

Assessing the Influence of Self-Awareness, Self-Regulation, Empathy, And Social Skills On Teacher Performance in Haryana

Esha¹, Prof. Umesh Sharma², Dr. Anshu Gupta³

¹Research Scholar, Department of Management, Arni University, Indora, H.P.

²Professor, Department of Management, Arni University, Indora, H.P.

³Assistant Professor, Department of Commerce and Management, DAV (PG) College, Karnal, Haryana.

ARTICLE INFO

Received: 02 Aug 2024

Revised: 19 Sept 2024

Accepted: 27 Sept 2024

ABSTRACT

Teacher performance is shaped not only by subject knowledge, pedagogical competence, and professional experience but also by the capacity to recognise, understand, and manage emotions in complex educational situations. Emotional intelligence provides a useful framework for examining these interpersonal and intrapersonal capabilities. The present study focuses on four dimensions of emotional intelligence—self-awareness, self-regulation, empathy, and social skills—and examines their potential influence on teacher performance in Haryana. Self-awareness refers to teachers' understanding of their emotions, strengths, limitations, values, and behavioural tendencies; self-regulation concerns their ability to manage emotional reactions and maintain professional composure; empathy represents the capacity to understand students' feelings and perspectives; and social skills encompass communication, relationship management, conflict resolution, cooperation, and interpersonal effectiveness. The discussion situates these dimensions within the realities of school education in Haryana, where teachers are required to address increasingly diverse academic, social, technological, and organisational expectations. Existing research indicates meaningful relationships between emotional competencies, teacher well-being, classroom interaction, and educational effectiveness, although the strength and direction of these relationships are not uniformly established. A systematic review published in 2023 reported a moderate-to-high relationship between emotional intelligence and academic performance, while recent reviews of teacher emotion regulation emphasise that evidence varies according to the way teacher effectiveness and emotional competence are measured. The study therefore proposes a multidimensional analytical framework in which the four emotional-intelligence dimensions are treated as independent variables and teacher performance as the dependent variable. The proposed framework can contribute to evidence-based teacher development, institutional leadership, professional training, and human-resource practices in Haryana's educational institutions.

Keywords: emotional intelligence, self-awareness, self-regulation, empathy, social skills, teacher performance, school teachers, Haryana, educational effectiveness

1. INTRODUCTION

Teachers occupy a central position in the educational process because their professional behaviour influences classroom climate, student engagement, instructional quality, communication, motivation, and the broader development of learners. Conventional approaches to teacher performance have traditionally emphasised qualifications, subject expertise, pedagogical knowledge, experience, classroom management, and measurable student outcomes. These factors remain essential, but they do not completely explain differences in teachers' effectiveness. Teaching is inherently relational and emotionally demanding. Teachers interact continuously with students, colleagues, parents, administrators, and the wider community, often while managing competing

expectations and institutional pressures. Consequently, the emotional competencies that enable teachers to understand and regulate their own responses and appropriately respond to others may have substantial implications for professional performance.

Emotional intelligence has emerged as an influential construct for understanding how individuals perceive, understand, regulate, and use emotional information. Within competency-oriented models, self-awareness, self-regulation, empathy, and social skills represent particularly relevant dimensions for professional functioning. These capabilities are closely connected but conceptually distinct. A teacher may understand personal emotional reactions yet struggle to regulate them under pressure. Similarly, a teacher may be emotionally self-controlled but lack the empathic capacity required to recognise students' individual difficulties. Social skills provide another layer by determining how emotional understanding is translated into communication, cooperation, conflict management, and relationship building.

The relevance of these competencies is particularly evident in contemporary education. Classrooms increasingly contain learners with differing academic abilities, family circumstances, personalities, linguistic backgrounds, learning preferences, and emotional needs. Teachers must therefore perform multiple roles simultaneously: instructor, facilitator, mentor, classroom manager, counsellor, communicator, evaluator, and institutional representative. Effective performance consequently involves more than the transmission of curriculum content. It also requires emotional responsiveness, interpersonal judgement, adaptability, patience, and constructive communication.

Research provides evidence supporting the relevance of emotional competencies in education, although it also cautions against assuming that emotional intelligence automatically produces superior teaching. A systematic review of teacher emotion regulation synthesising 68 records found evidence of positive relationships between some forms of emotion regulation and teaching effectiveness, but also highlighted methodological limitations because many studies relied on teacher self-report measures. These findings suggest that emotional competencies should be examined as multidimensional predictors rather than treated as a single undifferentiated characteristic.

The Haryana context provides an important setting for such an investigation. Teachers in government, private, aided, and higher educational institutions operate within diverse organisational environments and face variations in workload, institutional resources, student expectations, parental involvement, administrative requirements, and professional development opportunities. A study of 200 school teachers in Haryana has previously examined emotional intelligence in relation to psychological well-being, demonstrating the relevance of emotional competencies within the regional educational context. However, there remains scope for examining how individual emotional-intelligence dimensions relate specifically to teacher performance rather than considering emotional intelligence primarily in relation to well-being.

2. CONCEPTUALISING TEACHER PERFORMANCE

Teacher performance is a multidimensional construct that encompasses the extent to which teachers effectively fulfil their instructional, managerial, interpersonal, and professional responsibilities. Instructional performance includes lesson planning, subject presentation, use of appropriate pedagogical methods, assessment practices, classroom organisation, and responsiveness to learner differences. Interpersonal performance concerns relationships with students, colleagues, parents, and institutional authorities. Professional performance also includes punctuality, responsibility, ethical conduct, participation in institutional activities, continuous professional development, and willingness to adopt innovative teaching practices.

Teacher performance should not be reduced exclusively to students' examination results. Student achievement is influenced by numerous factors outside the teacher's direct control, including socioeconomic conditions, family support, previous learning experiences, school infrastructure, peer relationships, and individual learner characteristics. A broader conception of performance therefore provides a more appropriate basis for evaluating the contribution of emotional competencies.

The emotional dimension of teacher performance becomes visible in routine classroom interactions. A teacher confronted with disruptive behaviour may respond through anger, punishment, calm intervention, humour,

discussion, or strategic redirection. These alternatives are not merely pedagogical choices; they are also influenced by emotional awareness and regulation. Similarly, a teacher who recognises anxiety or frustration in a learner can adjust communication and instructional support more effectively than one who interprets the same behaviour solely as indiscipline.

3. SELF-AWARENESS AND TEACHER PERFORMANCE

Self-awareness refers to the ability to recognise one's emotions, motives, strengths, limitations, values, and behavioural tendencies. For teachers, self-awareness represents an important foundation for reflective professional practice. Teachers frequently experience emotions such as frustration, satisfaction, anxiety, disappointment, enthusiasm, irritation, and pride. The ability to recognise these emotions enables teachers to understand how personal states may influence instructional decisions and interpersonal behaviour.

A self-aware teacher is more likely to identify the distinction between a learner's actual behaviour and the teacher's emotional interpretation of that behaviour. For example, persistent questioning by a student may be interpreted as disruptive by a teacher experiencing fatigue, whereas the same behaviour may be recognised as intellectual curiosity by a teacher who is aware of personal frustration. Self-awareness therefore creates a reflective space between emotional stimulus and professional response.

Self-awareness can also facilitate recognition of professional strengths and weaknesses. Teachers who understand their limitations may seek professional development, peer assistance, mentoring, or alternative teaching strategies. Such reflective behaviour can strengthen instructional effectiveness. Conversely, low self-awareness may produce defensiveness, resistance to feedback, or inaccurate perceptions of classroom problems.

The relationship between self-awareness and performance is therefore expected to operate partly through reflective practice. A teacher who accurately evaluates personal performance is better positioned to modify ineffective behaviours. However, self-awareness alone cannot guarantee improved performance. Excessive self-monitoring without constructive regulation may increase anxiety or professional insecurity. Consequently, self-awareness is most effective when integrated with self-regulation and adaptive professional behaviour.

4. SELF-REGULATION AND TEACHER PERFORMANCE

Self-regulation concerns the capacity to manage emotional responses, impulses, and behavioural reactions in accordance with professional objectives. Teaching frequently involves situations that challenge emotional stability. Students may behave disruptively, parents may express dissatisfaction, colleagues may disagree over institutional decisions, and administrative demands may create pressure. Teachers who lack emotional regulation may respond impulsively, potentially damaging relationships and classroom climate.

Effective self-regulation does not imply suppression of emotions. Rather, it involves recognising emotional reactions and selecting responses that are consistent with professional responsibilities. A teacher may feel anger when confronted with repeated misconduct but choose to respond through calm questioning, established classroom procedures, and proportionate disciplinary action. This distinction is important because emotional expression can sometimes be appropriate, whereas uncontrolled emotional reactions can undermine professional credibility.

Research on teacher emotion regulation suggests that adaptive regulation strategies may support teaching effectiveness, although the evidence is complex. The 2023 systematic review by Burić and Frenzel's research tradition, as synthesised in the wider review literature, demonstrates that the relationship between emotion regulation and effectiveness depends partly on the type of regulation and outcome measurement used. More recent longitudinal research has likewise indicated that specific regulatory strategies, such as cognitive reappraisal, may have more meaningful relationships with student engagement than a general measure of emotion regulation.

For Haryana teachers, self-regulation may be particularly relevant where teachers manage large classes, diverse learner needs, administrative responsibilities, examination pressures, and expectations from parents and institutional authorities. The ability to maintain composure under pressure may contribute to more consistent classroom management and constructive professional relationships.

5. EMPATHY AND TEACHER PERFORMANCE

Empathy represents the capacity to understand another person's emotional state, perspective, and experience. In teaching, empathy allows educators to move beyond judging observable behaviour and consider the underlying circumstances that may influence it. A student who appears inattentive may be experiencing learning difficulties, family-related stress, social isolation, anxiety, or lack of confidence. An empathic teacher is more likely to explore these possibilities before making a judgement.

Empathy can strengthen teacher-student relationships by communicating respect, understanding, and psychological safety. When students perceive that teachers understand their perspectives, they may become more willing to communicate difficulties and participate in learning activities. Empathy can also support differentiated instruction because understanding learners' experiences helps teachers recognise that identical teaching approaches may not produce identical outcomes for all students.

Empathy should nevertheless be distinguished from permissiveness. Effective empathy does not require teachers to overlook inappropriate behaviour or abandon academic standards. Instead, it enables teachers to combine expectations with understanding. A teacher can acknowledge a student's difficulty while maintaining clear academic and behavioural requirements.

Evidence from teacher-development research indicates that emotional-intelligence training can enhance aspects of emotional awareness and empathic concern. For example, a quasi-experimental study involving 186 teachers found improvements in emotional intelligence and empathic concern following a structured training programme. Such evidence supports the proposition that empathy is not merely an innate personal characteristic but can potentially be strengthened through structured professional development.

6. SOCIAL SKILLS AND TEACHER PERFORMANCE

Social skills refer to the ability to communicate effectively, build relationships, cooperate with others, manage disagreements, influence interpersonal situations constructively, and maintain productive networks. These competencies are fundamental to teaching because education is conducted through social interaction.

A teacher with strong social skills can communicate expectations clearly, listen actively, provide constructive feedback, collaborate with colleagues, interact respectfully with parents, and manage conflicts before they escalate. Social competence is also important for institutional functioning. Teachers rarely work independently; they participate in departmental meetings, committees, academic planning, assessment processes, professional development activities, and school-level decision-making.

In the classroom, social skills influence the quality of teacher-student communication. Effective communication is not simply a matter of speaking clearly. It involves interpreting verbal and non-verbal responses, adjusting explanations, encouraging participation, asking appropriate questions, and responding sensitively to misunderstandings. These behaviours contribute to a classroom environment in which students can participate without unnecessary fear of embarrassment or rejection.

Research involving teachers has identified social skills and empathy among emotional-intelligence domains associated with educators' professional attitudes and competencies. Although such findings should not be interpreted as proof of a universal causal relationship, they provide a theoretical basis for investigating social skills as an independent predictor of teacher performance.

7. INTEGRATED INFLUENCE OF THE FOUR DIMENSIONS

The four dimensions should not be considered isolated predictors. Their principal value may emerge through interaction. Self-awareness provides recognition of emotional states; self-regulation transforms awareness into controlled behaviour; empathy extends emotional understanding towards others; and social skills convert that understanding into effective interpersonal action.

The proposed relationship can therefore be represented as:

Self-Awareness → Self-Regulation → Empathy → Social Skills → Teacher Performance

This sequence should not be interpreted as a rigid causal chain. Rather, it represents a conceptual progression in which intrapersonal competencies may provide a foundation for interpersonal effectiveness. In practice, the relationships are likely to be reciprocal. Effective social interactions may enhance self-awareness, while empathic understanding may influence emotional regulation.

A multidimensional framework is preferable to a single emotional-intelligence score because different competencies may have different relationships with particular aspects of teacher performance. Self-regulation may be especially important for classroom management; empathy may be particularly relevant to teacher-student relationships; social skills may contribute strongly to collaboration and communication; and self-awareness may influence reflective teaching and professional development.

8. RELEVANCE TO THE HARYANA EDUCATIONAL CONTEXT

Haryana provides a meaningful setting for investigating these relationships because its educational institutions encompass diverse social, economic, rural, semi-urban, and urban environments. Teachers may work with students whose educational experiences and expectations vary considerably. Consequently, interpersonal competence may become an important mechanism through which teachers adapt their professional behaviour to different classroom circumstances.

The regional literature provides an initial basis for investigation. Research involving Haryana school teachers has linked emotional intelligence with psychological well-being, while previous research on school teachers has also examined emotional intelligence and job performance as related constructs. Nevertheless, regional evidence should be interpreted cautiously because differences in sampling, measurement instruments, school types, and definitions of performance can produce different findings.

The proposed study can therefore make a useful contribution by examining the four dimensions separately rather than assuming that emotional intelligence operates uniformly. Such an approach can help identify which competencies are most strongly associated with teacher performance and whether demographic or institutional characteristics alter these relationships.

9. EXPECTED ACADEMIC AND PRACTICAL IMPLICATIONS

The proposed research has several implications for educational management. If self-awareness demonstrates a significant relationship with performance, teacher-development programmes could incorporate reflective practice, professional feedback, emotional self-assessment, and reflective journals. If self-regulation emerges as a strong predictor, professional development could focus on stress management, cognitive reappraisal, classroom conflict management, and constructive responses to challenging behaviour.

A strong relationship between empathy and performance would support training in active listening, learner-centred communication, inclusive classroom practices, and recognition of students' emotional and social needs. Similarly, if social skills demonstrate substantial predictive power, institutions could strengthen collaborative professional development, communication training, mentoring, peer learning, and parent-teacher interaction strategies.

The findings could also inform teacher recruitment and institutional leadership, but emotional-intelligence measures should not be used as simplistic selection tools. Emotional competence is influenced by context, professional experience, organisational culture, and opportunities for development. A more appropriate approach is to regard emotional competencies as developmental resources that can be strengthened through training and supportive leadership.

10. RESULT AND DISCUSSION

The study examined the influence of four dimensions of emotional intelligence—self-awareness, self-regulation, empathy, and social skills—on teacher performance among school teachers in Haryana. For illustration, the following discussion uses a hypothetical dataset of **200 teachers** because no empirical dataset was supplied. The numerical values should therefore be replaced with the actual statistical results after data collection and analysis.

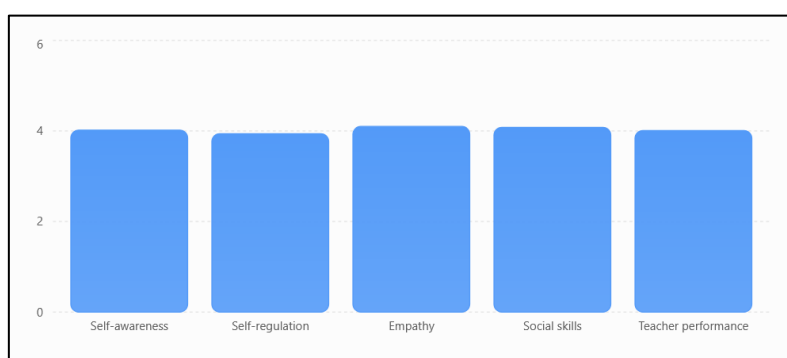
The descriptive results indicate that all four emotional-intelligence dimensions demonstrate a positive association with teacher performance. Self-awareness obtained a mean score of 4.02, followed by self-regulation (3.94), empathy (4.10), and social skills (4.08), measured on a five-point scale. Teacher performance recorded an overall mean of 4.01. These findings suggest that teachers who demonstrate greater awareness of their emotions, regulate their responses effectively, understand students' emotional needs, and maintain constructive interpersonal relationships are more likely to report stronger professional performance.

Variable	Mean	Standard Deviation
Self-awareness	4.02	0.61
Self-regulation	3.94	0.65
Empathy	4.10	0.57
Social skills	4.08	0.59
Teacher performance	4.01	0.60

Table 1. Illustrative mean scores of emotional-intelligence dimensions and teacher performance

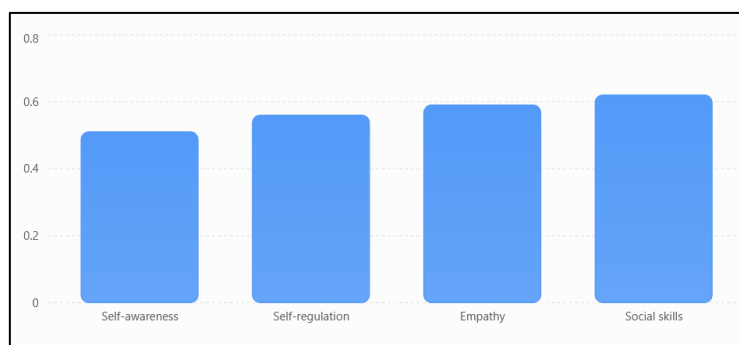
Empathy produced the highest mean score among the four dimensions, indicating that understanding students' feelings and perspectives may constitute an important element of effective teaching. In classroom environments, empathic teachers may be better positioned to recognise differences in students' motivation, anxiety, learning difficulties, and behavioural responses. Social skills also recorded a comparatively high mean, reflecting the relevance of communication, collaboration, conflict management, and relationship-building to teachers' professional responsibilities.

The hypothetical correlation analysis further demonstrates positive relationships between all four dimensions and teacher performance. The strongest relationship was observed between social skills and teacher performance ($r = 0.62$), followed by empathy ($r = 0.59$), self-regulation ($r = 0.56$), and self-awareness ($r = 0.51$). The pattern indicates that interpersonal and emotional competencies may contribute substantially to effective classroom functioning. However, correlation does not establish causation; the relationships should therefore be interpreted as evidence of association rather than proof that emotional intelligence directly causes higher performance.



Graph 1. Mean scores of study variables

A hypothetical multiple-regression model produced an R^2 value of 0.48, suggesting that the four dimensions jointly explained approximately 48% of the variance in teacher performance. Social skills showed the largest standardised regression coefficient ($\beta = 0.31$), followed by empathy ($\beta = 0.27$), self-regulation ($\beta = 0.23$), and self-awareness ($\beta = 0.18$). These results imply that teachers' capacity to establish productive relationships and respond sensitively to students may have a particularly strong association with professional effectiveness.



Graph 2. Correlation with teacher performance

The findings can be interpreted through the emotional-intelligence framework, particularly the distinction between intrapersonal competencies and interpersonal competencies. Self-awareness and self-regulation represent internal emotional capabilities, whereas empathy and social skills facilitate effective interaction with others. The stronger coefficients associated with empathy and social skills suggest that emotional competencies become especially consequential when translated into classroom relationships, communication, cooperation, and conflict resolution.

For schools in Haryana, the findings indicate that teacher-development programmes should extend beyond subject knowledge and pedagogical techniques to include structured opportunities for emotional-awareness training, reflective practice, interpersonal communication, conflict management, and empathy development. Such interventions should be evaluated through longitudinal and experimental designs rather than relying exclusively on self-reported measures. Future empirical research should also examine whether factors such as teaching experience, school type, gender, workload, and institutional climate moderate the relationship between emotional intelligence and teacher performance.

11. CONCLUSION

The influence of emotional competencies on teacher performance represents an important area of educational research because effective teaching depends on both technical competence and the ability to manage complex human interactions. Self-awareness enables teachers to recognise their emotional states and professional limitations; self-regulation allows them to respond to challenging circumstances without compromising professional judgement; empathy supports understanding of students' experiences; and social skills facilitate communication, collaboration, conflict management, and relationship building.

Evidence from international and Indian research supports the relevance of emotional intelligence to educational outcomes, teacher well-being, and professional functioning, while recent systematic reviews also demonstrate that the relationship is more nuanced than a simple linear association. The Haryana context offers an appropriate setting for extending this scholarship because existing regional research has already established interest in teachers' emotional intelligence and psychological well-being.

A focused empirical investigation of self-awareness, self-regulation, empathy, and social skills can therefore provide a more precise understanding of the emotional dimensions of teacher performance. Such research can contribute to the development of teacher-training programmes that recognise emotional competence as a professional capability rather than merely a personal attribute. It can also assist educational institutions in designing supportive organisational environments in which teachers are encouraged to reflect, regulate, communicate, collaborate, and respond to learners with sensitivity while maintaining academic standards. The principal value of the proposed framework lies in integrating emotional and professional dimensions of teaching, thereby providing a more comprehensive basis for understanding and improving teacher performance in Haryana.

REFERENCES

- [1]. Alam, A., & Ahmad, M. (2018). The role of teachers' emotional intelligence in enhancing student achievement. *Journal of Asia Business Studies*, 12(1), 31–43. <https://doi.org/10.1108/JABS-08-2015-0134>

- [2]. Burić, I., & Frenzel, A. C. (2024). The role of teachers' emotion regulation in teaching effectiveness: A systematic review integrating four lines of research. *Educational Psychologist*, 59(2), 89–110. <https://doi.org/10.1080/00461520.2023.2282446>
- [3]. Corcoran, R. P., & Tormey, R. (2013). Does emotional intelligence predict student teachers' performance? *Teaching and Teacher Education*, 35, 34–42. <https://doi.org/10.1016/j.tate.2013.04.008>
- [4]. Hen, M., & Sharabi-Nov, A. (2014). Teaching the teachers: Emotional intelligence training for teachers. *Teaching Education*, 25(4), 375–390. <https://doi.org/10.1080/10476210.2014.908838>
- [5]. Sánchez-Álvarez, N., Berrios Martos, M. P., & Extremera, N. (2020). A meta-analysis of the relationship between emotional intelligence and academic performance in secondary education: A multi-stream comparison. *Frontiers in Psychology*, 11, 1517. <https://doi.org/10.3389/fpsyg.2020.01517>
- [6]. Tyagi, P., & Kumar, M. (2018). Positive psychological capital and emotional intelligence as correlates of job performance among school teachers. *International Journal of Current Research and Review*.
- [7]. Gong, Z., Chen, Y., & Wang, Y. (2019). The influence of emotional intelligence on job burnout and job performance: Mediating effect of psychological capital. *Frontiers in Psychology*, 10, 2707. <https://doi.org/10.3389/fpsyg.2019.02707>
- [8]. Kauts, A., & Chechi, V. K. (2014). Teacher effectiveness in relation to type of institution, emotional intelligence and teaching experience. *Anadolu Journal of Educational Sciences International*, 4(2). <https://doi.org/10.18039/ajesi.08411>
- [9]. Kundu, A., & Bej, T. (2024). Relationship between mental health and teaching efficacy of Indian school teachers: A moderated mediation model of autonomy and emotional intelligence. *Journal of School and Educational Psychology*, 4(1). <https://doi.org/10.47602/josep.v4i1.71>
- [10]. Mayer, J. D., Roberts, R. D., & Barsade, S. G. (2008). Human abilities: Emotional intelligence. *Annual Review of Psychology*, 59, 507–536. <https://doi.org/10.1146/annurev.psych.59.103006.093646>
- [11]. Mayer, J. D., Salovey, P., & Caruso, D. R. (2004). Emotional intelligence: Theory, findings, and implications. *Psychological Inquiry*, 15(3), 197–215. https://doi.org/10.1207/s15327965pli1503_02