

Impact of Strategies Used in Online Teaching Approach on the Development of Emotional Intelligence of Students at Tertiary Level in Pakistan

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Abstract

This research intends to investigate the impact of strategies used in online teaching approach on the development of emotional intelligence (EI) of students at tertiary level in the universities of Pakistan. The researcher first formulated the objectives and four hypotheses to meet the aims of the study. In this causal comparative study, researchers looked at the effect of already existing variable of strategies used in online teaching approach at tertiary level students of social sciences on the development of emotional intelligence as dependent variable. For this survey research design study, the researcher chose Quantitative approach. A perception questionnaire with five points Likert Scale was used for collecting the facts. Students of social science subjects in the universities of the Karachi was the population of the study. The researchers adopted simple random sampling technique and selected 275 students as respondents for the study. The researchers used One-sample t-test to compare the obtained data with already set criteria to examine the effect of independent variable on the dependent variables. They used statistical test through SPSS 22 for discovering the hidden facts. The findings of study concluded that all the null hypotheses were rejected and it explained that the instructional strategies used in online teaching have significant effect on the development of students' emotional intelligence at tertiary level. Study concluded that used strategies have instilled the students' ability of accepting criticism and learning from it, and inculcating the students' ability of understanding variety of class fellows and working with them, and also developed the students' skill of being open to accept any change. Thus use of proper online instructional strategies are effective in developing emotional intelligence among the students.

Keywords: Instructional Strategies, Emotional Intelligence, Accept change, Accepting criticism, Understanding variety of class fellows

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Introduction

In recent years, online teaching has become a significant part of educational delivery worldwide. Online teaching strategies are designed to engage students by leveraging technology to create interactive, flexible, and personalized learning experiences, while its aim to provide a robust and supportive learning environment that can meet the diverse needs of students in a virtual setting. The success of these strategies depends on thoughtful design, effective use of technology, and ongoing communication between teachers and students. Instruction is delivered through digital platforms, such as learning management systems (LMS), video conferencing tools, and multimedia content. The advent of digital technologies has significantly transformed the educational landscape, particularly at the tertiary level. The traditional classroom environment naturally fosters face-to-face interactions and immediate feedback, which are critical for developing EI. In contrast, online environments often lack the same level of personal interaction, which might impact the growth of emotional intelligence.

Emotional Intelligence (EI) is a concept that has received critical acknowledgment from psychologists and researchers over the last two decades. Emotional intelligence (EI) is a broad term incorporating the intricacies of emotion and intelligence (Vesely et al., 2018). Many literature sources have explained the concept of EI. For example, Dartey-Baah & Mekpor (2017) and Hyde et al. (2020) have defined the concept as the mental processes involving a person acknowledging, utilizing, comprehending, and regulating their emotional state and that of others to solve issues and govern behaviors. According to Daniel Goleman (2005), it involves recognizing, understanding, and managing our own emotions, as well as understanding and influencing the emotions of others. Students with high EI are able to manage emotions like stress and frustration during tough tasks or exams, allowing them to stay focused and achieve better academic results. EI also helps students set realistic goals, stay motivated, and maintain a positive attitude toward learning. It plays a key role in building better relationships, improving academic performance, and enhancing resilience and well-being. It helps students to handle stress, work well with others, and navigate social situations both inside and outside the classroom.

Importance of Emotional Intelligence

In education, emotional intelligence is crucial for both students and teachers. Students with high EI are able to manage emotions like stress and frustration during tough tasks or exams, able to stay focused and achieve better academic results. EI also helps students set realistic goals, stay motivated, and maintain a positive attitude toward learning. Students who can manage their emotions are more likely to be committed to their studies and strive for excellence.

Emotional intelligence improves communication skills, making students better at expressing their thoughts and feelings, which leads to more effective and empathetic communication. In group work and collaborative settings, students with high EI can navigate social dynamics, resolve conflicts, and create a cooperative environment. Teachers with high EI can better understand and meet the emotional needs of their students, creating a supportive learning environment that fosters both emotional and academic growth.

The benefits of EI extend throughout life, improving not only personal mental health and

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social interactions but also academic performance, workplace experiences, and everyday interactions with society. Students become more empathetic, resolve conflicts peacefully, and contribute to a positive school culture. EI equips students with the tools to manage stress, anxiety, and other negative emotions, leading to better mental health. These students become more resilient, able to bounce back from setbacks, handle criticism constructively, and maintain a positive outlook, which is essential for long-term success.

Relationship between online education and emotional intelligence (EI)

The connection between online education and emotional intelligence at the tertiary level is both complex and closely linked. Online education presents distinct opportunities and challenges for developing emotional intelligence, as students need to learn how to communicate well in digital spaces, manage their emotions and time on their own, adjust to new ways of learning, and find emotional support. By building emotional intelligence through online education, students become able to improve their academic success and boost their skills in an ever-changing, technology-driven world.

Virtual Communication

In online education, most communication happens through digital tools like discussion boards, video calls, and emails. This type of communication affects the development of EI because students need to be more deliberate in expressing their emotions, understanding others' emotions, and building relationships without the benefit of being face-to-face. Developing EI in this setting means learning to interpret tone, respond with empathy, and handle digital interactions effectively.

Peer Collaboration

Online education often includes group discussions where students must collaborate virtually. In these situations, students need to manage group dynamics, resolve conflicts, and work towards shared goals as the key factors of EI.

Dependent Learning

In online education, students often have to manage their own time, create their schedules, and complete assignments on their own. This independence helps them develop self-regulation, a key part of emotional intelligence (EI).

Adjusting to Digital Learning

Online education requires students to get used to new technologies and learning environments. This adaptability is closely related to EI, as students must handle any frustration or anxiety from technological issues and be open to change.

Flexible Learning

The online learning environment often provides a variety of flexible resources and learning methods, which can encourage a growth mindset by exploring different ways of learning, and by adjusting their strategies to face new challenges.

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Finding Emotional Support

In online education, getting emotional support from teachers and peers by using available resources like virtual office hours, online counseling, and peer support groups to maintain their emotional well-being.

Building a Supportive Environment

Teachers play a key role in promoting emotional intelligence by creating a supportive online learning environment. This includes being responsive to students' emotional needs, offering helpful feedback, and fostering a culture of empathy and respect in virtual classrooms.

Literature Review

This literature review looks at recent studies on online teaching strategies and their impact on developing emotional intelligence, particularly in the context of higher education in Pakistan.

Cherry (2018) has also explained it as the capacity to understand and manage emotions. Similarly, O'Connor et al. (2019) have defined it as an innate capacity for emotion regulation that people possess. Emotional intelligence reflects not a single trait or ability but, rather a composite of distinct emotional reasoning abilities like perceiving, understanding and regulating emotions. Farooq (2003) defined emotional intelligence as the ability to perceive and recognize emotions, to assimilate emotions, to understand the message and meaning of the emotions. Salmon (2002) points out that online learning environments offer unique challenges and opportunities for developing EI. Well-structured online courses promote EI by encouraging self-awareness, empathy, and social interaction through discussion boards, group projects, and reflective activities. Garrison (2000) highlights that certain online teaching strategies, like peer reviews and collaborative projects, help in enhancing students' EI. Asynchronous discussion boards allow students to reflect on their responses, promoting deeper emotional understanding. Real-time video conferencing mimics face-to-face interactions, helping students build empathy and communication skills.

Research by Boyatzis (2005) shows that online platforms are effective for emotional intelligence training, using interactive modules, scenarios, and simulations to teach students how to manage emotions and develop interpersonal skills. Richardson and Swan (2003) found that the development of EI is closely tied to student engagement in online learning. Engaged students are more likely to participate in discussions, work with peers, and seek feedback, all of which support the growth of EI. Online strategies that encourage interaction, like peer reviews and group projects, can strengthen EI by building a sense of community.

Aritz and Walker (2014) suggest that online collaborative work significantly contributes to developing EI. In these settings, students must be aware of their own emotions and those of their teammates, leading to better teamwork and the development of critical EI skills. Low and Nelson (2006) found that the emotional intelligence of instructors is also key in online learning. Teachers with high EI are better at creating a supportive online environment, understanding students' emotional needs, and offering the right guidance.

Finally, Zeidner, Matthews, and Roberts (2004) conclude that there is a positive relationship between the increased use of online education and the development of emotional intelligence.

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In the context of Pakistan, where traditional educational methods have long been predominant, the move towards online education raises important questions about its impact on the emotional intelligence (EI) of tertiary-level students.

Statement of the Problem

Emotional intelligence is crucial in education as it involves understanding and influencing others' emotions. Many students face challenges in the classroom due to difficulties in expressing themselves and resolving conflicts. The growing reliance on online education raises concerns about whether it effectively supports the development and maintenance of emotional intelligence in students. This study aims to explore and answer this question, focusing on how online teaching strategies impact the development of emotional intelligence in university students. It seeks to identify three key strategies used in online teaching that contribute to developing important aspects of emotional intelligence.

By addressing this issue, the research aims to offer valuable insights for educators, helping them design more effective online teaching methods that support both the academic and emotional growth of students. Due to a lack of research, educators and policymakers often make decisions without fully understanding how online teaching affects students' emotional and social development. This can negatively impact students' future professional success and overall well-being. This study plays a significant role in filling this knowledge gap, offering practical strategies for online education grounded in emotional intelligence, and guiding educators in delivering lasting and meaningful education in the digital age.

Research Objectives

1. To examine the effects of the strategies on the development of ability of meeting the deadlines those are already given to students.
2. To examine the effects of strategies on inculcating the students the ability of accepting criticism and learning from it.
3. to examine the effects of the strategies on fostering the students the ability of understanding variety of class fellows and working with them.
4. To examine the effects of strategies on inculcating the students the skill of being open to accept change in the workplace
5. To examine the impacts of strategies used in online teaching on the development of emotional intelligence of students at tertiary level in Pakistan.

Research Questions

Q1: Do the strategies used in online teaching approach impact on the development of emotional intelligence of students at tertiary level in Pakistan?

Hypotheses

1. **H1:** The strategies used in online teaching approach affects significantly the development of ability of meeting the deadlines those are already given to students.
2. **H1:** The strategies used in online teaching approach affects significantly instilling the students the ability of accepting criticism and learning from it.
3. **H1:** The strategies used in online teaching approach affects significantly fostering the students the ability of understanding variety of class fellows and working with them.

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4. **H1:** The strategies used in online teaching approach affects significantly inculcating the students the skill of being open to accept change in the workplace.
5. **H1:** The strategies used in online teaching approach affects significantly the development of emotional intelligence of students.

Significance of the Study

Understanding the impact of online teaching strategies on emotional intelligence is essential for creating a balanced and effective educational system. The findings of this study contribute to the ongoing discourse on educational reform in Pakistan, offering evidence-based recommendations for integrating emotional intelligence development into online learning environments. This, in turn, helps prepare relevant teaching strategies to develop the students' emotional and social intelligence for their future careers and personal lives. The findings of the study are significantly useful for the whole stakeholders and students also.

Research Methodology

This study employs a quantitative research approach and survey is the research design to examine the impacts of strategies used in online teaching on the development of emotional intelligence among the students. The nature of research is causal comparative in which the researcher studies the impacts of already existing variables in the ongoing process of online teaching at tertiary level.

Population and Sample

The target population for this study consists of university level students enrolled in any course of social sciences departments. Both genders are allowed to be the part of the sample of the study. The researcher selected the students who had completed their seventh or eighth semester as sample for the study. Furthermore, only those students who attended the online courses for sufficient amount of time were eligible to be the part of research study. A simple random sampling technique was used to select a representative sample of 275 students. The researcher used online sample calculator for selecting the sample. He selected the sample using 50% population proportion (if not sure about the population), 5% margin of error, and 90% confidence level.

As a research instrument, the researcher developed a close-ended questionnaire based on a five-point Likert Scale. The research instrument is consisted on the four main concepts of this study those are intended to be developed among the students for the development of their emotional intelligence that is considered the key factor in students' overall academic, personal and social development. Obtained coefficient of reliability of the research instrument was .789 and coefficient of construct validity was .793 to ensure the credibility of the data collecting tool.

RESEARCH FINDINGS & AND DISCUSSION

Hypothesis Testing

The researcher tested four hypotheses to infer the underlying meaning of the phenomena objectively and quantitatively. For this purpose, the researcher employed One-sample t-tests by providing hypothesized values to compare the obtained mean scores.

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Table 1
One-Sample statistics

Hypothesis	N	Mean	Std. Deviation	Std. Error Mean
Strategies used in online teaching approach affects significantly instilling the students' ability of accepting criticism and learning from it.	275	17.1964	1.09644	.06612

Table 1 shows the statistics of the one-sample t-test. The hypothesis is in column 1. The sample size is in column 2 as N= 275. The mean is in column 3. The SD is in column 4. The SE of Mean is in column 5. In column 3, the mean is 17.1964. In column 4, the SD is 1.09644. In column 6, the SE of the mean is .06612.

Table 2
One-Sample test

Test Value = 16						
Hypothesis	T	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Strategies used in online teaching approach affects significantly instilling the students' ability of accepting criticism and learning from it.	18.094	274	.000	1.19636	1.0662	1.3265

Table 2 states, that the hypothesis test was conducted against a test value of **16**. The t-value is 18.094, which is positive and higher than the test value and suggests a significant difference between the sample mean and the test value. The degrees of freedom (df) is 274, indicating the sample size minus one. The p-value is .000, which is less than the common alpha level of 0.05 that shows, the result is statistically significant, meaning there is a strong evidence to reject the null hypothesis. In other words, the strategies used in online teaching significantly inculcating students' skill of being open to accept change in workplace. Thus the provided table shows the results of a one-sample t-test conducted to determine whether the strategies used in online teaching significantly instilling the students' ability of accepting criticism and learning from it.

Table 3
One-Sample statistics

Hypothesis	N	Mean	Std. Deviation	Std. Error Mean
Strategies used in online approach affects significantly fostering the students' ability of understanding variety of class fellows and working with them.	275	17.2145	1.06768	.06438

Table 3 shows the statistics of the one-sample t-test. The hypothesis is in column 1. The

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sample size is in column 2 as N= 275. The mean is in column 3. The SD is in column 4. The SE of Mean is in column 5. In column 3, the mean is 17.2145. In column 4, the SD is 1.06768. In column 6, the SE of the mean is .06438.

Table 4
One Sample Test

Hypothesis	Test Value = 16					
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Strategies used in online approach affects significantly fostering the students' ability of understanding variety of class fellows and working with them.	18.864	274	.000	1.21455	1.0878	1.3413

Table 4 shows, that hypothesis test value is **16**. The t-value is 18.864, which is positive and higher than the test value and suggests a significant difference between the sample mean and the test value. The degrees of freedom (df) is 274, indicating the sample size minus one. The p-value is .000, which is less than the common alpha level of 0.05 that shows, the result is statistically significant, meaning there is a strong evidence to reject the null hypothesis. In other words, the strategies used in online approach affects significantly fostering the students' ability of understanding variety of class fellows and working with them. Thus the provided table shows the results of a one-sample t-test conducted to determine whether the strategies used in online teaching significantly fostering the students' ability of understanding variety of class fellows and working with them.

Table 5
One Sample Statistics

Hypothesis	N	Mean	Std. Deviation	Std. Error Mean
Strategies used in online teaching approach affects significantly inculcating the students' skill of being open to accept change in the workplace.	275	17.1927	1.14111	.06881

Table 5 shows the statistics of the one-sample t-test. The hypothesis is in column 1. The sample size is in column 2 as N= 275. The mean is in column 3. The SD is in column 4. The SE of Mean is in column 5. In column 3, the mean is 17.1927. In column 4, the SD is 1.14111. In column 6, the SE of the mean is .06881.

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Table 6
One-Sample Test

Hypothesis	Test Value = 16					
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Strategies used in online teaching approach affects significantly inculcating students' skill of being open to accept change in workplace.	17.333	274	.000	1.19273	1.0573	1.3282

Table 6 shows, that hypothesis test value is **16**. The t-value is 17.333, which is positive and higher than the test value and suggests a significant difference between the sample mean and the test value. The degrees of freedom (df) is 274, indicating the sample size minus one. The p-value is .000, which is less than the common alpha level of 0.05 that shows, the result is statistically significant, meaning there is a strong evidence to reject the null hypothesis. In other words, the strategies used in online approach affects significantly fostering the students' ability of understanding variety of class fellows and working with them. Thus the provided table shows the results of a one-sample t-test conducted to determine whether the strategies used in online teaching approach affects significantly inculcating students' skill of being open to accept change in workplace.

Table 7
One Sample Statistics

Hypothesis	N	Mean	Std. Deviation	Std. Error Mean
Strategies used in online teaching approach affects significantly the development of ability of meeting the deadlines those are already given to students.	275	17.1927	1.14111	.06881

Table 7 shows the statistics of the one-sample t-test. The hypothesis is in column 1. The sample size is in column 2 as N= 275. The mean is in column 3. The SD is in column 4. The SE of Mean is in column 5. In column 3, the mean is 17.1927. In column 4, the SD is 1.14111. In column 6, the SE of the mean is .06881.

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Table 8
One-Sample Test

Hypothesis	Test Value = 16					
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Strategies used in online teaching approach affects significantly the development of ability of meeting the deadlines those are already given to students.	17.333	274	.000	1.19273	1.0573	1.3282

Table 6 states, that the hypothesis test was conducted against a test value of **16**. The t-value is 17.333, which is positive and higher than the test value and suggests a significant difference between the sample mean and the test value. The degrees of freedom (df) is 274, indicating the sample size minus one. The p-value is .000, which is less than the common alpha level of 0.05 that shows, the result is statistically significant, meaning there is a strong evidence to reject the null hypothesis. In other words, the strategies used in online teaching significantly inculcating students' skill of being open to accept change in workplace. Thus the provided table shows the results of a one-sample t-test conducted to determine whether the strategies used in online teaching significantly inculcating students' skill of being open to accept change in workplace.

Discussion

The researcher conducted the research to find the answer to the research question "Do the strategies used in online teaching approach impact on the development of emotional intelligence of students at tertiary level in Pakistan?" he further subdivided the variables into more observable and measurable concepts and framed four hypotheses by using them to explain the impact of instructional strategies on the specific act of emotional skills those are; "The strategies used in online teaching approach affects significantly the development of ability of meeting the deadlines those are already given to students", "The strategies used in online teaching approach affects significantly instilling the students the ability of accepting criticism and learning from it", "The strategies used in online teaching approach affects significantly fostering the students the ability of understanding variety of class fellows and working with them", and "The strategies used in online teaching approach affects significantly inculcating the students the skill of being open to accept change in the workplace". He also framed a fifth hypothesis that is comprised over all the four hypotheses, "The strategies used in online teaching approach affects significantly the development of emotional intelligence of students." Most of the skills of the emotional intelligence are inculcated by providing the moral lessons of the heroes and the people whom they like most. Teachers produce the interest in students by telling them stories of heroes and the people whom they like most. They inculcate the students the skill of emotional intelligence by fostering them the habit of setting rules and following them to accomplish their desired tasks timely. They also make prepare them to make routines and schedules to follow them in order to fulfill of their commitments. They inculcate the students the skills of the emotional

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intelligence by providing the moral lessons got from the heroes. The students learn the emotional skills from their teachers' approaches of interaction and their dealings with the different people.

Conclusion

It is concluded that the teaching strategies used in online teaching approach play a significant role in fostering the students' skills of emotional intelligence. As the perception questionnaires through which data was collected from the university students about the impacts of instructional strategies used in online teaching approach on the development of students' emotional intelligence, consisted of the following items. Item-1 asks that all students feel safe in expressing their thoughts and emotions throughout the teaching process. This item clarify that students feel free to express their thoughts and emotions in all teaching learning process without any hesitation. Item-2 asks that all students are encouraged open communication and active listening to foster a sense of belonging among students. It shows that students in online classes boldly communicate with other classmates and the teacher on their academic issues or discussions to get overcome on the content difficulties. Item-3 asks that all students remain open for discussion of any nature in polite tone and friendly manner. Positive response on the above item shows that students are allowed to discuss educational issues of class in the friendly manner to other classmates and teacher in order to gain sufficient know how about the topic. Item-4 asks that the teachers use positive reinforcement and praise to motivate students for their efforts in order to foster them skill of accepting change and openness. Positive response on this item clarify that teachers give proper feedback to the students and encourage them to accept openly their classmates point of view on the topic. Item-5 asks that teachers teach the students to pay the time and attention to listen to others that indicates a level of respect and it often form the foundation for healthy relationships. As explained in this item that students are trained to pay attention and show positive response to listen other classmates' opinions, that indicate a level of respect and for healthy relationships. Item-6 asks that teachers incorporate literature and stories in their online teaching that portray the characters facing various emotional challenges that foster empathy and compassion among students. In respect of this item teachers include literature based stories in their online teaching that portray the characters facing various emotional challenges that encourage the empathy and positive attitude among students. Item-7 asks that the teachers deal the students with empathy and handle conflicts constructively, such behaviors of respectful teachers teach them to manage their emotions. It shows that as the teachers resolve properly to handle the students' conflicts in a positive manner, students get train to control their emotions in the same way. Item-8 asks that the teachers teach to regulate the students' emotions at different occasions of learning by narrating the different moral incidents from the past. This item explain that teacher tell students the moral stories of the past in order to control their emotions in class to listen positively other students' chat. Item-9 shows that the teachers use positive reinforcement and praise to motivate students for their efforts in order to foster them skill of accepting change and openness. It is clear from this item that due to the habit of encouragement and positive feedback of the teachers able the students to accept positive change and openness in their attitude. Item-10 describes that by paying attention to thoughts and feelings, students identify better how the emotion affects

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their thoughts and body while facing the change. This item explain that education of emotional intelligence through online approach makes the students able to handle their emotions at any change, and the quality of tolerance in students improved as a result of teachers' guidance. Item-11 asks the students to learn the emotional skills of accepting change by observing the behaviors of those people whom they respect. This item shows that by learning emotional skills, students become able to accept the change in the behaviors of those people whom they respect. Item-12 shows that the teachers teach the students to imagine problem or situation from their class fellows' perspective that helps in maintaining the group integrity in dealing with the problems of change. This item clarify that the teachers instruct the students to consider the topic issues from their class mates' viewpoint that helps in continuing the group integrity in dealing with the problems of change. Item-13 shows that teachers teach the students to pay attention on mindfulness exercises and techniques that helps them develop self-regulation skills to meet the deadlines. This item elucidate that teachers guide students in practicing mindfulness movements and techniques, which play a key role in helping them cultivate self-regulation skills necessary for effectively meeting deadlines. By focusing on these practices, students learn to manage their time, emotions, and behaviors, ultimately enhancing their ability to complete tasks within the set timelines. Item-14 asks that teachers communicate the students to incorporate short mindfulness sessions into the daily routine to maintain their emotional well-being for performing the cognitive tasks. This item discloses that teachers encourage students to integrate brief mindfulness sessions into their daily routines as a way to sustain emotional well-being, which is essential for successfully engaging in cognitive tasks. By regularly practicing these mindfulness techniques, students can better manage stress, stay focused, and maintain a balanced mindset, thereby enhancing their overall performance in academic activities. Item-15 reveals that teachers teach the students to manage stress and anxiety through mindfulness that helps in fostering a calm and focused learning environment to accomplish the assigned task. This item tells that teachers instruct students on managing stress and anxiety through mindfulness practices, which contribute to creating a calm and focused learning environment. This approach enables students to effectively complete their assigned tasks by maintaining mental clarity and reducing distractions. Item-16 clarify that teachers teach the students the skill of time management by fostering them punctuality and regularity in their routines. This item elucidate that teachers instill time management skills in students by promoting the importance of punctuality and consistency in their daily routines. Through structured guidance, they emphasize the value of being on time and maintaining regular habits, which helps students develop a disciplined approach to managing their responsibilities and schedules.

Recommendations

- Teachers should tell the students stories of heroes and the people whom they like most to produce the interest in learning and the good deeds.
- The teachers should foster the students the habit of setting rules and following them to accomplish their desired tasks timely in order to inculcate them the skill of emotional intelligence.
- The teachers should prepare them to make routines and schedules to follow them in

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order to fulfill their commitments.

- The teachers should provide the students the moral lessons got from the heroes to instill them the skills of the emotional intelligence.
- The teachers should follow the good ethical and social approaches of interaction and their dealings with the different people to be the role model for the students so that they learn the emotional skills from their teachers.
- Teachers should adopt different social strategies to eliminate aggressive attitude among the students.

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