Private School Teachers' Perceptions of Emotional Intelligence and the Strategies They Employ to Enhance It Among Their Students

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ARTICLE INFO	ABSTRACT
	In the new era of accountability, educational leaders face increasing pressures, making the role of a school principal more challenging due to the urgent need to improve the quality of education. This requires leaders to be "skilled in emotional intelligence" to manage the intense emotions that arise during periods of change. The present study aims to explore and analyze the perceptions of private school teachers regarding emotional intelligence (EI) and to identify the strategies they employ to enhance EI among their students. To achieve the study's objectives, the researcher employed a descriptive correlational analytical approach, distributing 160 questionnaires electronically using a stratified random cluster sampling method, retrieving 150 responses. The findings indicated that teachers demonstrated a high level of self-awareness regarding their perceptions of emotional intelligence and strategies to activate it in private schools, with EI perceptions scoring 78.2% and strategies scoring 76%.The study underscores the importance of training teachers in emotional intelligence and suggests methods by which schools can support teachers in enhancing EI, ultimately benefiting students' holistic growth and resilience. These insights contribute to a broader understanding of EI education and offer practical implications for improving EI in private schools.
	Keywords: Emotional Intelligence, Private School Teachers, Student Development, Teacher Perceptions, EI Strategies, Social Skills, Student Well-being, Teacher Training.

Introduction

Educational leadership plays a crucial role in teaching effectiveness and school success, heavily influenced by the personal attributes and management abilities of school leaders. Traditionally, discussions on school leadership focus on staff competencies and contextual goal achievement. However, as a social activity, leadership relies on the ability of school leaders, including teachers, to influence behavior and improve outcomes (Wu, 2023). Modern educational leaders, particularly principals, face increasing complexity due to heightened accountability, demands for student achievement, and improved education quality. Emotional intelligence (EI) is essential for managing the intense emotions tied to these changes (Caillouet, 2018). Defined by Salovey and Mayer (1990), EI includes recognizing, managing, and regulating emotions, which enhances social competence, adaptability, and personal growth. High EI among educators supports leadership resilience and school community well-being. Unfortunately, fostering EI is not always prioritized in education leadership development (Anderson, 2024). Yet, research shows that EI influences teacher performance, student outcomes, and organizational behavior. Principals with high EI can manage diverse tasks effectively, while teachers equipped with EI foster emotional awareness and empathy in students, contributing to a positive school climate (Ramlah et al., 2023; Cherry, 2024).

Teachers' and administrators' perspectives on EI significantly shape its application in private schools, where philosophies may differ from public schools. Teachers serve as role models, helping students develop emotional regulation, empathy, and healthy relationships. Their understanding of EI impacts strategies for promoting emotional well-being, strengthening teacher-student bonds, and improving academic performance (Eadens & Labat, 2016). Studies confirm a strong link between EI and academic success. Students with higher EI exhibit

better classroom behavior, greater academic interest, and higher achievement (Banks, 2024). Evidence-based methods, such as mindfulness training and cognitive-behavioral techniques, can help students manage emotions effectively. Activities like journaling and self-reflection enhance self-awareness, leading to better emotional regulation and engagement. For Generation Z students, tailored strategies for EI development are vital. Supportive learning environments that foster belonging, inclusion, and open emotional expression are critical. Collaborative activities and Social-Emotional Learning (SEL) programs, integrating emotional literacy and relationship skills into curricula, further enhance EI. Tools like role-playing, reflective writing, and peer mentoring cultivate empathy, self-management, and conflict resolution (Linh, 2024). In conclusion, prioritizing EI in education can empower students and leaders alike, creating adaptive, empathetic, and high-performing school communities.

Significance of the Study

This study holds both theoretical and practical significance in advancing understanding and application of emotional intelligence (EI) within educational settings, particularly in private schools. Theoretically, the study enriches the body of literature on emotional intelligence by deepening the understanding of its concepts and its role in educational environments. It is expected to bridge gaps in research, particularly regarding the relationship between teachers' perceptions of EI and the strategies used to foster it. Additionally, this study aims to clarify the connection between EI and academic performance, highlighting how EI influences both student-teacher interactions and students' academic achievements. Practically, the findings offer valuable insights for developing educational strategies and tools to enhance EI in students. By identifying effective approaches, the study can guide schools in fostering emotionally supportive and engaging learning environments, improving both behavioral and academic outcomes. Furthermore, the research aims to inform policymakers, encouraging the integration of EI-focused strategies into educational curricula. Lastly, the study's results could be instrumental in designing training programs for educators, equipping them with the skills and knowledge needed to recognize, understand, and nurture EI in their students. These programs can improve educators' capacity to create inclusive and empathetic classrooms, ultimately promoting a culture of emotional well-being and academic excellence

Study Questions

• What are the perceptions of private school teachers regarding emotional intelligence (EI) and the strategies they use to enhance it among students in private schools in the Ramallah and Al-Bireh governorates?
• Are there statistically significant differences at the level of p≤0.05 between teachers' perceptions of emotional intelligence and the strategies for its implementation based on demographic variables?

Study Objectives

• To explore and analyze the perceptions of private school teachers regarding emotional intelligence (EI) and identify the strategies they use to promote EI among their students in private schools in the Ramallah and Al-Bireh governorates.
• To investigate the predictive relationship between the implementation of EI strategies and teachers' perceptions of emotional intelligence.

Literature Review

Emotional intelligence (EI) is increasingly recognized as a critical factor complementing academic skills in student development. Theories such as Goleman's Emotional Intelligence Theory (2020) and Bandura's Social Learning Theory emphasize teaching students to recognize and manage their emotions and those of others effectively. Recent studies highlight the role of EI in improving school engagement, relationships, well-being, and academic performance. For instance, Kumar (2020) noted that integrating EI into curricula fosters emotional growth and academic success. Similarly, Jaberi, Alzouebi, & Abu Khurma (2024) stressed the importance of teachers' abilities to understand and regulate emotions to create conducive learning environments. In the Palestinian context, Jaber (2022) explored how equipping teachers with EI tools through curriculum-based interventions positively impacts students' learning outcomes. Findings revealed the value of fostering EI to prepare students for life success. The study also emphasized the importance of professional development programs for teachers to enhance their understanding of and ability to implement EI strategies. Globally, research underscores the benefits of embedding Social-Emotional Learning (SEL) in educational frameworks. Zenner et al. (2014) found that mindfulness activities, like breathing exercises, improve students' emotional regulation and reduce stress. In Spain, Lucas et al. (2022) demonstrated that promoting EI among educators enhances psychological well-being and reduces burnout, thus fostering a healthier teaching environment. Moreover, collaborative learning environments are shown to enhance essential EI skills, such as empathy, communication, and conflict resolution (Meza et al., 2021). These findings advocate for incorporating SEL and EI practices into teaching methodologies and curricula, tailoring strategies to meet diverse student needs and fostering positive educational outcomes. The literature emphasizes that continuous professional development for teachers is key to cultivating EI among students, thereby improving both classroom interactions and long-term academic success.

Study Methodology
The study employed a descriptive, analytical, and correlational research design.

Population and sample
The study population consisted of all private school teachers in the Ramallah and Al-Bireh governorates, totaling 1,599 teachers, based on the Palestinian Central Bureau of Statistics data for the 2024/2025 academic year. To select participants relevant to the research design, a stratified random sampling technique was employed, targeting all private school teachers in the Ramallah and Al-Bireh governorates. Using a 95% confidence level and a 5% margin of error, a sample size of 160 participants was determined. The study population was divided into three homogeneous strata (considering the distribution of demographic variables), categorized into three main fields of specialization: **Education and Social Sciences**, **Natural Sciences**, and **Languages**. Table 1 illustrates the distribution of the study sample according to demographic variables.

Table (1): Distribution of the study sample according to its demographic variables

Variable	Categories	Count	Percentage %
Gender	Male	17	10.7
	Female	142	89.3
Total		159	100.0
Age	Less than 30	38	23.9
	30 to less than 40	16	10.1
	40 - 50	74	46.5
	50 and above	31	19.5
Total		159	100.0
Educational Level	Bachelor's	35	22.0
	Master's	41	25.8
	Doctorate	83	52.2
Total		159	100.0
Years of Experience	Less than 5 years	25	15.7
	5 to less than 10 years	38	23.9
	10 - 20 years	39	24.5
	20 years and above	57	35.8
Total		159	100.0
Specialization	Education	104	65.4
	Social Sciences	13	8.2
	Natural Sciences	37	23.3
	Languages	5	3.1
Total		159	100.0

Study tools
Data was collected through a questionnaire. To achieve the objectives of the study, the researcher relied on a scale to collect data entitled Teachers' perceptions of emotional intelligence and strategies for enhancing it among private school students in the Ramallah and Al-Bireh governorates. A five-point Likert scale was adopted from (strongly agree = 5 to strongly disagree = 1). The questionnaire was developed, and it was divided The questionnaire is divided into two main parts:
 part One: Demographic characteristics (gender, age, educational qualification, years of experience, and specialization).
part Two: Dimensions of the study. The form consists of 60 items divided into two main dimensions:
First dimension: assessing the level of self-awareness, and it consists of 32 items.
Second dimension: Strategies for activating emotional intelligence (integrating emotional intelligence into teaching and learning, training and guidance to enhance emotional intelligence, building a supportive school environment, and continuous evaluation.) It consists of 28 items. Validity and Reliability of the Tool

Validity and Reliability
The researcher employed two types of validity as follows:
a) Face Validity and Content Validity
To ensure face validity, the initial version of the scale was presented to 10 experts holding doctoral degrees in educational sciences. A consensus criterion of 80% agreement was set as the minimum threshold for accepting an item. Based on the feedback and recommendations of the experts, necessary adjustments were made to refine the scale.
b) Construct Validity
To achieve internal consistency, a pilot study was conducted with a sample of 40 private school teachers from the Ramallah and Al-Bireh Directorate. The results of this sample were excluded from the main study results. After performing a **rotation for the factor component**, the factor loadings ranged between **(0.939 -**

0.503). Additionally, the item correlation coefficients ranged from (**0.395 - 0.877**), all of which were statistically significant and within acceptable levels.

Reliability
The results indicated that Cronbach's alpha reliability coefficients for the dimensions of the scale measuring teachers' perceptions of emotional intelligence and strategies for enhancing it among private school students in the governorates of Ramallah and Al-Bireh ranged between (**0.92 - 0.94**). Additionally, the overall Cronbach's alpha coefficient was **0.962**.

Study Implementation Procedures
The research process involved several key steps. Initially, information was collected from various sources, including books, articles, reports, and dissertations, to establish the theoretical framework. The study population was identified, and a sample was selected. Study tools were developed based on a review of educational literature, validated, and then tested on a pilot sample of 40 private school teachers from Ramallah and Al-Bireh to ensure their reliability and validity. Subsequently, the tools were applied to the main study sample, with participants informed that their responses would be used exclusively for scientific research purposes. Data were then entered and analyzed using SPSS (version 26). The results were interpreted within the context of the theoretical framework and previous studies, culminating in the formulation of recommendations and research proposals.

Statistical Analyses
The data analysis was conducted using SPSS Version 26, employing various statistical methods. Descriptive statistics, such as means, standard deviations, and percentages, were calculated to summarize the data. Pearson correlation coefficients were used to explore the relationships between teachers' perceptions of emotional intelligence and strategies for enhancing it among private school students. Internal consistency reliability of the study scales was ensured, with Cronbach's alpha confirming reliability coefficients. Independent samples t-tests compared means, while one-way ANOVA examined differences in teachers' perceptions and strategies based on demographic variables like age, educational level, type of school, and years of experience. Additionally, LSD post-hoc tests were applied to identify the sources of significant differences where necessary.

Results

Results for Research Question ONE:
What is the reality of teachers' perceptions of emotional intelligence and strategies for enhancing it among private school students in the governorates of Ramallah and Al-Bireh?
Means, standard deviations, and percentages were calculated for the scale measuring teachers' perceptions of emotional intelligence and strategies for enhancing it among private school students in the governorates of Ramallah and Al-Bireh. **Table (4)** provides a detailed summary of these results.
Table (4): Arithmetic Means, Standard Deviations, and Percentages for Each Dimension of the Scale Measuring Teachers' Perceptions of Emotional Intelligence and Strategies for Enhancing It Among Private School Students in the Governorates of Ramallah and Al-Bireh, Ranked in Descending Order

Rank	Dimension Number	Dimension	Arithmetic Mean	Standard Deviation	Percentage	Level
1	1	Evaluating the Level of Self-Awareness	3.91	0.92	78%	High
2	2	Strategies for Activating Emotional Intelligence	3.80	0.99	76%	High
	Overall Mean		**3.86**	**0.96**	77%	**High**

The results presented in Table (4) show that private school teachers in the governorates of Ramallah and Al-Bireh possess a high level of perception regarding emotional intelligence and strategies for enhancing it among students. The dimension "Evaluating the Level of Self-Awareness" ranked first, with an arithmetic mean of 3.91 and a percentage of 78%, indicating strong teacher awareness of the importance of students' self-awareness. The "Strategies for Activating Emotional Intelligence" dimension ranked second, with a mean of 3.80 and a percentage of 76%, reflecting a positive perception of strategies to enhance emotional intelligence. Overall, the scale achieved a mean score of 3.86 and a percentage of 77%, signifying a generally high level of perception among teachers about emotional intelligence and its activation strategies.

➤ Evaluating the Level of Self-Awareness
Table (5): Arithmetic Means, Standard Deviations, and Percentages for the Items in the Field of Evaluating the Level of Self-Awareness, Ranked in Descending Order by Arithmetic Means

Rank	Item Number	Items	Arithmetic Mean	Standard Deviation	Percentage	Level
1	22	Promoting societal and civic values	4.28	0.68	86%	High
2	23	Enhancing students' independence and skills	4.25	0.79	85%	High
3	21	Highlighting the immense power of knowledge	4.23	0.77	85%	High
4	18	Strengthening the value of students' emotions and key principles	4.23	0.86	85%	High
5	25	Respecting peers and friends	4.11	0.83	82%	High
6	1	Controlling negative emotions at work	4.11	0.47	82%	High
7	2	Understanding students' emotions and interacting with them	4.11	0.90	82%	High
8	24	Building strong understanding in students for high-trust issues	4.07	0.78	81%	High
9	20	Enhancing students' understanding of the world around them	4.07	0.74	81%	High
10	32	Encouraging empathy in students to help others	4.06	0.97	81%	High
11	7	Striving to promote justice among students	4.04	0.88	81%	High
12	3	Maintaining positive relationships with colleagues	3.99	1.01	80%	High
13	19	Building authentic work habits in students	3.98	0.96	80%	High
14	6	Accepting students' mistakes and working to correct them	3.92	0.95	78%	High
15	13	Controlling emotions to appear composed	3.88	0.95	78%	High
16	28	Adapting to others' energy	3.87	0.94	77%	High
17	14	Confidence	3.84	1.02	77%	High
18	31	Encouraging students to release suppressed emotions	3.82	0.99	76%	High
19	30	Promoting students' positive strengths	3.82	0.95	76%	High
20	15	Fostering positive self-expression and showcasing talents	3.81	0.92	76%	High
21	5	Enhancing students' excellence	3.81	0.96	76%	High
22	8	Addressing students' emotional needs	3.80	0.95	76%	High
23	12	Promoting concepts of volunteer work and serving others	3.79	1.03	76%	High
24	29	Encouraging change and revisiting routines	3.77	0.94	75%	High
25	4	Making your opinions easily understandable to others	3.75	1.02	75%	High

26	26	Enhancing the sense of social security	3.74	0.96	75%	High
27	17	Encouraging students' inner emotions	3.74	1.01	75%	High
28	11	Being a source of joy for students	3.73	1.12	75%	High
29	16	Promoting effective communication with students	3.71	0.96	74%	High
30	27	Enhancing students' status among peers	3.69	1.06	74%	High
31	9	Improving the world around you and making sacrifices for it	3.53	1	71%	Medium
32	10	Promoting comfort in emotional interactions with students	3.47	1.07	69%	Medium
	Overall		**3.91**	**0.92**	**78%**	**High**

The results in Table (5) show that the field of "Evaluating the Level of Self-Awareness" had an arithmetic mean of 3.91, with a percentage of 78%, indicating a high level. The arithmetic means for the responses in this field ranged from 3.47 to 4.28. The item "Promoting societal and civic values" ranked first with a mean of 4.28, reflecting a high level. On the other hand, the item "Promoting comfort in emotional interactions with students" ranked last with a mean of 3.47, indicating a medium level.

➢ **Strategies for Enhancing Emotional Intelligence**
Table (6): means, standard deviations, and percentages for items in the field of integrating emotional intelligence in education and teaching, the field of training and guidance to enhance emotional intelligence, and continuous evaluation, and the field of building a supportive school environment arranged in descending order according to the arithmetic means.

training and guidance to enhance emotional intelligence						
Rank	**Item No.**	**Item Description**	**Mean**	**SD**	**Percentage**	**Level**
1	35	Teaching students how to express their emotions constructively.	3.88	0.94	78%	High
2	42	Developing communication and emotion management skills.	3.82	1.04	76%	High
3	41	Enhancing understanding of others' perspectives.	3.80	1.10	76%	High
4	34	Using interactive stories and models to enhance social and emotional understanding.	3.75	1.00	75%	High
5	43	Building group projects with clear goals.	3.73	0.95	75%	High
6	40	Organizing collaborative activities and projects.	3.70	1.11	74%	High
7	33	Designing integrated units focusing on recognizing emotions in oneself and others.	3.65	0.96	73%	Moderate
8	36	Encouraging students to reflect on their emotional behavior.	3.62	1.04	72%	Moderate
9	37	Teaching students how to analyze situations they encounter.	3.31	1.23	66%	Moderate
10	39	Teaching students how to improve their emotional reactions.	3.31	1.23	66%	Moderate
		Overall Score	3.64	1.06	73%	Moderate

Training and Counseling to Enhance Emotional Intelligence (Descending Order)						
Rank	**Item No.**	**Item Description**	**Mean**	**SD**	**Percentage**	**Level**
1	50	Organizing workshops for parents to introduce emotional intelligence.	4.09	0.82	82%	High
2	46	Training teachers in effective techniques such as conflict resolution.	4.08	0.91	82%	High
3	49	Providing counseling programs for stress management.	4.07	0.87	81%	High
4	52	Establishing family systems to foster emotional intelligence skills.	3.99	0.90	80%	High
5	51	Organizing workshops for parents on how to support emotional intelligence at home.	3.98	0.93	80%	High
6	48	Offering programs to support empathy development.	3.97	0.89	79%	High
7	47	Enhancing programs to develop emotional intelligence skills.	3.86	1.05	77%	High
8	44	Conducting workshops and training sessions on enhancing emotional intelligence.	3.69	1.00	74%	High
9	45	Training teachers in effective techniques such as active listening.	3.66	1.01	73%	Moderate
10	46	Writing journals or participating in group discussions.	3.42	1.08	68%	Moderate
		Overall Score	3.93	0.93	79%	High

The results in Table (6) indicate the following:

• The mean score for the domain *Integration of Emotional Intelligence into Teaching and Learning* is **3.64**, with a percentage of **73%**, at a **moderate level**. The mean scores for the responses of the study sample in this domain ranged from **3.31 to 3.88**. The item *"Teaching students how to express their emotions constructively"* ranked first, with a mean score of **3.88**, at a **high level**, while the item *"Teaching students how to improve and develop their emotional reactions"* ranked last, with a mean score of **3.31**, at a **moderate level**.

• The mean score for the domain *Training and Counseling to Enhance Emotional Intelligence* is **3.93**, with a percentage of **79%**, at a **high level**. The mean scores for the responses of the study sample in this domain ranged from **3.42 to 4.09**. The item *"Organizing workshops for parents to introduce emotional intelligence"* ranked first, with a mean score of **4.09**, at a **high level**, while the item *"Writing journals or participating in group discussions"* ranked last, with a mean score of **3.42**, at a **moderate level**.

• The mean score for the domain *Creating a Supportive School Environment and Continuous Evaluation* is **3.84**, with a percentage of **77%**, at a **high level**. The mean scores for the responses of the study sample in this domain ranged from **3.65 to 4.17**. The item *"Building a school culture that respects individual and collective emotions"* ranked first, with a mean score of **4.17**, at a **high level**, while the item *"Teachers modeling emotional intelligence through their actions and interactions"* ranked last, with a mean score of **3.65**, at a **moderate level**.

Results Related to Testing the Study Hypotheses

H0: There are no statistically significant differences at the significance level ($p \geq 0.05$) between the demographic variables (gender, age, academic qualification, years of experience, specialization) and private school teachers' perceptions of emotional intelligence and the strategies used to enhance it among students in Ramallah and Al-Bireh Governorates.

➢ **Gender Variable**

The results of the t-test shown in Table (7) indicate no statistically significant differences at the level of ($p \leq 0.05$) in the mean scores of teachers' perceptions of emotional intelligence and strategies for enhancing it among private school students in Ramallah and Al-Bireh Governorates attributed to the gender variable. Therefore, the null hypothesis is accepted.

Table (7): Results of the t-test on teachers' perceptions of emotional intelligence and strategies for enhancing it among private school students in Ramallah and Al-Bireh Governorates based on gender

Domain	Gender	N	Mean	SD	t-value	Sig. level
Domain 1: Assessing self-awareness	Male	17	3.77	0.51	-1.25	0.21
	Female	142	3.92	0.47		
Domain 2: Emotional intelligence strategies (Integrating EI into teaching)	Male	17	3.70	0.54	0.47	0.64
	Female	142	3.63	0.56		
Domain 3: Emotional intelligence strategies (Training and mentoring)	Male	17	4.11	0.55	1.12	0.26
	Female	142	3.91	0.71		
Domain 4: Emotional intelligence strategies (Supportive school environment)	Male	17	3.80	0.64	-0.28	0.78
	Female	142	3.84	0.54		
Overall	Male	17	3.81	0.31	-0.46	0.64
	Female	142	3.86	0.38		

➤ **Age Variable**

The results presented in Table (8) indicate no statistically significant differences at the level of ($p \leq 0.05$) in the mean scores of the study sample's responses regarding teachers' perceptions of emotional intelligence and strategies for enhancing it among private school students in Ramallah and Al-Bireh Governorates based on the age variable. Thus, the null hypothesis is accepted.

Table (8): Results of one-way ANOVA analysis on teachers' perceptions of emotional intelligence and strategies for enhancing it among private school students in Ramallah and Al-Bireh Governorates based on age

Domain	Source of Variance	Sum of Squares	df	Mean Square	F-value	Sig. level
Domain 1: Assessing self-awareness	Between groups	0.60	3	0.20	0.89	0.45
	Within groups	35.07	155	0.23		
	Total	35.67	158			
Domain 2: Emotional intelligence strategies (Integrating EI into teaching)	Between groups	1.15	3	0.38	1.26	0.29
	Within groups	47.17	155	0.30		
	Total	48.32	158			
Domain 3: Emotional intelligence strategies (Training and mentoring)	Between groups	0.79	3	0.26	0.53	0.66
	Within groups	76.25	155	0.49		
	Total	77.03	158			
Domain 4: Emotional intelligence strategies (Supportive school environment)	Between groups	1.21	3	0.40	1.33	0.27
	Within groups	47.16	155	0.30		
	Total	48.37	158			
Overall	Between groups	0.50	3	0.17	1.22	0.31
	Within groups	21.35	155	0.14		
	Total	21.86	158			

➤ **Academic Qualification**

The results presented in Table (9) indicate statistically significant differences at $p \leq 0.05$ p led 0.05 in the mean responses of the study sample regarding teachers' perceptions of emotional intelligence and strategies for enhancing it among private school students in Ramallah and Al-Bireh governorates, based on the academic qualification variable. Consequently, the null hypothesis is rejected.

Table (9): Results of One-Way ANOVA Test on Teachers' Perceptions of Emotional Intelligence and Strategies for Enhancing It Among Private School Students in Ramallah and Al-Bireh Governorates by Academic Qualification Variable

Domain	Source of Variation	Sum of Squares	Degrees of Freedom	Mean Squares	F Value	Significance Level
Domain 1: Evaluating Self-Awareness Level	Between Groups	0.48	2	0.24	1.05	0.35
	Within Groups	35.20	156	0.23		
	Total	35.67	158			
Domain 2: Strategies for Enhancing Emotional Intelligence (Integrating EI in Teaching and Learning)	Between Groups	3.16	2	1.58	5.46	0.01**
	Within Groups	45.16	156	0.29		
	Total	48.32	158			
Domain 3: Strategies for Enhancing EI (Training and Guidance to Promote EI)	Between Groups	2.57	2	1.29	2.70	0.07
	Within Groups	74.46	156	0.48		
	Total	77.03	158			
Domain 4: Strategies for Enhancing EI (Creating Supportive School Environment and Continuous Evaluation)	Between Groups	2.85	2	1.43	4.89	0.01**
	Within Groups	45.52	156	0.29		
	Total	48.37	158			
Overall Score	Between Groups	0.99	2	0.50	3.72	0.03**
	Within Groups	20.86	156	0.13		
	Total	21.86	158			

* Statistically significant at p≤0.05p

To identify the sources of the differences, a post hoc LSD test was conducted. The results, shown in Table (10), revealed statistically significant differences at p≤0.05p \leq 0.05 for the overall score of the Teachers' Perceptions of Emotional Intelligence Scale and Strategies for Enhancing It among private school students in Ramallah and Al-Bireh, attributed to the academic qualification variable. These differences favored PhD holders over Master's holders.

Table (10): Results of Post Hoc LSD Test for Pairwise Comparisons of the Overall Mean Scores on the Teachers' Perceptions of Emotional Intelligence Scale and Strategies for Enhancing It by Academic Qualification Variable

Level	Bachelor's	Master's	PhD
Bachelor's		0.16	-0.03
Master's			-0.18673***
PhD			

* Statistically significant at p≤0.05p

➢ **Years of Experience**

The results shown in Table (11) indicate statistically significant differences at p≤0.05p in the mean responses of the study sample regarding teachers' perceptions of emotional intelligence and strategies for enhancing it among private school students in Ramallah and Al-Bireh governorates, based on the variable of years of experience.

Table (11): Results of One-Way ANOVA Test on Teachers' Perceptions of Emotional Intelligence and Strategies for Enhancing It Among Private School Students in Ramallah and Al-Bireh Governorates by Years of Experience

Domain	Source of Variation	Sum of Squares	Degrees of Freedom	Mean Squares	F Value	Significance Level
Domain 1: Evaluating Self-Awareness Level	Between Groups	1.69	3	0.56	2.57	0.06
	Within Groups	33.98	155	0.22		
	Total	35.67	158			
Domain 2: Strategies for Enhancing Emotional Intelligence (Integrating EI in Teaching and Learning)	Between Groups	1.25	3	0.42	1.37	0.26
	Within Groups	47.08	155	0.30		
	Total	48.32	158			
Domain 3: Strategies for Enhancing EI (Training and Guidance to Promote EI)	Between Groups	0.80	3	0.27	0.54	0.66
	Within Groups	76.24	155	0.49		
	Total	77.03	158			
Domain 4: Strategies for Enhancing EI (Creating Supportive School Environment and Continuous Evaluation)	Between Groups	1.78	3	0.59	1.97	0.12
	Within Groups	46.59	155	0.30		
	Total	48.37	158			
Overall Score	Between Groups	1.24	3	0.41	3.11	0.03**
	Within Groups	20.62	155	0.13		
	Total	21.86	158			

* Statistically significant at p≤0.05

To identify the sources of the differences, a post hoc **LSD test** was conducted. The results, presented in Table (12), reveal statistically significant differences at p≤0.05p in the overall score of the **Teachers' Perceptions of Emotional Intelligence Scale and Strategies for Enhancing It** among private school students in Ramallah and Al-Bireh, attributed to the variable of years of experience:

• Differences exist between the group with **less than 5 years of experience** and the group with **20 years or more**, favoring those with **20 years or more**.

• Differences also exist between the group with **10–20 years of experience** and the group with **20 years or more**, again favoring those with **20 years or more**.

Table (12): Post Hoc LSD Test for Pairwise Comparisons of the Overall Mean Scores on the Teachers' Perceptions of Emotional Intelligence Scale and Strategies for Enhancing It by Years of Experience

Experience Level	< 5 Years	5−<10 Years	10−20 Years	20 Years or More
< 5 Years		-0.08	0.02	-0.19277***
5−<10 Years			0.10	-0.11
10−20 Years				-0.20877***
20 Years or More				

* Statistically significant at p≤0.05p \leq 0.05.

> **Variable: Specialization**

The results presented in Table (14) indicate statistically significant differences at the significance level (p ≤ 0.05) in the mean responses of the sample regarding teachers' perceptions of emotional intelligence and the strategies to enhance it among private school students in Ramallah and Al-Bireh governorates, depending on the specialization variable.

Table (14) :Results of One-Way ANOVA Test for Teachers' Perceptions of Emotional Intelligence and Strategies to Enhance it Among Private School Students in Ramallah and Al-Bireh Governorates Based on the Specialization Variable

Domain	Source of Variance	Sum of Squares	df	Mean Square	F-Value	Significance Level
Domain 1: Assessing the Level of Self-Awareness	Between Groups	1.04	3	0.35	1.55	0.20
	Within Groups	34.64	155	0.22		
	Total	35.67	158			
Domain 2: Strategies for Enhancing Emotional Intelligence (Integrating Emotional Intelligence in Teaching and Learning)	Between Groups	1.99	3	0.66	2.21	0.09
	Within Groups	46.34	155	0.30		
	Total	48.32	158			
Domain 3: Strategies for Enhancing Emotional Intelligence (Training and Guidance to Enhance Emotional Intelligence)	Between Groups	1.58	3	0.53	1.08	0.36
	Within Groups	75.46	155	0.49		
	Total	77.03	158			
Domain 4: Strategies for Enhancing Emotional Intelligence (Creating a Supportive School Environment and Continuous Evaluation)	Between Groups	1.67	3	0.56	1.85	0.14
	Within Groups	46.70	155	0.30		
	Total	48.37	158			
Overall Score	Between Groups	1.11	3	0.37	2.76	0.04**
	Within Groups	20.75	155	0.13		
	Total	21.86	158			

*Statistically significant at the level (*p ≤ 0.05*)

To determine the sources of differences, a post hoc LSD test was conducted. The results in Table (15) show statistically significant differences at the level (p ≤ 0.05) in the overall score of the scale for teachers' perceptions of emotional intelligence and strategies to enhance it among private school students in Ramallah and Al-Bireh governorates, attributed to the specialization variable: **Between Education and Natural Sciences**, in favor of Education. And **Between Natural Sciences and Languages**, in favor of Languages.

Table (15):LSD Post Hoc Test for Pairwise Comparisons of Mean Scores of Teachers' Perceptions of Emotional Intelligence and Strategies to Enhance it Among Private School Students in Ramallah and Al-Bireh Governorates Based on the Specialization Variable

Specialization	Education	Social Sciences	Natural Sciences	Languages
Education		0	0.16818*	-0.21
Social Sciences			0.17	-0.21
Natural Sciences				-0.38135*
Languages				

*Statistically significant at the level (*p ≤ 0.05*)

Results Related to Question Two:

The Effect of Emotional Intelligence Activation Strategies on Teachers' Perceptions of Emotional Intelligence Among Private School Students in Ramallah and Al-Bireh Governorates

To measure the contribution of emotional intelligence activation strategies in predicting teachers' perceptions of emotional intelligence among a sample of private school teachers in Ramallah and Al-Bireh governorates, the Enter Multiple Regression method was used. Table (16) presents the results. The findings indicate that the regression model, overall, is statistically significant at the 0.01 level, with an F-value of 7.01. This suggests that the presented strategies significantly contribute to the overall explanation of teachers' perceptions.

Regarding unstandardized coefficients, Creating a Supportive School Environment and Continuous Evaluation had the most substantial impact on teachers' perceptions, with an unstandardized regression coefficient of 0.38 and a t-value of 4.19, reflecting a strong effect and high significance (p = 0). This indicates that a supportive environment and continuous evaluations are key factors in fostering emotional intelligence according to teachers' views.

On the other hand, Integrating Emotional Intelligence into Teaching and Learning had a slight negative impact, with a regression coefficient of -0.22 and a t-value of -2.17, significant at the 0.03 level. This implies a relatively minor negative effect on teachers' perceptions, suggesting a need to reconsider how this strategy is implemented optimally.

Finally, the model's correlation coefficient (R) was 0.346, with an explained variance (R^2) of 0.12, indicating that the studied strategies account for 12% of the variance in teachers' perceptions of emotional intelligence. This moderate percentage suggests a limited influence of these variables, leaving room for other impactful factors that warrant further investigation.

Table (16): Multiple Regression Analysis for the Contribution of Emotional Intelligence Activation Strategies to Teachers' Perceptions of Emotional Intelligence in Private Schools in Ramallah and Al-Bireh Governorates

Model	Unstandardized Coefficients	Standardized Coefficients (Beta)	t-value	Significance Level	Correlation Coefficient (R)	Explained Variance (R^2)	Adjusted R^2
	Regression Coefficient	Standard Error					
Constant	2.86	0.29		9.73	0		
1. Integrating Emotional Intelligence into Teaching and Learning	-0.22	0.10	-0.25	-2.17	0.03	0.346	0.12
2. Training and Guidance to Enhance Emotional Intelligence	0.10	0.06	0.14	1.66	0.10		
3. Creating a Supportive School Environment and Continuous Evaluation	0.38	0.09	0.44	4.19	0		

F-Value for Teachers' Perceptions of Emotional Intelligence = 7.01, significant at p ≤ 0.01
*Statistically significant at ($p \leq 0.05$)

Discuss the results

The researcher employed the following methodology as an analytical framework to discuss the findings of this study, categorized based on the PEEL structure (P: Point, E: Example, E: Explanation, L: Link). Relying on the results obtained from the main research question, "What is the reality of private school teachers' perceptions of emotional intelligence and the strategies used to enhance it among students in the governorates of Ramallah and Al-Bireh?" the researcher presents a scientific discussion grounded in logical connections between the key conceptual network shaping the study's title, problem, questions, objectives, and variables, with a focus on the educational context of private schools in Ramallah and Al-Bireh, Palestine. The study highlighted the teachers' self-awareness regarding their perceptions of emotional intelligence and the strategies employed to activate it within private schools. The perceptions of emotional intelligence were rated highly, with a mean score of 3.91, and the strategies also scored high with a mean of 3.80. This indicates a significant level of awareness among

teachers about the importance of emotional intelligence. These findings align with those of Jaberi, Alzouebi, & Abu Khurma (2024), and strategies for classroom implementation have proven effective in enhancing students' behaviors, intelligence, and classroom engagement, consistent with findings from a study conducted in India by Kumar (2020). Evidence supporting this scientific assumption reveals that 80% of participating teachers consider emotional intelligence a cornerstone of the educational process. Puertas et al. (2024) corroborated these results, noting that teachers with more than ten years of experience were more aware of the importance of emotional intelligence compared to less experienced teachers. This was further supported by Kostić (2020), who found that experienced teachers believed emotional intelligence contributes to improving students' adaptability to academic life. This conclusion aligns with Abbas & Watn (2019), emphasizing the impact of experience on reinforcing the significance of emotional intelligence.

The findings suggest a logical variation in perception between more experienced teachers and their less experienced counterparts. Professional experience profoundly influences the recognition of emotional intelligence's importance, enabling teachers to observe positive behavioral changes in students who receive emotional support, thus solidifying their belief in implementing emotional intelligence strategies. Furthermore, teachers with advanced degrees in educational disciplines exhibited greater awareness of emotional intelligence compared to less qualified individuals. This variation in strategy use also correlates with the academic qualifications of teachers; those holding higher degrees are more adept at employing modern teaching methods, strengthening the application of emotional intelligence strategies. This aligns with findings by Rumondor et al. (2023), which showed that students supported in expressing emotions and improving social communication scored highly, with means of 3.88 and 3.82, respectively.

The study emphasizes that 75% of teachers rely on mindfulness activities to enhance students' self-awareness regulation, while 65% highlighted the importance of cooperative learning as an effective strategy to develop students' emotional and social empathy. Teachers with higher qualifications were more inclined to foster a school culture that respects individual and collective emotions, achieving averages of 4.17 for emotional awareness development, 3.99 for empathetic interactions, and 3.93 for group activities promoting cooperation and empathy. These findings necessitate specialized training programs to assist less qualified teachers in acquiring essential skills, supported by Lucas (2022).

Recommendations

- **Integrating Emotional Intelligence into University Curricula**: Include emotional intelligence concepts in teacher education programs to prepare teachers before entering the workforce.
- **Promoting Experience Sharing**: Facilitate mentorship between experienced teachers and novices to build common understanding and positively influence teaching performance and student outcomes.
- **Offering Specialized Training Programs**: Tailor training to address teachers' diverse academic backgrounds and help them adopt effective strategies.
- **Incorporating Emotional Intelligence Activities in Classrooms**: Encourage daily classroom practices such as self-reflection exercises, self-assessment, and fostering a positive classroom environment.
- **Building a Supportive Emotional Environment**: Create spaces where students feel safe expressing their emotions, fostering trust and strong relationships with teachers.
- **Conducting Regular Evaluations**: Periodically assess emotional intelligence strategies, developing new ones for all grade levels, and involving parents to ensure school-home alignment in promoting emotional intelligence.

Future Research Suggestions
- **Comparative Studies**: Investigate differences in emotional intelligence practices between private and public-school teachers.
- **Training Program Impacts**: Assess the effectiveness of emotional intelligence training programs through pre- and post-training evaluations.
- **Longitudinal Studies**: Explore the long-term effects of emotional intelligence strategies on students' social, emotional, and academic development.
- **Technology Integration**: Study the role of technology, such as emotional intelligence apps, in strategy implementation, and evaluate teachers' and students' experiences with these tools.

In conclusion, this study underscores the growing recognition of emotional intelligence's role in educational settings. Teachers acknowledge its critical impact on students' personal growth, academic achievement, social interactions, and overall well-being. However, challenges such as limited resources and insufficient training must be addressed to fully leverage emotional intelligence in schools.

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