

Emotional Intelligence and Its Relationship with the Quality of Pedagogical Performance among Secondary School Teachers

A Field study of the Bay Bouzid and Ghafour Sahraoui schools in Tiaret province

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Abstract : This study focuses on the association between emotional intelligence and the quality of teaching of secondary school teachers. The emotional intelligence and pedagogical performance of teachers were measured using two questionnaires. The study used the descriptive analytical method and the sample included 91 teachers from two secondary schools Bai Bouzid and Ghafour Sahraoui in the State of Tiaret. The findings showed that emotional intelligence and quality of pedagogical performance are significantly correlated. Moreover, the individual components of emotional intelligence self-awareness, self-regulation, empathy, social skills and the quality of pedagogical performance were found to be interrelated. This research emphasized on the role of emotional intelligence in increasing the teaching and pedagogical performance of the teachers.

Keywords: Emotional Competence, Pedagogical Quality, Teachers at the Secondary Education Level.

Introduction

Human sources are taken into consideration the most critical detail within an organisation, because the institution is based on them for its diverse effective and carrier outputs. Consequently, human assets maintain tremendous importance, as evidenced through the massive studies and research aimed at understanding, interpreting, and developing this resource. The term "human useful resource" is used as it possesses the traits of other resources, namely changeability, variety, and improvement. In this context, we will have a look at human assets in their human composition, as highlighted with the aid of the Human Relations School, which emphasizes that people are driven through emotions, senses, reactions, and dreams that govern their behaviors and decide their overall performance within the organization. Among these mental and cognitive formations that manipulate an individual all through project performance, particularly in roles requiring heightened emotional engagement, in particular in interactions with others, we focus on the emotional and affective drivers known as "emotional intelligence." Emotional intelligence refers back to the ability to perceive and recognize the emotional and affective desires of others and to make use of this cognizance in interpersonal interactions.

The time period "intelligence" is used due to the fact individuals employ diverse cognitive and mental methods to prompt those senses. Intelligence, as an intellectual system, is based on multiplied degrees of emotion and sensation, all of which make a contribution to emotional intelligence. Emotional intelligence is described as a set of social and emotional abilities targeted around self-regulation and self-attention, which directly have an impact on

communication with others. This idea may be connected to the professional domain, in which it's miles appeared as one of the maximum critical elements in improving job overall performance throughout numerous fields, particularly in education. A instructor with high emotional intelligence is higher geared up to understand themselves and others, thereby improving the exceptional in their interactions with college students and improving their pedagogical performance.

This look at targets to explore the connection between emotional intelligence and the first-class of pedagogical performance amongst secondary college teachers in the kingdom of Tiaret.

Hypotheses:

General Hypothesis:

- There is a correlational relationship between emotional intelligence and the quality of pedagogical performance among secondary school teachers.

Specific Hypotheses:

1. There is a relationship between self-awareness and the quality of pedagogical performance among secondary school teachers in Tiaret.
2. There is a relationship between self-regulation and the quality of pedagogical performance among secondary school teachers in Tiaret.
3. There is a relationship between empathy and the quality of pedagogical performance among secondary school teachers in Tiaret.
4. There is a relationship between social skills and the quality of pedagogical performance among secondary school teachers in Tiaret.

Objectives of the Study:

1. To determine the relationship between self-awareness and the quality of pedagogical performance among secondary school teachers in Tiaret.
2. To determine the relationship between self-regulation and the quality of pedagogical performance among secondary school teachers in Tiaret.
3. To determine the relationship between empathy and the quality of pedagogical performance among secondary school teachers in Tiaret.
4. To determine the relationship between social skills and the quality of pedagogical performance among secondary school teachers in Tiaret.

Key Concepts of the Study:

1. Emotional Intelligence (EI):

Emotional intelligence refers to an individual's ability to perceive, understand, and manage their own emotions and the emotions of others in a positive manner, leading to effective interaction. Daniel Goleman (1995) identified its core dimensions as: self-awareness, self-regulation, empathy, and social skills.

Definitions of Emotional Intelligence:

- **Salovey and Mayer (1990):** Defined EI as "the ability to monitor one's own and others' feelings and emotions, to discriminate among them, and to use this information to guide one's thinking and actions."
- **Salovey and Mayer (1995):** Described EI as encompassing the expression of emotions, including the ability to clarify and recognize emotions through words, facial expressions, and relationships with others, as well as empathy, judgment of others' emotions, and the adaptive regulation of emotions through organization, evaluation, and modification (Ali, 2014: 96).
- **Petrides and Furnham (2001):** Defined EI as "a set of emotional self-perceptions located at the lower levels of the personality hierarchy."

- **Mayer, Salovey, and Caruso (2004):** Viewed EI as "the ability to perceive, access, and generate emotions to assist in thought processes, understand emotions and emotional knowledge, and regulate emotions consciously to promote emotional and intellectual growth."

Definition of Quality and Quality of Performance:

1. Definition of Quality:

- **American National Standards Institute (ANSI) and American Society for Quality Control (ASQC):** Define quality as "the overall features and characteristics of a product or service, including its ability to meet needs" (Al-Naemi et al., 2009: 31). Quality can be defined in various ways depending on the type of product or service.
- **Dynamic Process Perspective:** Quality is a dynamic process related to goods, services, processes, individuals, and their work environments, aiming to meet or exceed expectations (Kadhim, 2010: 22).
- **Etymological Perspective:** The term "Quality" originates from the Latin word *Qualities*, meaning the nature of a thing or person. With the evolution of management science, the concept of quality shifted from precision and perfection to a deeper, multi-dimensional concept. Linguistically, quality refers to abundant output, excellent performance, and outstanding results (Al-Qahtani & Shaibi, 2022: 193).

2. Definition of Quality of Performance:

- **General Definition:** Quality of performance refers to an individual's possession of skills and abilities that enable them to complete tasks effectively and accurately, achieving distinguished performance. Individual differences emerge through periodic performance evaluations (Lamia, 2015: 24).
- **Armstrong (2006):** Defines quality of performance as the extent to which individuals accomplish tasks efficiently and effectively, aligning with organizational goals (Armstrong, 2006, p. 227).
- **Dessler (2011):** Measures quality of performance by the individual's mastery of tasks and adherence to organizational standards during execution (Dessler, 2011, p. 315).
- **Robbins and Judge (2013):** View quality of performance as the level of outcomes achieved by an individual compared to set standards and their alignment with organizational objectives (Robbins & Judge, 2013, p. 140).
- **Koopmans et al. (2014):** Define quality of performance as the ability to perform work effectively and accurately, reflecting professional competence and achieving stakeholder satisfaction (Koopmans et al., 2014, p. 275).

These definitions collectively highlight the multifaceted nature of quality and its application to performance, emphasizing efficiency, effectiveness, and alignment with organizational goals.

Methodology of the Study:

The study adopted a **descriptive-analytical approach**, as it is most suitable for examining correlational relationships between variables. The sample consisted of **91 secondary school teachers** from two high schools in Tiaret Province: **Bai Bouzid High School** and **Ghafour Sahraoui High School**.

Data Collection Tools:

Two main instruments were used to gather data:

1. **Emotional Intelligence Questionnaire:** Designed to measure the dimensions of emotional intelligence (self-awareness, self-regulation, empathy, and social skills).
2. **Pedagogical Performance Quality Questionnaire:** Aimed at assessing the quality of teachers' pedagogical performance.

Both tools were validated for **reliability** and **validity** using **Cronbach's Alpha coefficient** to ensure consistency and accuracy in measurement.

Sample Characteristics:

Table 1: Distribution of the Sample by Gender

Gender	Frequency	Percentage
Males	36	39.6%
Females	55	60.4%
Total	91	100%

Observation:

As shown in **Table 1**, the majority of the sample consisted of female teachers (**55**, or 60.4%), compared to male teachers (**36**, or 39.6%).

Sample Characteristics (Continued):

Table 2: Distribution of the Sample by Age Groups

Age Group	Frequency	Percentage
20–25	6	6.6%
26–30	2	2.2%
31–35	12	13.2%
36–40	31	34.1%
>41	40	44.0%
Total	91	100%

Observation:

As shown in **Table 2**, the largest age group was teachers over 41 years old (**40**, or 44%), followed by those aged 36–40 (**31**, or 34.1%). The next largest group was teachers aged 31–35 (**12**, or 13.2%), followed by those aged 20–25 (**6**, or 6.6%). The smallest group was teachers aged 26–30 (**2**, or 2.2%).

Table 3: Distribution of the Sample by Educational Level

Educational Level	Frequency	Percentage
Bachelor's Degree	48	52.7%
Master's Degree	40	44.0%
PhD	3	3.3%
Total	91	100%

Observation:

As shown in **Table 3**, the majority of teachers held a **Bachelor's Degree** (**48**, or 52.7%), followed by those with a **Master's Degree** (**40**, or 44%). Only **3** teachers (3.3%) held a **PhD**.

4.4. Primary Study Tools:

1. Emotional Intelligence Questionnaire
2. Pedagogical Performance Quality Questionnaire

Psychometric Properties of the Tools:

Validity of the Tools:

To ensure the validity of the tools, the following types of validity were considered:

a) Face Validity:

The initial version of the questionnaire was evaluated by **5 experts** in the field using an evaluation form. Based on their feedback, **9 items** were revised to improve clarity and ensure respondents' understanding.

b) Internal Consistency Validity:

This was assessed using **Cronbach's Alpha** to measure the reliability of the tools.

c) Split-Half Validity:

This method was used to further confirm the consistency and reliability of the questionnaire. These steps ensured the tools were valid and reliable for data collection.

Revisions to Questionnaire Items Based on Expert Feedback:

Item Number	Before Revision	After Revision
01	I am aware of my emotions	I am aware of my emotions while performing my work
02	I have self-confidence that enables me to determine my direction	I trust myself in a way that enables me to set my goals
03	I can identify my strengths and weaknesses	I know my strengths and weaknesses
04	I accept constructive criticism from my colleagues	I accept constructive criticism from my colleagues at work
09	I control myself and do not explode in the face of my colleagues	control myself and do not mistreat my colleagues
10	I admit my mistakes and have the ability to apologize if necessary	I admit my mistakes and apologize if necessary
11	I have the ability to read the behavior of subordinates	I have the ability to understand the behavior of my colleagues
15	I can establish excellent relationships with others	I can form excellent relationships with others
16	I accept and respect others even if they disagree with me	I respect my colleagues at work even if I disagree with them in opinions and directives

After revising the items based on the experts' suggestions, the preliminary version of the questionnaire was distributed to a group of secondary school teachers to calculate its psychometric properties.

b) Internal Consistency Validity:

Internal consistency changed into analyzed statistically by inspecting the relationship between every object and its corresponding measurement, as well as the connection between every dimension and the total score. The researcher performed this evaluation on a sample of 30 secondary college teachers to ensure the objects were strongly correlated with their respective dimensions and that the dimensions had been properly-aligned with the total score. The SPSS statistical software turned into used for this motive.

Internal Consistency Validity of the Emotional Intelligence Questionnaire:

Table 4: Relationship Between Items, Dimensions, and Total Score for the Emotional Intelligence Questionnaire

Dimension	Item Number	Item-Dimension Correlation	Dimension-Total Score Correlation
Self-Awareness	01	0.68	0.76
	02	0.50	
	03	0.54	
	04	0.47	
	05	0.75	

Observation:

As shown in Table four, maximum objects verified a enormous dating with their respective size and the whole rating at the 0.01 significance stage. Additionally, there was a robust relationship between the objects and the whole score, with a Pearson correlation coefficient of zero.76 at the zero.01 importance level. This confirms the validity of the measurement and its suitability for measurement.

Internal Consistency Validity of the Emotional Intelligence Questionnaire (Continued):

Table 5: Relationship Between Items, Dimensions, and Total Score for the Dimension of Self-Regulation

Dimension	Item Number	Item-Dimension Correlation	Dimension-Total Score Correlation
Self-Regulation	06	0.67	0.88
	07	0.92	
	08	0.71	
	09	0.64	
	10	0.16	

Observation:

As shown in Table 5, most items established a large dating with their respective dimension and the overall rating on the zero.01 significance level. Additionally, there has been a sturdy dating between the items and the whole score, with a Pearson correlation coefficient of zero.88 at the zero.01 importance stage. This confirms the validity of the dimension and its suitability for measurement.

Table 6: Relationship Between Items, Dimensions, and Total Score for the Dimensions of Empathy and Social Skills

Dimension	Item Number	Item-Dimension Correlation	Dimension-Total Score Correlation
Empathy	11	0.87	0.67
	12	0.84	
	13	0.33	
Social Skills	14	0.47	0.83
	15	0.64	
	16	0.64	
	17	0.65	

Observation:

As proven in Table 6, all gadgets for Empathy and Social Skills confirmed a sizable courting with their respective dimensions and the full score at the 0.01 importance level. Additionally, there has been a strong courting among the objects and the entire score, with Pearson correlation coefficients of zero.Sixty seven for Empathy and 0.83 for Social Skills, each on the zero.01 significance stage. This confirms the validity of the questionnaire and its suitability for size.

These outcomes together validate the internal consistency and reliability of the emotional intelligence questionnaire.

Internal Consistency Validity of the Pedagogical Performance Quality Questionnaire:**Table 7:** Relationship Between Items and Total Score for the Pedagogical Performance Quality Questionnaire

Item Number	Item-Total Score Correlation	Significance Level
18	0.39**	0.58**
19	0.47**	
20	0.52**	
21	0.36**	
22	0.43**	
23	0.31	
24	0.24	
25	0.49**	
26	0.02	
27	0.67**	

28	0.64**
29	0.76**
30	0.66**
31	0.75**
32	0.52
33	0.32
34	0.34
35	0.65**
36	0.64**
37	0.56**
38	0.50**
39	0.59**
40	0.43*
41	0.61**
42	0.53**
43	0.49**
44	0.65**
45	0.67**
46	0.68**
47	0.62**
48	0.31
49	0.78**
50	0.58**

Observation:

As proven in Table 6, all gadgets for Empathy and Social Skills confirmed a sizable courting with their respective dimensions and the full score at the 0.01 importance level. Additionally, there has been a strong courting among the objects and the entire score, with Pearson correlation coefficients of zero.Sixty seven for Empathy and 0.83 for Social Skills, each on the zero.01 significance stage. This confirms the validity of the questionnaire and its suitability for size.

These outcomes together validate the internal consistency and reliability of the emotional intelligence questionnaire.

Reliability of the Emotional Intelligence Questionnaire:

1. Reliability refers back to the consistency and accuracy of a questionnaire. If an character obtains the same (or a comparable) score while the same questionnaire is run multiple instances, it suggests excessive reliability.
2. **Cronbach's Alpha Reliability:**
Cronbach's Alpha turned into used to calculate the reliability coefficient. It was computed on a pattern of 30 instructors, as shown within the following desk:
- 3.
4. **Table 8:** Cronbach's Alpha for the Emotional Intelligence Questionnaire

Dimension	Cronbach's Alpha	Number of Items
Self-Awareness	0.85	5
Self-Regulation	0.89	5
Empathy	0.82	3
Social Skills	0.87	4
Overall	0.92	17

Reliability of the Questionnaires Using Cronbach's Alpha:

Table 9: Cronbach's Alpha Coefficients for the Emotional Intelligence Questionnaire

Dimension	Cronbach's Alpha
Self-Awareness	0.53
Self-Regulation	0.62
Empathy	0.90
Social Skills	0.65

Observation:

The records in Table nine indicate that the study device, throughout its diverse dimensions, demonstrates a excessive diploma of reliability. Therefore, it is able to be concluded that the device possesses suitable stages of validity and reliability, justifying its use inside the most important study.

Reliability of the Pedagogical Performance Quality Questionnaire:**1. Cronbach's Alpha Reliability:**

Table 10: Cronbach's Alpha Coefficient for the Pedagogical Performance Quality Questionnaire

Variable	Cronbach's Alpha
Pedagogical Performance Quality	0.91

Observation:

The statistics in Table 10 display that the Cronbach's Alpha coefficient is 0.91, that is a especially widespread fee indicating that the questionnaire enjoys a excessive degree of reliability. Thus, it can be concluded that the instrument possesses acceptable stages of validity and reliability, justifying its use within the fundamental have a look at.

Results and Discussion:**General Research Question:**

Is there a correlational relationship between emotional intelligence and the quality of pedagogical performance among secondary school teachers in Tiaret?

Table 11: Relationship Between Emotional Intelligence and Pedagogical Performance Quality

Variables	Mean	Standard Deviation	Pearson's r	Significance Level
Emotional Intelligence	70.75	6.74	0.60	0.01
Pedagogical Performance Quality	113.71	9.46		

Observation:

As shown in Table eleven, the Pearson correlation coefficient among emotional intelligence and pedagogical overall performance excellent is zero.60, that is statistically huge at the 0.01 level. This confirms the lifestyles of a tremendous correlational relationship between the 2 variables.

Conclusion:

There is a statistically significant correlational relationship between emotional intelligence and the satisfactory of pedagogical performance among secondary faculty instructors in Tiaret.

Presentation of Hypothesis Results:**2.1. Results of the First Specific Hypothesis:**

Hypothesis Statement: There is a relationship between self-awareness and the quality of pedagogical performance among secondary school teachers in Tiaret.

Table 12: Relationship Between Self-Awareness and Pedagogical Performance Quality

Variables	Mean	Standard Deviation	Pearson's r	Significance Level
Self-Awareness	21.89	2.16	0.47	0.01
Pedagogical Performance	113.71	9.46		

Quality				
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Observation:

As shown in Table 12, the Pearson correlation coefficient among self-focus and pedagogical overall performance excellent is zero. Forty seven, that is statistically enormous on the 0.01 degree. This confirms the existence of a large correlational relationship between the two variables.

Conclusion:

There is a statistically widespread correlational courting between self-focus and the quality of pedagogical performance amongst secondary school instructors in Tiaret.

2.2. Results of the Second Specific Hypothesis:

Hypothesis Statement: There is a relationship between self-regulation and the quality of pedagogical performance among secondary school teachers in Tiaret.

Table 13: Relationship Between Self-Regulation and Pedagogical Performance Quality

Variables	Mean	Standard Deviation	Pearson's r	Significance Level
Self-Regulation	21.20	2.29	0.51	0.01
Pedagogical Performance Quality	113.71	9.46		

Observation:

As proven in Table 13, the Pearson correlation coefficient among self-law and pedagogical performance satisfactory is zero. Fifty one, which is statistically enormous at the zero.01 level. This confirms the lifestyles of a giant correlational courting among the two variables.

Conclusion:

There is a statistically widespread correlational dating between self-law and the quality of pedagogical performance among secondary faculty teachers in Tiaret.

2.3. Results of the Third Specific Hypothesis:

Hypothesis Statement: There is a relationship between empathy and the quality of pedagogical performance among secondary school teachers.

Table 14: Relationship Between Empathy and Pedagogical Performance Quality

Variables	Mean	Standard Deviation	Pearson's r	Significance Level
Empathy	11.43	1.79	0.42	0.01
Pedagogical Performance Quality	113.71	9.46		

Observation:

As shown in Table 14, the Pearson correlation coefficient between empathy and pedagogical performance best is 0.42, that is statistically significant at the 0.01 level. This confirms the lifestyles of a widespread correlational relationship among the 2 variables.

Conclusion:

There is a statistically substantial correlational courting between empathy and the pleasant of pedagogical overall performance among secondary school instructors.

2.4. Results of the Fourth Specific Hypothesis:

Hypothesis Statement: There is a relationship between social skills and the quality of pedagogical performance among secondary school teachers in Tiaret.

Table 15: Relationship Between Social Skills and Pedagogical Performance Quality

Variables	Mean	Standard Deviation	Pearson's r	Significance Level
Social Skills	16.23	2.39	0.47	0.01
Pedagogical Performance Quality	113.71	9.46		

Observation:

As proven in Table 15, the Pearson correlation coefficient among social abilities and pedagogical overall performance excellent is 0.47, that's statistically considerable at the 0.01 stage. This confirms the existence of a vast correlational coupling between the two variables.

Conclusion:

There is a statistically sizeable correlational coupling among social capabilities and the excellence of pedagogical overall performance among secondary school teachers in Tiaret.

Overall Conclusion:

All precise hypotheses have been supported, confirming the widespread relationships between the dimensions of emotional intelligence (self-recognition, self-regulation, empathy, and social capabilities) and the excellence of pedagogical performance amongst secondary faculty teachers in Tiaret.

Discussion of Study Results:**1. Analysis and Discussion of the General Hypothesis:**

Hypothesis Statement: There is a correlational relationship among emotional intelligence and the first-class of pedagogical performance amongst secondary faculty teachers in Tiaret. Based on the effects provided in Table 16, there is a fine and statistically huge correlational relationship between emotional intelligence and the excellence of pedagogical performance among secondary college instructors in Tiaret. The Pearson correlation coefficient changed into 0.60 at a significance degree of 0.01. This suggests that better levels of emotional intelligence amongst teachers correspond to advanced pedagogical performance in the classroom. Therefore, the hypothesis is showed, and we receive the null hypothesis stating that there's a statistically massive relationship between emotional intelligence and pedagogical performance high-quality.

This locating aligns with preceding research which have explored the connection between emotional intelligence and job overall performance. For example, Ali Hussein Afifa (2019) examined the effect of emotional intelligence at the activity overall performance of employees at the Syria Gulf Bank using Goleman's model of emotional intelligence. They have a look at measured emotional intelligence across its five dimensions (self-attention, self-law, empathy, motivation, and social talents) and found a superb dating among emotional intelligence and process performance.

Similarly, Goleman (1995) and Salovey

2. Analysis and Discussion of Specific Hypotheses:**2.1. First Specific Hypothesis:**

Hypothesis Statement: There is a dating among self-consciousness and the high-quality of pedagogical overall performance amongst secondary school teachers in Tiaret. Based on the results in Table 17, there's a statistically extensive dating between self-attention and pedagogical overall performance excellent, with a Pearson correlation coefficient of 0.47 at an importance degree of 0.01. This confirms the speculation and helps the null hypothesis that self-consciousness is positively correlated with pedagogical performance. Teachers with excessive self-focus are better capable of manage their emotions, analyze their behaviors, and apprehend their impact on others, which positively displays on their lecture room overall performance. This finding is steady with Abdullah Al-Zahri's (2012) look at, which explored the relationship between self-consciousness and coaching performance among secondary college teachers in Riyadh. They have a look at concluded that there is an effective and statistically significant dating between self-consciousness and coaching overall performance, with higher self-consciousness leading to better teaching outcomes.

Additionally, Goleman (1995) highlighted that self-awareness is the cornerstone of growing social and emotional abilities, which make a contribution to progressed overall performance in diverse expert contexts, including schooling.

2.2. Second Specific Hypothesis:

Hypothesis Statement: There is a courting among self-regulation and the high-quality of pedagogical performance among secondary school instructors in Tiaret.

The outcomes in Table 18 show a statistically substantial dating between self-regulation and pedagogical performance first-rate, with a Pearson correlation coefficient of zero.51 at a significance level of zero.01. This confirms the speculation and helps the concept that teachers who efficiently modify their feelings and behaviors have a tendency to carry out better inside the lecture room.

2.3. Third Specific Hypothesis:

Hypothesis Statement: There is a dating among empathy and the first-class of pedagogical performance among secondary school instructors.

The results in Table 19 imply a statistically good sized relationship between empathy and pedagogical overall performance first-class, with a Pearson correlation coefficient of zero.42 at a importance stage of 0.01. This confirms the speculation, suggesting that empathetic teachers are more effective in their pedagogical roles, as they could better understand and respond to their college students' needs.

2.4. Fourth Specific Hypothesis:

Hypothesis Statement: There is a relationship between social talents and the quality of pedagogical performance amongst secondary college teachers in Tiaret.

The results in Table 20 display a statistically good sized dating among social abilties and pedagogical performance satisfactory, with a Pearson correlation coefficient of 0.47 at a importance degree of 0.01. This confirms the hypothesis, indicating that instructors with strong social talents are more likely to excel of their pedagogical obligations, as they are able to correctly communicate and engage with students and co-workers.

Overall Discussion:

The findings of this take a look at strengthen the significance of emotional intelligence in enhancing pedagogical performance. Each size of emotional intelligence (self-focus, self-regulation, empathy, and social abilties) become found to have a widespread positive impact on coaching nice. These results align with preceding research emphasizing the role of emotional intelligence in professional fulfillment, specifically in schooling. By growing emotional intelligence, instructors can improve their capacity to manage feelings, understand students' wishes, and create a superb getting to know environment, in the long run main to better pedagogical outcomes.

2.2. Analysis and Discussion of the Second Specific Hypothesis:

Hypothesis Statement: There is a dating among self-law and the great of pedagogical performance amongst secondary school instructors in Tiaret.

Based at the results in Table 18, there is a statistically giant relationship among self-regulation and pedagogical overall performance high-quality, with a Pearson correlation coefficient of zero.51 at a importance level of zero.01. This confirms the speculation and helps the null hypothesis that self-regulation is positively correlated with pedagogical overall performance.

Self-regulation plays a critical role in improving pedagogical overall performance, as teachers who effectively control their emotions, behaviors, and impulses are better prepared to handle lecture room demanding situations, plan lessons effectively, and preserve a disciplined getting to know surroundings. This finding aligns with Al-Anzi Abdullah's (2016) observe, which highlighted self-law as a predictor of teaching excellent amongst secondary faculty teachers, mainly in lesson education and classroom control.

Additionally, Pintrich

2.3. Analysis and Discussion of the Third Specific Hypothesis:

Hypothesis Statement: There is a courting among empathy and the first-rate of pedagogical performance among secondary college instructors in Tiaret.

The results in Table 19 display a slight and statistically considerable relationship among empathy and pedagogical overall performance fine, with a Pearson correlation coefficient of 0.42 at a importance level of 0.01. This confirms the hypothesis, indicating that empathetic teachers are more effective of their pedagogical roles.

Teachers with excessive empathy are higher able to apprehend their students' desires, reply to their emotions, and create a supportive mastering surroundings. This locating is supported by using Barrag Jalali's (2021) look at, which explored the effect of pedagogical and academic relationships on college overall performance. The have a look at determined that empathetic relationships between instructors and college students beautify the effectiveness of the instructional manner, enhance scholar consequences, and reduce professional challenges confronted by means of instructors.

2.4. Analysis and Discussion of the Fourth Specific Hypothesis:

Hypothesis Statement: There is a dating among social competencies and the exceptional of pedagogical overall performance amongst secondary school instructors in Tiaret.

The consequences in Table 20 exhibit a statistically enormous courting between social capabilities and pedagogical overall performance exceptional, with a Pearson correlation coefficient of 0.47 at a importance level of 0.01. This confirms the speculation, highlighting the importance of social capabilities in enhancing pedagogical overall performance.

Teachers with strong social skills are extra effective in communicating with college students, coping with lecture rooms, and fostering a advantageous getting to know surroundings. This finding aligns with Sharif Nazeha's (2017) look at, which examined the connection among social capabilities and educational success among secondary school college students. The study found a substantial positive correlation among social abilities and average academic overall performance, emphasizing the role of social talents in academic fulfillment.

Additionally, Zainab bint Abbas Al-Ajmi, Mohammad Abdul Karim Al-Ayasrah, et al. (2019) investigated the effect of an educational software primarily based on Goleman's emotional intelligence version at the development of moral behaviors in Islamic training. Their look at observed that applications improving emotional intelligence components, including social capabilities, positively affect students' moral behaviors, similarly underscoring the importance of social abilities in instructional contexts.

General Conclusion:

Through the evaluation of the take a look at's hypotheses in mild of preceding research, it's far obvious that there may be a massive correlational relationship among the scale of emotional intelligence (self-awareness, self-regulation, empathy, and social abilities) and the satisfactory of pedagogical overall performance amongst secondary school teachers in Tiaret. The findings underscore the importance of emotional intelligence inside the academic field, as it directly contributes to powerful teaching practices. Teachers with excessive emotional intelligence are higher equipped to control their feelings, understand their college students' desires, and create a supportive and engaging gaining knowledge of environment.

These results also spotlight the capacity for improving pedagogical overall performance through targeted education packages geared toward improving emotional intelligence skills amongst teachers.

Conclusion and Recommendations:

The look at concludes that emotional intelligence substantially contributes to enhancing the great of pedagogical performance. The researcher recommends integrating emotional

intelligence abilities into the instructional and expert schooling of secondary college instructors. Additionally, enhancing counseling packages aimed at growing emotional and social components among instructional specialists is crucial.

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