relationships who attempts to enhance the performance of coworkers. In a study, it was found that self-awareness, as a dimension of emotional intelligence among the school principals helped to create a favorable organizational climate which provided a sense of team membership among all the workers.Hence, awareness of one's abilities and skills helps to demonstrate better social skill and understanding of others which is possible only by having social competence and emotional intelligence. (Lucas-Mangas, Valdivieso-León, Espinoza-Díaz & Tous-Pallarés, 2022). Teachers at their job arena are expected not only creativity, flexibility and multiplicity but also they should have the competence to detect the value of controlling and regulating the diverse emotions of students and colleagues. In this way, they can improve both work and classroom environment by using all abilities of emotional intelligence (Deeba et al., 2021)

Relationship between social skills and social competence

Social competence is an important outcome of positive application of social skills. Studies have found positive correlation between social skills and social competence. Social competence shows the level of success of individuals' overall life experiences (Asriati et al., 2022). Studies have discussed the factors influencing the social competence of individuals in organizational context which include financial position, level of educational qualifications and self-esteem. These and other factors are the direct result of effective use of social skills which have attracted the attention of scholars in recent research due to their importance as determining factors of workplace social competence (Utami et al., 2020). These factors have also a profound impact on employees' physical and psychological health as well as important component of their professional well-being. In recent studies, a positive correlation has been found between social competence and social skills application among individuals of various professional fields including education. Social skills are considered to be a significant predictor of social efficacy and social competence in the workplace (Gladney, Lo, Kourea & Johnson, 2021).However, other studies have revealed that there are numerous other factors which may affect the relationship between the social competence of employees and their social skills. These factors may include job motivation, burnout, workplace environment and job resources. There are scarce evidences about the influence of emotional intelligence as a predictor of social skills and social competence in elementary school teachers (Sha et al., 2022).

However, contrarily, scholars have found that emotional intelligence plays a key role among many factors that influence professional life of employees in workplace context. Individuals with high emotional intelligence show more resilience to job related challenges and cope with them more competently than vice versa. Such individuals not only apply their skills more judiciously but also create an environment for others to perform equally well in the job arena. This positive association between emotional intelligence and other workplace factors has been reported by various studies in different professional and socio-cultural context (Taufan & Basalamah, 2021). Research has underscored that emotional intelligence positively predicts social competency of workers. Being an ability, it involves monitoring ones' own thinking and emotions by discriminating among them and by using the available information for the purpose of guiding others' thinking and action. As a trait

of personality, it is a unique and compound construct which lies at the threshold of personality hierarchy (Wu et al., 2019).

Studies have provided evidences of emotional intelligence as predictor of positive social skills application among rural teachers in high school context (Najmussaqib & Mushtaq, 2023). Other studies have also highlighted the influencing role of emotional intelligence as between social relations and social competence, job satisfaction and job performance among employees of various work sectors around the world including Pakistan (Tabassum, Akhter & Iqbal, 2020). More specifically, various studies have examined the association between emotional intelligence and social competence in various fields such as work industry (Afolabi & Balogun, 2017)., university employees (Hafiz & Chouhan, 2015), university students (Amdurer et al., 2014), as well as employees of secondary schools. However, scant attention has been paid towards other factors which may intervene in the relationship between social skills and social competence of employees in elementary education which is the foundation of education and carries important role in creating firm grounds for future direction of youngsters' academic development generally and teachers career growth specifically. In this backdrop as school education is facing greater pressures now a day in Pakistan due to fast changing scenarios regarding resource constraints, financial issues and job security. Examining the relationship among emotional intelligence, social skills and social competence help the management of school education to adopt new steps for the improvement of physical, social and mental health of teachers and help policy makers to develop better plans for the stimulation of enthusiasm for better education and teaching (Siraj & Jami, 2020). Although there are enough evidences about the positive relationship between social skills and social competence of teachers in the existing literature of education, but little is known what other factors intervene this relationship still remains unclear (Mukhtar & Naz, 2021). In this study, we attempted to explore the mechanism behind these relationships and their effects by examining the mediating effect of emotional intelligence on the relationship between social skills and social competence of elementary school teachers in Pakistan based on the following hypotheses.

1. H_{01}. There is a positive relationship between social skills and emotional intelligence among elementary school teachers.
2. H_{02}. There is a positive relationship between social skills and social competence among elementary school teachers.
3. H_{03}. There is a positive relationship between emotional intelligence and social competence among elementary school teachers.
4. H_{04}. Emotional Intelligence mediates the relationship between social skills and social competence of elementary school teachers.

Method

A quantitative correlation approach was used in the current study to investigate the mediating effect of emotional intelligence in the relationship between social skills and social competence of elementary school teachers in Pakistan. This method of research helped to study the relationship between the independent and dependent variables in relation to the intervening variable of the study (Creswell, 2014). This current study collected data from elementary school teachers of Punjab province of Pakistan using three scales such as emotional intelligence scale, social skills scale and social competence scale.

Participants

The population of the study consisted of all male and female teachers of public and private elementary schools of South Punjab Province. To draw sample of teachers, total population of 3257 was entered into Raosoft (2023) sample calculator keeping in view 95% confidence level. In this way, a sample of 344 teachers was selected. However, total 210 responded to the study instrument that was considered study participants.

Instrumentation

A survey questionnaire having three scales such as emotional intelligence, social skills and social competence was used for data collection. The emotional intelligence of teachers at elementary level was measured using emotional intelligence survey having 11 items. The social skill of teachers was measured by social skills scale having 28 items (Usmani, 2021). The social competence of teachers was measured by using social competence scale having 18 items. The questionnaire was prepared based on 5-point Likert scale with response format of strongly (strongly agree =5) to (strongly disagree = 1).

Validity and Reliability

The scale was piloted among a group of 30 teachers for reliability and validity assessment. The results for Cronbach's alpha for independent and dependent variables were .077 for emotional intelligence, .81 for social skills and .985 for social competence. All the values were greater than 70 percent. Content validity was obtained based on expert judgement. Three teachers of Education having PhD qualifications were engaged to review the scales for content validation.

Data Collection

The questionnaire was administered and distributed among the selected sample. An overall 210 scale were returned with a response rate of 61%. Before data collection, consent forms were distributed among the sample to get their consent to participate in the study. The questionnaires were distributed among the respondents personally with the help of the research assistant and permission of the head of schools. For ethical consideration, the respondents were given the option to withdraw from the study at any time voluntarily.

Results

For data analysis, the researchers used both descriptive and inferential statistical tools. The analysis of data is presented below in three sections.

Section 1: Descriptive analysis

Mean score and standard deviations were calculated to summarize and determine the levels of the responses of the respondents about the emotional intelligence, social skills and social competence as the main research variables.

Table 1

Level of Emotional Intelligence

S#	Variables	Mean	SD	Description
1	Emotional awareness	4.14	1.53	Very High
2	Accurate self-assessment	4.03	1.14	Very High
3	Self-confidence	3.18	2.40	Low

Table 1 indicates the level of teachers' emotional intelligence assessed in terms of *emotional awareness, accurate self-assessment and self-confidence.* The findings showed that the mean scores of two indicators for emotional intelligence such as emotional awareness with a (mean=4.14), and accurate self-assessment with a (mean=4.03) showing highest mean level. However, only one indicator such as self-confidence with a (mean=3.18) showing lowest mean level. The high levels are attributed to the higher rating in view of the responses of the indicators.

Table 2

Level of Social Skills

S#	Variables	Frequency	SD	Description
1	Influence	3.61	1.85	Low
2	Communication	4.12	1.80	High
3	Leadership	3.15	0.31	Low
4	Change catalyst	4.35	1.48	High
5	Conflict management	3.65	1.21	Low
6	Building bonds	4.62	0.88	Very High
7	Cooperation and collaboration	4.68	0.84	Very High
8	Team capabilities	3.18	1.40	High

Table 2 indicates the level of social skills in terms of *influence, communication, leadership, change catalyst, conflict management, building bonds, cooperation and collaboration and team capabilities.* The results showed that the respondents rated some of the indicators very low such as influence (mean score=3.61), leadership (mean score=3.15) and conflict management (mean score 3.65). On the other hand, they rated some of the indicators very high such as communication (mean score= 4.12), change catalyst (mean score=4.35), building bonds (mean score= 4.62) and cooperation and collaboration (mean score, 3.18).

Table 3

Level of Social Competence

S#	Variables	Mean	SD	Descriptive
1	Empathy	4.30	1.204	High
2	Service orientation	3.28	1.814	Low
3	Developing others	4.24	0.699	High
4	Leveraging diversity	4.07	1.824	High
5	Political awareness	4.43	2.316	High

Table 3 indicates the level of social competence in terms of *empathy, service-orientation, developing others, leveraging diversity and political awareness.* The analysis showed that out of five indicators the respondents rated most of the indicators of social competence as high and only one indicator as low. The rating showed that *empathy* was rated high with a (mean score=3.30), service orientation rated low with a (mean score=3.28), developing others rated high with a (mean score=4.24), leveraging diversity rated high with a (mean score=4.04) and political awareness rated high with a (mean score=4.43) respectively. The findings of this study support the results of other studies.

Section 2: Correlation analysis

Pearson's r was applied to determine the significance, direction and strength of relationships between emotional intelligence, social skills and social competence among the respondents.

Table 4

Relationship between variables

S#	Variables	r	p value	Degree of Correlation
	Emotional Intelligence	.802**	.000	Significant
	Social Skills	.766**	.000	Significant
	Social Competence	.805**	.000	Significant

**. Correlation is significant at the 0.01 level (2-tailed).

Table 4 indicates the relationship between the independent variable (social skills), dependent variable (social competence) and mediating variable (emotional intelligence). The correlation between all the three variables shows that social skills has significant relationship with social competence (r-value=.766 and p< 0.000), social skills with emotional intelligence (r value = .802 and p<0.000) and social competence with emotional intelligence (r value =.805 and p<0.000). The analysis showed that there is a strong significant positive correlation among the variables and all the null hypotheses were rejected meaning that there is a positive significant correlation between all the three variables as tested in the current study context of higher education of Pakistan.

Section 3: Mediation Analysis

The mediation effect of emotional intelligence was tested on the relationship between social skills and social competence of teachers in the context of Pakistan. It was hypothesized that emotional intelligence will mediate the relationship between the independent variable and the dependent variable. A number of regression analyses were conducted to test the hypotheses. The mediation analysis framework is presented below to show the different path analysis phases which revealed a direct path model showing the total effect of emotional intelligence on social skills and social competence. The path C indicates the direct effect of social skills on social competence of teachers followed by path A showing the direct effect of social skills on emotional intelligence and path B showing the direct effect of emotional intelligence on social competence. Sobel tests were applied to assess the level of mediation effect of emotional intelligence. The results of the hypotheses are presented in Table 5, Table 6 and Table 7, Table 8 and Table 9 respectively.

Table 5

Mediation analysis: Stem 1 Path C (IV and DV)

Unstandardized Beta (β)	0.967
Standard Error (e)	.028
p-value	0.000

a. Dependent Variable: Social Competence
b. Predictors: (Constant), Social Skills

Table 5 revealed that the IV (social skills) positively predicted the DV (social competence) of university teachers with analysis results significant (β = 0.967, p<0.000). The hypothesis of the study "*There is a positive effect of social skills on social competence of teachers*" is accepted.

Table 6
Mediation analysis: Stem 2 Path A (IV and MV)

Unstandardized Beta (β)	0.661
Standard Error (e)	.017
p-value	0.000

a. Dependent Variable: emotional intelligence
b. Predictors: (Constant), Social Skills

Table 5 revealed that the IV (social skills) positively predicted the MV (emotional intelligence) of university teachers with analysis results significant (β = 0.661, p<0.000). The hypothesis of the study "*There is a positive effect of social skills on emotional intelligence of teachers*" is accepted.

Table 7

Mediation analysis   Stem 3 Path B (MV and DV)

Unstandardized Beta (β)	0.559
Standard Error (e)	.034
p-value	0.000

a. Dependent Variable: Social Competence
b. Predictors: (Constant), Emotional Intelligence

Table 5 revealed that the MV (emotional intelligence) positively predicted the DV (social competence) of university teachers with analysis results significant (β = 0.559, p<0.000). The hypothesis of the study "*There is a positive effect of emotional intelligence on social competence of teachers*" is accepted.

Table 8

Mediation analysis: Stem 4 (Combined effect of IV and MV on DV)

Independent variable (IV)	Social Skills
Dependent variable (DV)	Social Competence
Mediating variable (MV)	Emotional Intelligence
Social Skills	
Standardized Beta (β)	0.524
Part correlation	0.485
Total r square	0.684
Social Competence	
Unstandardized Beta (β)	0.345
Standard error	0.424
Standardized Beta	0.345
Part Correlation	0.342
Total r square	0.827

a. Predictors: (Constant), IV and MV

 b. Dependent Variable: DV

Table 8 indicates the combined effect of MV (emotional intelligence) and IV (social skills) on DV (social competence) of university teachers. When we include the social skills with emotional intelligence and tested its effect on social competence we found significant results ($\beta = 0.345$, p<0.000). Thus the indirect impact of emotional intelligence on social competence through social skills was significantly positive. The results revealed that social skills and emotional intelligence partially mediate social competence of teachers.

Table 9

Type of Mediation used

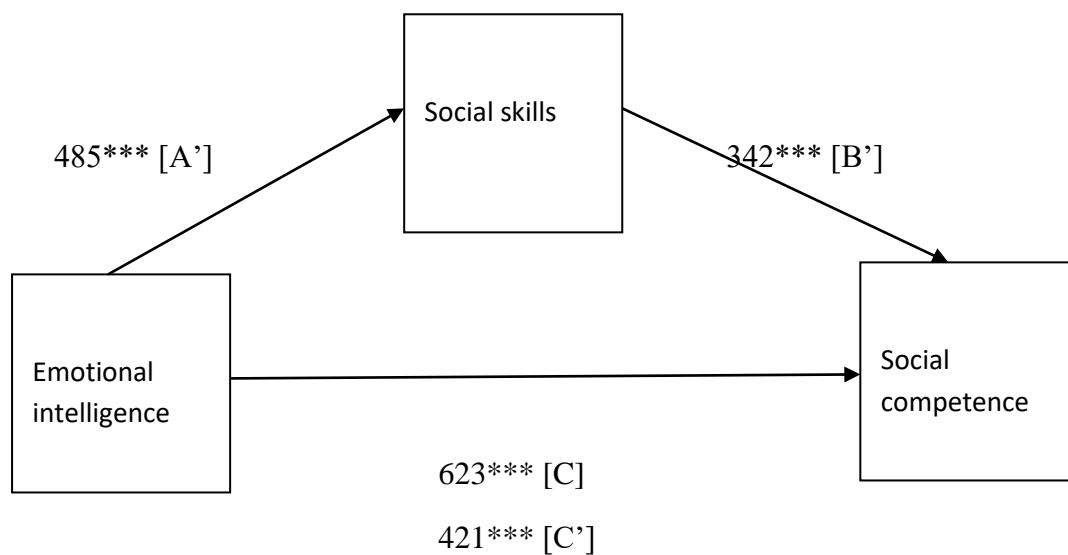| Type of mediation		Significant
Sobel z-value	7.541587	P<0.000
Percentage of the total effect that is mediated		39.498
Ratio of the indirect to the direct effect		0.742
Effect Size Measures		
	Unstandardized Coefficients	
	Total	0.623
	Direct	0.421
	Indirect	0.320
	Ratio index	0.542

Figure 1: Mediation Graph

Figure 1 shows the partial correlations among the variables. The findings revealed that social skills exerted some kind of effect through emotional intelligence. It also exerted some effect on social competence without emotional intelligence. Furthermore, Table 9 indicated that z score provides a significantly positive evidence supporting to accept the hypotheses that emotional intelligence mediates the relationship between social skills and social competence of university teachers. The

finding indicated that the index ratio of 0.542 along with the partial mediation effect of emotional intelligence on the relationship between social skills and social competence. In term of effect size measure, the standardized coefficients showed a total effect of 0.623. It revealed that the indirect effect of 0.320 is less than the direct effect of 0.421. The indirect to total ratio is 0.742 which makes the type of mediation significant meaning that the there is a partial mediation effect of emotional intelligence on the relationship between social skills and social competence of university teachers.

Discussion

The findings of this current study are very much consistent with the results of previous studies. For example, in one study Samnøy, Jenssen, Thurston, Wold & Tjomsland (2023) have stated that emotional awareness is an important ingredient that affects performance of employees and is an essential strategy for enhancing performance quality of organizations. Furthermore, Rodriguez, Lynneth Solis, Mascio, Kiely Gouley, Jennings & Brotman (2020) have highlighted that self-assessment helps teachers to not only show a positive attitude towards the teaching and learning environment during the instructional process but also motivates them to focus their performance in a more consistent way. This includes reviewing the subject matter knowledge, revisiting and improving instructional planning, learning environment and effective feedback. Unlike other contexts, a study from Pakistani context has revealed that performance of teachers is affected by many factors such as pressure of workload, additional responsibilities and time management. These variables have direct or indirect influence upon their performance and degree professional self-confidence and motivation (Aziz & Asih, 2023).

There is a similarity between the findings of this study and previous research. Ali, Khizar, Yaqub, Afzaal & Shahid (2020) have also rated teaching communication skills as one of the highly essential skills for quality instruction. Javaed (2019) found communications skills an important characteristic of professional performance and success of teaching and learning. On the contrary, few scholars have hinted towards lack of managerial and administrative skills, poor conflict management, poor teamwork and poor time management skills as some of the highly influencing factors (Dilshad, Hussain & Batool, 2019)

Researchers have already highlighted that teachers' attitude and empathic motivation mediates the relations of social development and professional growth. Effective teachers always demonstrate high level of empathy during instruction that ultimately motivates the students towards deep learning (Ge, Li, Chen, Kayani & Qin, 2021).Numerous other studies have highlighted other important factors which affect the level of quality of instruction as well as social competence of teachers in teaching and learning context such as professional efficacy (Begum, Rahman and Majoka, 2020), motivation (Javorčíková, Vanderková, Ližbetinová, Lorincová & Hitka, 2021), ethical behaviour (Timofeyev & Dremova, 2022), political awareness (Solhaug & Christophersen, 2022), respect for diversity (Djonko-Moore, Jiang & Gibson, 2018) and social support to develop others (Minghui, Lei, Xiaomeng & Potměšilc, 2018).

The findings of this study have alignment with the results of previous studies. Dryburgh, Khullar, Sandre, Persram, Bukowski & Dirks (2020) found a positive relationship between social competence and social skills among youths in clinical field of study. The study concluded that social skills improve the quality of social competence of young people who are engaged in online social communication. This study further provided solid evidence that social skills and emotional intelligence in the context of current study are correlated. This was a unique finding of this study

as there are no evidence from previous literature about the correlation between social skills and emotional intelligence of teachers in elementary level of education. This finding facilitates the idea that those teachers who have emotional intelligence, they may apply the social skills more effectively in the work place. This may apply to the current context of school education of Pakistan where teachers normally work under pressure due to high workload and additional responsibilities. This study discovered that teachers' social competence and emotional intelligent are positively correlated. Previous research has indicated that teachers with high emotional intelligence are more socially competent. They demonstrate better social behavior and have improved work performance (Akbaribooreng, Hosseini, Zangouei & Ramroodi, 2015). There is dearth of evidence on this issue from elementary level of Pakistan therefore, the findings of the current study provides a good theoretical foundation for the promotion of emotional intelligence of teachers on their social competence and social skills.

Conclusions

This study manifested that teachers prioritize high level of emotional intelligence as revealed based on the indicators of emotional awareness, accurate self-assessment and self-confidence. There is a high level of social skills manifestation among the teachers based on the indicators of influence, communication, leadership, change catalyst, conflict management, building bonds, cooperation and collaboration and team capabilities. There was a high level of social competence as perceived by the respondents through the indicators like empathy, service-orientation, developing others, leveraging diversity and political awareness. The correlation tests showed a significantly positive correlation between social skills and social competence, social skills and emotional intelligence, social competence and emotional intelligence which led to the acceptance of all the three hypotheses of this current research study. Furthermore, there is an indirect effect of emotional intelligence on social competence of teachers through social skills which was also significantly positive.

Implications of the study

The results of the current study have highlighted the importance of emotional intelligence and social skills for enhancing the social competence of teachers. Policy makers and curriculum developers may get some insight from the findings of this study regarding the development of social skills of teachers and improving their social competence. There is a need to make consistent effort to make sure those teachers may establish these strategies for their own professional development. They focus and maximize their social skills to effective design and implement instructional strategies for enhancing the learning outcomes of students along with their professional growth. Future studies may focus on these factors and their impact on teacher evaluation and professional development programs for improving the cognitive and affective performance of teachers at elementary school level.

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