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Effect of Emotional Intelligence on Creative Teaching of University Teachers: A Correlational Study

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ABSTRACT

Aim of the Study: The main aim of the present research study was to examine the relationship of emotional intelligence on creative teaching, particularly, investigating the effect of independent variable (Emotional Intelligence) on dependent variable (Creating Teaching).

Methodology: Quantitative research approach utilized, using survey method and adopted questionnaires were distributed among respondents. Population of the study included all university teachers from Kohat University of Science and Technology and Gomal University, Dera Ismail Khan. Simple random sampling techniques were used to collect data as per the sampling framework proposed by Mugenda & Mugenda (2003). Distribution of questionnaires was carried out through Google Forms, WhatsApp groups, email and personal visits. Total sample size was 285, out of which 267 questionnaires were received completed from all aspect; a response rate was 93%. Regression analysis, t-tests, and ANOVA were conducted for data analysis.

Findings: Strong positive relationship was examined among emotional intelligence and creative teaching. The variables were closely related to each other. Respondents revealed that emotional intelligence was considerably connected creative teaching.

Conclusion: The findings showed that emotional intelligence was closely related to creative teaching, proposing that university teachers having emotional intelligence incline to adapt creative teaching strategies more than those who are not emotionally strong and stable. The study recommends further research at Country level.

Keywords: Emotional Intelligence, Creative Teaching, University and Teachers.

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1. INTRODUCTION

The 21st century educational requirements rapidly changed educational landscape and education based economy, universities have realized that operational teaching encompasses beyond exchange of information. Teachers are expected to nurture creative and innovative work, critical thinking and

adaptableness and flexibility instead of delivering lectures resultantly, creative teaching (CT) pedagogy enhances the thinking aptitude, problem solving techniques creativity which is the basic element of present century contemporary higher education (HE). In conjunction with this change, emotional intelligence (EI), is the capability of an individual to comprehend, understand and manage individual own and the emotions of others to direct and control thoughts and individual behaviour, such quality has gained paramount importance in 21st university teachers, Exploring and sightseeing the relationship among university teachers EI and CT strategy is therefore a timely and relevant area of research, mainly at university level where university teachers produce scholars and professionals who have to work in different fields. Emotionally strong teachers are able, capable enough and exactly know how they plan, implement, and sustain students' attention, enhance their creativity, teach student-centered contents and bring transformation.

In present contemporary world, EI has gained paramount importance in the field of education, psychology and management science (Hodzic et al., 2018). EI is the ability and capacity of an individual to observe, recognize, comprehend, control, normalized and assess emotions (Fernández-Abascal & Martín-Díaz, 2015; Vesely et al., 2013), alongside to differentiate emotional signs and to practically apply this empathetic to direct behavior in explicit situations (Gong et al., 2019; Serrat, 2017). Pekaar et al. (2017) had more accentuated that in EI the knowledge of emotional processes is involved and the capability to apply this knowledge to normalise and regulate emotional and social behavior.

Creativity is key driver and widely acknowledged for sustainable development and organizational growth (Fellnhofer, 2017). In education, CT refers to teachers' capability and ability to apply creative teaching strategy, problem-solving approaches and interactive teaching methods that nurture meaningful engagement of the students. Teaching is not only limited to give lecture on the contents but in modern era teaching is beyond it and continuous emotional interaction in involved in teaching profession (Goran & Negoescu, 2015). Resultantly, EI has got considerable importance in educational setups due to its impact on teaching efficacy, efficiency and students learning outcomes (Jennings & Greenberg, 2009). EI plays an important role in maintaining personal relations, emotional parameters, guidelines, effective teaching and pedagogical practices, particularly in multifaceted and varied classroom atmospheres (Hochschild, 2012).

In technological era, in teacher education, teaching for creativity (TfC) has considered main attention in teacher education research (Beghetto et al., 2014; Starko, 2017). Creativity is diligently associated with education and learning procedures (Jeffrey & Craft, 2004; Kaufman & Beghetto, 2009) and it also play significant role in the development of teachers profrssional knowledge, self-efficiency, self-efficacy and wellbeing (Sternberg, 2010; Chan & Yuen, 2014).

Current research shows that EI effect CT (Greenier et al., 2021; Ma, 2023), in higher education (HE) context, limited research has been carried out which directly explore the relationship between EI and CT. In Southern region of Khyber Pakhtunkhowa (KP), the effect of EI on CT among university teachers remained a research gap. Numbers of research studies have been carried out on these variables separately but combined research studies on EI and CT remained a gap. The present research study is carried out to addresses this gap by analysing the effect of EI on CT of university teachers. This research study also contributes in both literature review and practical implication for stakeholders at university level.

1.1 Statement of the Problem

In HE context CT plays an important role in nurturing the critically thinking approach, problem-solving aptitudes and learners' cantered and significant engagement. Teachers at university level are more expected to adopt creative teaching strategies which address varied students requirements within vigorous educational atmosphere. EI is considered as a main individual characteristic that empowers university teachers to recognize and regulate emotions of students with diverse background, encourage optimistic and constructive classroom environment and construct sympathetic learning atmosphere that enable CT.

Public sector universities in the southern region of KP that is Kohat University of Science and Technology (KUST) and Gomal University, Dera Ismail Khan (GUDIK) are still facing numerous challenges such as limited number academic resources, workloads on teaching staff, and students with diverse culture and background. Such circumstances need that teaching pedagogies to be applied in such a way which combine EI with CT and flexibility. Though, teaching methods in above mentioned universities mainly depend on lecture based methods which is a traditional way of teaching and less emphasize EI ant CT in teaching and learning process.

Though globally, research studies show significant relationship among EI and CT, practical and realistic data from public sector universities in southern region of KP remains gap. This research gap limits the comprehension of how EI influences CT strategies among university teachers. Consequently, exploring this relationship at regional level is essential. A correlational research study can offer practical and realistic evidence and indication to enlighten teaching faculty development and improvement training programs and direct stakeholders while initiating policy intended to enhance university teachers teaching efficacy in higher education institutions (HEIs) in southern region of KP.

1.2 Research Objectives

2. To compare Emotional Intelligence and Creative Teaching among university teachers.
3. To investigate the effect of Emotional Intelligence on the Creative Teaching of university teachers.
4. To determine significant differences in Emotional Intelligence and Creative Teaching among university teachers based on demographic characteristics (age and qualification).

1.3 Null Hypotheses

H_{01}: There is no effect of Emotional Intelligence on Creative Teaching of university teachers.

H_{02}: There is no significant difference in Emotional Intelligence and Creative Teaching among university teachers regarding demographic characteristics of teachers (age and qualification).

2. LTERATURE REVIEW

2.1 Theoretical Framework

A model which is extensively known in the field of occupational health psychology is the Job Demands–Resources (JD-R) model (Bakker & Demerouti, 2017; Bakker et al., 2023). This model suggests dual structures where different characteristics of job are pigeon-holed into JD-R. Sustained bodily, reasoning or emotive struggle are involved in the Job demands, however, job resources are referred to elements which help in facilitating aim achievement, decrease the negative influence of demands, and help in supporting personal development (Demerouti et al., 2001). As per JD-R model, the stability and steadiness among these dimensions and magnitudes generates two divergent procedures. An inspirational or improvement process arises, when job resources (JR) surpass job demands (JD). Inversely, when demands exceed existing resources, a straining and draining procedure grows, which leads to energy exhaustion and burnout associated consequences such as emotional exhaustion and physical fatigue (Bakker & Demerouti, 2017). Education is emotionally a demanding profession, as teachers should constantly identify, infer and control over his or her emotions as well as the emotions of the learners to attain effective teaching outcomes (Hargreaves, 2001). These standards put significant stress on university teachers EI, an integrative theory and concept that comprises of emotive consciousness, emotional contamination and emotional guideline which enable teachers to cope emotional necessities efficiently (E. Savina et al., 2025). From a JD-R model perception, EI functions as a main individual resource that assists teachers to cope up with emotional JD.

Amabile's (1983) Componential Theory of Creativity clarifies CT and performance through three fundamental components: (1) Domain-Relevant Skills, (2) Creativity-Relevant Processes, and (3) Intrinsic

Motivation. EI subsidises to intrinsic motivation and effective emotive directive, both are indispensable for sustained commitment and espousal of CT strategies in the context of education.

2.2 The Role of Teachers Emotional Intelligence in Enhancing Creative Teaching

Keeping in view the technological adoption in educational architypes, diverse students background, speedy high-tech progression, and growing prospects for didactic efficacy need teachers to adopt creative pedagogical strategies. These methods encompass the expansion and application of novelty and innovative teaching pedagogies meant at refining teaching outcomes (Liu et al., 2024). Though closely linked to innovation in teaching, CT varies in stress: creativity emphases on knowledge production, while innovative teaching behaviors comprise together the creation and real life application of those ideas (Anderson et al., 2014). Practical indication and sign demonstrates that CT is connected with advanced student knowledge gratification (Suyudi et al., 2022), sturdier intrinsic goal alignment (Maun et al., 2023), and better academic performance (Schacter et al., 2006).

Research on the backgrounds of CT has basically studied organizational issues and influences, such as leadership and institutional support (Nguyen et al., 2022), and individual reasoning traits, comprising self-efficacy (Pazin et al., 2022). Though, assumed the integrally emotive nature of teaching (Hargreaves, 2001; E. Savina et al., 2025), CT is also moulded by teachers' aptitude to identify, control, and use anticipations. EI consequently, plays an important role in teachers' engagement in CT practices, yet emotive influences endure underexplored in the literature (Jiang & Tong, 2025).

In this study, teachers' emotion-related capabilities are conceptualized as EI. Despite growing recognition of its importance, no single definition dominates the field. Mayer et al. (2016) proposed a four-branch model comprising emotion recognition, utilization, understanding, and regulation, while Bar-On (2006) introduced a five-factor social–emotional intelligence framework. More recently, E. Savina et al. (2025) recognised eight emotive talents and abilities. These models collectively indicate that EI is multidimensional and context-dependent. Accordingly, the present study defines teachers' emotional intelligence as the capacity to perceive, influence, and regulate their own emotions and those of students during the teaching learning process.

According to JD-R model perception, EI works as fundamental JR that that supports educators to cope ups and manage their emotive demands intrinsic in educational connections and communication (Demerouti et al., 2001). By decreasing emotive anxiety, stress, trauma and acquittal intellectual and mental means, EI facilitates better commitment in multifaceted and inventive and innovative pedagogic activities (E. Savina et al., 2025). Evidences from non-educational perspectives additionally specify that EI forecasts creative attitude (Darvishmotevali et al., 2018; Stawicki et al., 2023). Keeping in view the above statement and opinions, present research study suggests that university teachers EI works as a resource-based originator of CT.

2.3 Emotional Intelligence

EI is the main concept that helps and supports individual behavior and attitude, especially in the field of education. It mentions the aptitude of an individual to identify, comprehend, cope up and efficiently utilize emotions in own and other individuals (Nwadike & Eze, 2021). Though EI achieved importance via Daniel Goleman's work in the 1990s, it has since developed via different understandings, particularly in educational environments settings. Goleman (as cited in Khalili, 2021) demarcated EI as the capability to observe emotions and feelings, usage of emotions to favour the process of thinking, understanding the emotional connotations and control emotions to stimulate emotive and knowledgeable growth. He systematized EI into five components: (1) self-consciousness, (2) self-directive, (3) self-motivation, (4) empathy, and (5) societal skills, these are mainly related in education where social communication and emotive environment intensely impact the process learning and teaching (Petrides & Furnham, 2018).

EI plays main role in educational institutions to create optimistic education settings and atmosphere. Mayer et al. (as cited in Salovey & Grewal, 2020) intellectualized EI via four divisions: (1) perspective

emotions, (2) expediting via emotions, (3) empathetic emotions, and (4) managed emotions. For university teachers and stakeholders, the above mentioned abilities are extremely important because they are the ones who frequently counter and facing emotionally challenging circumstances. University teachers having greater EI are capable enough to understand and comprehend learners emotive condition and state of mind and timely adjust their pedagogical strategies to address emotive, perceptive and intellectual needs. Emotionally intelligent teachers display better classroom supervision, builds real relations and high level of flexibility and adaptableness, these qualities play an important role in supporting learners emotive wellbeing (Adeyemo & Adeleke, 2019). Findings from research studies additionally direct that high level of EI in university teachers is connected to high helpful classroom atmospheres, enhanced learners learning outcomes and abridged communication challenges (Niven & Totterdell, 2022). Besides, Parker and Stumpf (2016) stressed on the significance of incorporating EI improvement into teachers training curriculums, observing its influence to actual pedagogical strategies and improved learners' engagement.

2.4 Creative Teaching

21st century demands have been thoroughly associated with creative and innovative thinking. Akinboye (as cited in Ojo & Olubunmi, 2020) observed that the Nomura Institute of Japan pigeon-holed monetary and fiscal activities into four chronological and historic periods: (1) agricultural period, (2) industrial period, (3) information period and (4) technology period, and the existing period of creative and innovative thinking. The economy is now globally shifting towards innovative, creative work and awareness and informational management. These transformations posit significant encounters for 21st-century university teachers' readiness which include engendering new thoughts, creation of valued dominations and re-manufacturing old-style instructional strategies and proficient morals to favour transformative education.

University teachers with high aptitude of CT and innovative behaviour incline to be autonomous and self-sufficient, refining and enhancing their lifestyle while paying positively to relations, societies, workstations, offices, institutions and society as a whole. Creative teaching and innovative behaviour is also considered as a central point for prosperity design and achievement and realization (Gibson & Brown, 2018). Creative philosophy supports in breeding novel and out of box opinions, ideas and strategies, on the other hand innovative attitude supplements worth to these outputs, organised establishing the new currency of the contemporary global economy.

2.5 Current Research

CT is the main driving force in educational improvements, supportive university teachers' professional enhancement, improving learners learning and educational outcomes and backing to the wider enhancement of education organisations (OECD, 2025). Instead of its importance, university teachers do not continuously involve in CT and they are expected to resist or dodge it (Sánchez & Gutiérrez-Esteban, 2023; N. N. Savina, 2019). This disinclination frequently stalks from the intrinsic dangers of creativeness, for example, possible damage to classroom regulation, blame from parents or classmates and doubt regarding educational results and outcomes (Cheng, 2010; Jones & Le Fevre, 2021). In such type of vague and high-risked backgrounds, the performing of CT depends on the existence of sufficient resources and robust intrinsic motivation to overwhelmed risk-averse propensities (Gorozidis & Papaioannou, 2016).

Depiction on the JD-R model (Bakker et al., 2023), the present research article highlights intrinsic motivation as a fundamental instrument connecting university teachers EI a serious psychological supply united and associated with instructors emotional demands (E. Savina et al., 2025) to CT. Therefore, EI is conceptualized as an originator forecaster of CT, mainly in backgrounds where CT is a professional risk.

3. RESEARCH METHODOLOGY

This research was descriptive, cross-sectional, and quantitative in design which was to systematically analyze the data to reveal the effect of EI on CT of university teachers. The quantitative research approach intricate the organised data collection and statistical analysis of (Goertzen, 2017). Test applied in this research are descriptive statistics, Pearson correlation, one-way ANOVA and linear regression.

3.1 Population of the Study

Population is considered as the entire group of people which the researchers anticipate to observe. A comprehensive definition of the target population leads sampling conclusions, supports effective understanding of findings and confirms precise image of the groups being studied (Trochim & Donnelly, 2008). Population of this research article consists of all university teachers at KUST and GUDIK. Total population of the study was 570 university teachers. Details are given in Table-1.

Table 1: *Population of the study*

S. No.	Name of Universities	Respondents
1.	KUST.	218
2.	GUDIK.	352
	Total	**570**

3.2 Sample of the Study

The sample size from the targeted population was taken as per Mugenda and Mugenda (2003), recommending that 10% and 50% of a sample size from the population is considered suitable. 50% of the sample size was selected to bring generalization. A simple random sampling technique was used to collect data. So, 285 questionnaires had been circulated among university teachers, out of those questionnaires 267 were received back which completed from all aspects and analyzed.

Table 2: *Sample Size*

University	Total Teachers	Selected
KUST.	218	109
Gomal University, DIK.	352	176
Total	570	285

3.3 Research Instrument

Research questionnaire and ROs were thoroughly associated with each other and generally with the aim of research. The questionnaires were adopted. EI questionnaire was developed by Bar-On (2002), and the CT questionnaire was developed by Palaniappan (2009). The questionnaires followed a five-point Likert scale, 1 (Strongly Disagree) to 5 (Strongly Agree).

3.4 Reliability of the Instrument

For questionnaires Cronbach's Alpha statistical test was used. Cronbach's Alpha values are considered acceptable and reliable between .80-.92 (Taber, 2018). Reliability coefficients of the questionnaires are shown in Table 3.

Table 3: *Reliability of the Questionnaires*

Questionnaire	Cronbach's Alpha
Emotional Intelligence	.85
Creative Teaching	.89

3.5 Data Collection

In this research study the collection of data was carried out adapting survey method. Standardized questionnaires were adopted which were established on a five-point Likert scale. University teachers were approach through personal visits, WhatsApp groups, google chrome and personal email. Consent form was signed by the respondents prior to filling the forms; participation was totally on voluntary and anonymously basis. Research ethical were followed during data collection.

4. ANALYSIS OF DATA AND FINDING

This portion of the research article explains the procedure adapted for data analysis and reveals their findings. The collected data were statistically analyzed by applying Statistical Package for Social Sciences (SPSS), version 27.

Table 4: *Response of the Respondents*

Forms Distributed	Received Back	Response (in%)
285	267	93%

Total sample size in present research article was 285 university teachers, resultantly, the researchers distributed 285 questionnaires to University Teachers. Out of 285 questionnaires, the researchers received 267 questionnaires which were completed from all aspects whereas, 18 questionnaires were not fulfilling the criteria and were excluded from sampling analysis. Resultantly, 93% was the response rate of the respondents.

Table 5: *Demography of the Participants*

Demographics	Responses	F(%)	N
Gender	Male	217 (81.28%)	267
	Female	50 (18.722%)	
Professional experience	01- 05 year	50 (19%)	
	06-10 year	65 (24%)	
	Above 10-15 year	72 (27%)	267
	Above 16-20 year	50(19%)	
	Over 20 year	30 (11%)	

Table-5 shows that in sample (N=267), the number of male respondents was more i.e. 81% as compare to female respondents. Professional experience was generally circulated, by the leading proportion reporting 11–15 years (27%).

Table 6: *Mean Score Comparison of Emotional Intelligence and Creative Teaching Based on the Gender*

Statement	Gender	Mean	N	%
Mean Score Comparison of Emotional Intelligence Based on the Gender of the Respondents	Male	3.64	101	38%
	Female	3.58	166	62%
Mean Score Comparison of Creative Teaching Based on the Gender of the Respondents	Male	3.62	101	38%
	Female	3.50	166	62%

In table-6 shows mean score comparison regarding EI and CT as per gender of university teachers. Findings of data analysis indicated that the mean score of male university teachers (3.64) was slightly higher as compare to female university teachers (3.54).

The mean score comparison given in table 6 for teachers' CT based on gender. Data analysis findings show that male university teachers mean score was 3.62, however, female university teachers mean score

was 3.50. It is concluded that male university teachers notched higher mean score as compared to female in CT, emphasising a variance in responses between male and female teachers on this aspect.

Table 7: *Mean Score Comparison of Emotional Intelligence and Creative Teaching Based on Experience*

Statement	Experience	Mean	N	%
Mean Score Comparison of Emotional Intelligence Based on Experience of the Respondents	1- 5 years	3.50	50	19%
	6-10 years	3.55	65	24%
	11-15 years	3.60	72	27%
	16-20 years	3.65	50	19%
	More than 21 years	3.70	30	11%
Mean Score Comparison of Creative Teaching Based on Experience of the Respondents	1- 5 years	3.59	50	18%
	6-10 years	3.62	65	25%
	11-15 years	3.60	72	29%
	16-20 years	3.55	50	19%
	More than 21 years	3.50	30	9%

Table 7 presents the comparison of mean scores for emotional intelligence according to the teaching experience of university teachers. The results show that university teachers having experience up to five years had the lowest mean score= 3.50 which is the lowest, whereas those university teachers had the highest mean score=3.70, were carrying more than 21 years of experience. Mean scores for teachers in the other experience groups were relatively similar, showing only minimal differences.

Mean scores of university teachers' in table 7 is regarding creative teaching levels across different categories of teaching experience. The findings show that university teachers having six-ten years of experience in university teaching achieved the highest mean score=3.65, whereas those who were having teaching experience more than twenty-one years obtained lowest mean score=3.50. In terms of experience distribution, 19%, 24%, 27%, 19% and 11% of university teachers were having 1–5 years, 6–10 years, 11–15 years, 16–20 years, and more than 21 years of university teaching experience respectively.

Table 8: *Effect of Emotional Intelligence on Creative Teaching*

Model	R	R Square	Adjusted R^2	Std. Error of Estimate	F	P
1	.539	.312	.310	.889	120.199	.000

Independent Variable: Emotional Intelligence and Predictor: Creative Teaching

Table 8 presents the correlation and variability among EI (IV) and CT (DV). The value of R = .539 which shows a strong positive relationship, proposing that higher level of CT of university teachers is linked with higher level of EI. The value of R^2 = .310 reveals that 31.0% of the difference in CT can be described by EI, the adequacy of the model is also confirmed by the value of adjusted R^2 (.310). The std error of estimate value (.839) signifies the normal deviancy among values of CT. A considerable positive relationship among IV and DV is observed. Moreover, F-statistic (F = 120.199) demonstrates that the Regression Model is significant statistically. The probability value (p=.000), which is less than.05. The findings show that EI has significant effect on CT of university teachers.

Table 9: *Significance Difference in Emotional Intelligence Regarding Age*

	Sum of squares	Df	Mean square	F	P
Between Groups	4.54	3	1.513	0.664	0.57
Within Groups	598.22	263	2.276		

The findings show in table-9 is of a one-way ANOVA which examine variances in university teachers' responses regarding EI as per their age groups. Data analysis directs that the sum of square between groups (4.54) while sum of squares within groups (598.22). The F value is (0.664) and probability value (p=.57), which is higher than the normal threshold value .05. The findings show that there is insignificant

difference in university teachers response regarding EI across diverse age groups. University teachers having different age had same opinions regarding EI.

Table 10: *Significance Difference in Emotional Intelligence Regarding Qualification*

	Sum of squares	Df	Mean square	F	P
Between Groups	2.49	2	1.245	.935	.39
Within Groups	350.26	263	1.331		

Table 10 shows the findings of a one-way ANOVA examining dissimilarities in teachers' responses regarding emotional intelligence based on their qualifications. Data analysis indicates a between-groups sum of squares (2.49) with (df=2), yielding a mean square (1.245). The within-groups sum of squares (350.26) with (df=263), resulting in mean square (1.331). The probability value (p=.39), which is higher than the normal threshold value .05. The findings show that there is insignificant difference in university teachers response regarding EI across diverse qualification groups. University teachers having different qualification had same opinions regarding EI.

Table 11: *Significance Difference in Creative Teaching Regarding Age*

	Sum of squares	Df	Mean square	F	p
Between Groups	4.46	3	1.486	.673	.57
Within Groups	580.37	263	2.206		

Table 11 shows the findings of a one-way ANOVA carried out to examine the dissimilarities in teachers' responses related to creative teaching based on their age. Sum of squares between groups (SSBG) is 4.46, while the sum of squares within groups (SSWG) is 580.37. The probability value (p=.57), which is higher than the normal threshold value .05. The findings show that there is insignificant difference in university teachers response regarding CT across diverse age groups. University teachers having different age had same opinions regarding CT.

Table 12: *Significance Difference in Creative Teaching Regarding Qualification*

	Sum of squares	Df	Mean square	F	P
Between Groups	1.68	2	.821	.440	.64
Within Groups	489.83	263	1.862		

Table 12 displays the findings of the one-way ANOVA conducted to determine variances in university teachers' responses regarding CT based on their academic qualification. The sum of squares between groups (SSBG) and the sum of squares within groups (SSWG) is 1.68and 489.83 respectively. The statistical value of F is (F=.440) and the p-value is (p=0.64), which is greater than the threshold value 0.05 (Di Leo & Sardanelli, 2020). The findings show that there is insignificant variance in university teachers response regarding CT across diverse qualification groups. University teachers having different qualifications had same opinions regarding CT.

5. DISCUSSION

The present research article explored the expediting character of university teachers EI in CT in the investigative context of the Job Demands–Resources (JD-R) theory. The findings and results directed that EI had a noteworthy effect on CT. The rationale of the hypotheses was also explained, elucidated and also addressed the ROs via an investigation of the earlier obtained data. The objective of this research was to reconnoitre and investigate the effect of EI on CT of university teachers. To attain this objective, the research article fixated on different objectives: (1) to comparing EI and CT among university teachers. (2) To investigate the effect of EI on CT. (3) To determine significant differences in EI and CT based on demographic variables.

The null hypotheses were also analyzed in this research article by analysing the data received from university researchers from Southern region of Khyber-Pakhtunkhwa and each RO was also thoroughly

analyzed. It was found in the data analysis that university teachers viewed EI as a main cause affecting their creative work. The results obtained from data analysis were interpreted in light of the planned null hypotheses and ROs, confirming constancy and reliability in the observed findings and analysis.

Ho_1: there is no effect of EI on CT of university teachers. The results obtained from data analysis has revealed that there was significant relationship among university teachers EI and CT ($r = .539$, $r^2 = .312$, $p < .000$). Grounded on these findings and results, the first null hypothesis was rejected. This finding supports that EI have an important in dealing and handling EI and personal relations and strongly effect CT, mainly in varied and challenging classroom atmosphere (Hochschild, 2012). High level of EI also demonstrated and unveiled unrelenting motivation, higher emotive constancy, increased creativity and a durable aptitude to adapt easily to varying encounters and experiments. Additionally, this finding is sustained by the Job Demands–Resources (JD-R) model (Bakker et al., 2023). This research article reveals the intrinsic motivation as the main source of university teachers that consider EI as an important psychological source that supports the emotive and emotional hassles of education (E. Savina et al., 2025) to the creative teaching of university teachers.

Ho_2: There are no significant differences in EI and CT among university teachers based on their demographic characteristics. The data analysis results indicated and signposted that neither age nor qualification of university teachers demonstrated significant differences in EI and CT. Explicitly, for EI, the F-value and p value for age and qualification was ($F = .664$) and ($p = .54$) and ($F = .935$) and ($p = .39$) respectively. For CT, the F-values and p value for age and qualification was ($F = .673$), ($p = .57$) and ($F = .440$), ($p = .64$) respectively. The probability (p-values) were more than the threshold value i.e. .05, revealing that variances athwart age and qualification groups were insignificant statistically. The findings recommend that university teachers with diverse age and qualification groups reveal alike levels of EI and CT. So, the the null hypothesis Ho_2 was accepted.

Table 13: *Hypotheses Results*

S,No	Null Hypothesis	Findings	Remarks
Ho1	There is no effect of Emotional Intelligence on Creative Teaching of university teachers	There was significant effect of Emotional Intelligence on Creative Teaching of university teachers	Rejected
Ho2(1)	There is no difference in Emotional Intelligence with respect to university teachers age	No significant difference was in Emotional Intelligence with respect to university teachers age	Accepted
Ho2(2)	There is no significant difference in Emotional Intelligence regarding university teachers qualification	No significant difference was found in Emotional Intelligence regarding university teachers qualification	Accepted
Ho2(3)	There is no significant difference in Creative Teaching regarding university teachers age	No significant difference was found in Creative Teaching regarding university teachers age	Accepted
Ho2(4)	There is no significant difference in Creative Teaching regarding university teachers qualification	No significant difference was found in Creative Teaching regarding university teachers qualification	Accepted

6. CONCLUSION

After data analysis it was revealed in number of conclusion that EI has great effect on CT of university teachers from the southern region of Khyber Pakhtunkhwa. The response rate was 93% which is the indication of robust aptitude of teachers' commitment which highlights the importance of the problems within Higher Education (HE). The male university teachers had high EI level and CT as compare to female university teachers. Instructional knowledge has effected insights as well, the university teachers

with more than 21 years of experience revealed high mean score and sturdier insights of EI. Generally, EI endured comparatively constant through demographic classifications.

Furthermore, EI established a resilient positive and optimistic relationship with CT, proposing that university teachers who are having greater EI have proved more creative workers and their performance was better than those were in possession of low EI. This research study also revealed no noteworthy variances in EI and CT among university teachers from Kohat University of Science and Technology (KUST) and Gomal University, Dera Ismail Khan, signifying same university atmosphere and environment through these areas. However, gender, age, and teaching experience based differences propose that while regional practices may be brought in line, individual and proficient physiognomies remain to effect university teachers' insights and involvements inside their universities.

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