



Fostering Emotional Intelligence among Students from Consanguineous Families: Teachers' Strategies

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ABSTRACT

Students from consanguineous families may face unique emotional, social and psychological challenges due to genetic risks and rigid family systems. This study examines the role of teachers in supporting these students' emotional development. A cross-sectional survey research design was employed to collect data from 250 secondary school teachers in district Bahawalpur. A self-developed questionnaire was used to collect data from secondary school teachers. The questionnaire was categorized into three sections. The first section covered demographic information, the second section focused on the role of teachers in developing students' emotional intelligence and the third section explored specific approaches used by teachers to develop emotional intelligence. The results showed that teachers can play a key role in helping students to understand emotions, solve conflicts, and build empathy. This study also explored the influence of demographic factors like gender, school location, and teaching experience on the implementation of emotional intelligence strategies in the classroom. Findings revealed that female, urban, and experienced teachers employed EI strategies more frequently. However, some useful methods, such as involving parents and storytelling, were not widely practiced. The study highlights the need for more teachers training in EI, particularly for rural, male and newly appointed teachers. It also emphasizes the integration of culturally relevant methods and increasing parental involvement to create a more comprehensive support system for students from consanguineous families. Future studies should explore the impact of long-term strategies and the role of digital tools in fostering students' emotional intelligence.

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1. Introduction

Emotional Intelligence (EI) refers to an individual's ability to recognize, understand and manage their own emotions as well as the emotions of others (Goleman, 2005). In recent years, researchers have focused on the role of emotional intelligence in determining students' learning outcomes, emotional stability, and social interaction. Emotional intelligence is even more important for students who belong to consanguineous families because they may face unique emotional and psychological challenges. These children are often raised in an environment influenced by inherited health issues due to heredity factors and rigid hierarchical family systems. These factors may cause extra stress in both school and social life. In Pakistan, the education system is largely characterized by teacher-centered practices, high students-to-teacher ratios, and limited attention to social-emotional learning. Schools tend to prioritize cognitive development and academic performance, while giving little importance to the social and emotional dimensions of learning. Teachers typically receive minimal formal training in counseling or in the use of EI-based strategies, which makes it difficult to address the needs of students facing emotional or social adjustment challenges. These systemic gaps are even more pronounced in rural areas, where resources, professional development opportunities, and support

services remain scarce. Furthermore, the education system in Pakistan is extremely exam-driven, with students' achievements primarily measured through standardized tests and board exams. This narrow focus on grades often sidelines students' social and emotional needs, resulting in classroom environments that fail to adequately prepare students to navigate real-life challenges.

The marriage between close biological relatives, known as consanguinity, is common in most regions of the world such as South Asia, the Middle East, and North Africa (Bittles & Small, 2016). Although consanguinity can strengthen the family bonds and cultural continuity but it has also been linked to increased risk of genetic disorders, intellectual disabilities, and emotional challenges in offspring of cousin marriages (Fareed & Afzal, 2017; Tadmouri et al., 2009). These challenges hinder students' adjustment to the school environment. Therefore, such students need strong emotional support for their academic and social development. In Pakistan, where more than 60 percent of marriages are consanguineous (Hussain & Bittles, 1998), this issue affects millions of students, especially in rural areas where such marriages are culturally prevalent. These students often face heightened stigma, low self-confidence and limited opportunities to express their emotions openly (Ahmed, Azhar, & Mohammad; Mohammad & Ahmed, 2017). It is particularly vital for students from consanguineous families to develop self-awareness, build resilience, and cultivate positive social interaction despite the challenges they face. Teachers who understand and apply EI-based strategies are better equipped to reduce stress levels in the classroom, promote peer acceptance and create a classroom environment in which these students feel welcomed and supported. In this way, the teacher's role becomes central in mediating the potential negative consequences of consanguinity and promoting the overall well-being of students. From a theoretical standpoint, Goleman's mixed model of emotional intelligence provides a practical framework for understanding how teachers can develop both intrapersonal skills (self-awareness, self-regulation) and interpersonal skills (empathy, social competence) among students. In a society like Pakistan, where social harmony and family honor are highly valued, the integration of EI strategies into teaching can help students balance cultural expectations with their individual emotional needs (Dhivya et al., 2023; Ragmoun, 2024; Ragmoun & Alfalih, 2024; Wided & Alfalih, 2023).

Although interest in emotional intelligence has grown in recent years, little attention has been given to how teachers can support students from consanguineous families. Existing research has primarily focused on the genetic and medical aspects of consanguinity, while its impact on students' emotional development in educational settings remains underexplored. In Pakistan, where more than 60 percent of marriages are consanguineous (Hussain & Bittles, 1998), many students may require additional emotional and social support. Despite the high prevalence of consanguinity, there is a notable absence of research linking it with teachers' classroom practices, although teachers are in a unique position to recognize and respond to the emotional needs of the students. This gap limits the ability of schools to design evidence-based strategies that can effectively support this culturally specific group of learners. This study holds significance for both theory and practice. Theoretically, it extends the application of Goleman's Mixed Model of Emotional Intelligence within a culturally specific context, contributing to the broader understanding of EI in consanguineous family settings. Practically, it offers valuable guidance for educators in Pakistan by highlighting classroom-based strategies to support students' emotional development. The finding will help policymakers, school administrators, and teacher trainers to design professional development programs that strengthen EI-related practices. Furthermore, the study provides insights into gender, experience, and location-based variations in teaching practices, thereby identifying groups of teachers who may need additional support.

1.1. Objectives

- To examine the role of teachers in promoting emotional intelligence among students from consanguineous families.
- To identify the specific classroom strategies applied by teachers to foster EI.

This study is guided by the following research questions:

- How do teachers perceive their role in fostering emotional intelligence among students from consanguineous families?

- What strategies do teachers use to support the emotional development of these students?
- How do teachers' experiences and contexts shape the ways they apply these strategies in classrooms?

The paper is organized as follows: After the introduction a literature review is presented that summarizes existing research on consanguinity and emotional intelligence and highlights the research gap. The methodology section outlines the research design, data collection and data analysis. This is followed by the results and discussion, which presents the key findings and compare them with previous studies. Finally, the paper concludes with a summary of the findings, policy recommendations, and implications for both theory and practice.

2. Literature Review

The role of Emotional Intelligence (EI) in education has become well-recognized in recent years. Jennings and Greenberg (2009) noted that students with a higher EI demonstrate better classroom behavior, stronger social skills, and improved academic performance. Similarly, Durlak et al. (2011), in large-scale meta-analysis, confirmed that school-based emotional learning programs enhance students' social skills and attitudes and academic performance. These seminal works established EI as an important aspect of overall student development. Building on this, Extremera and Fernández-Berrocal (2006) emphasized the close connection between students' mental, social, and physical well-being. According to Brackett, Rivers and Salovey (2011) emotionally intelligent teachers are able to create safe classrooms environments that help students learn to control their emotions. Likewise, O'Conner et al. (2017) examined that teacher-led interventions during early education have long-term positive effects on students' emotional development. Furthermore, Denham, Bassett and Zinsser (2012) confirmed that teachers serve as primary socializers of emotional competence in children. Matthews, Zeidner and Roberts (2004) also provided earlier evidence that emotional intelligence is connected with academic resilience. These findings reinforce the view that EI functions both a personal and contextual resource in education. Over the past decade, researchers have increasingly emphasized the need to move beyond western-centered studies to explore emotional intelligence within cross-cultural contexts. In Pakistan, a few studies have reported that teachers' emotional intelligence is positively associated with teaching effectiveness (Bibi, Farooq, & Akbar, 2024). However, curriculum constraints remain a key challenge that might hinder the integration of EI-focused strategies into classroom practice. Moreover, Saeed, Ali and Khaliq (2020) found a moderate positive relationship between teachers' emotional intelligence in universities and the overall learning environment of the classroom.

Recent studies in resource-constrained and culturally diverse settings in Pakistan highlight that rural schools are structurally disadvantaged in implementing innovative teaching methods, primarily due to overcrowded classrooms, lack of textbooks, and inadequate technological infrastructure (Mujahid, Fayyaz, & Zafar, 2024). Noddings (2014) argued that empathy-based classroom activities strengthen social bonds and minimize student isolation, which is particularly significant for children raised in tightly controlled family systems. Mumtaz, Ayaz and Kamrani (2023) concluded that the family structure does not predict the emotional intelligence of adolescents in Pakistan; however strong gender differences are evident. This demonstrates that intra-familial dynamics and cultural norms play an important role in how emotions are understood and expressed. Pakistani teachers also reflected patterns, with female teachers reporting stronger self-regulation skills than male teachers, highlighting the need for targeted professional development. This gendered and contextual dimension is further confirmed by studies conducted in 2021-2024. For instance, Akram (2019) found that female secondary school teachers exhibited higher emotional intelligence than male teachers, though males scored higher on teaching effectiveness. Similarly, Lasi, Khan and Afzal (2023) found that urban preschool teachers were more aware of and implemented social-emotional learning practices such as storytelling, reflective activities, and group discussions, whereas rural teachers were more inclined to emphasize behavior management strategies. These findings highlight that both training and school context play a significant role in shaping how EI strategies are implemented.

Bittles and Small (2016) stated that more than 1.2 billion people live in societies where consanguineous marriages are common, such as South Asia and the Middle East. In Pakistan alone, over 60% of marriages are consanguineous (Hussain & Bittles, 1998). Although such marriages may promote cultural harmony, they are also linked with increased risks of genetic disorders, learning impairments, and emotional problems (Fareed & Afzal, 2017; Tadmouri et al.,

2009). Although most existing studies have primarily focused on medical and genetic consequences, paid less attention to the emotional and educational implications. This gap is being addressed by recent studies.

Akhtar et al. (2024) found that although primary school teachers displayed high emotional competencies, they were not effectively employing classroom strategies to promote emotional literacy, underscoring a significant gap in teacher training. Most recently, Channa, Noorani and Muzaffar (2025) found that teacher EI explained nearly half the variance in classroom management in Karachi, and had direct influence on both academic performance and student behavior. These findings strengthen the case for examining teacher practices in culturally complex context such as consanguinity. Taken together, the studies highlight that EI is a key factor in academic and social development of students, with teachers serving as the facilitators of EI growth. At the same time, cultural, structural and familial factors can significantly influence how EI is implemented in classrooms. In particular, children from consanguineous families may face greater challenges in expressing emotions due to hierarchical family structures, health concerns, and conservative parenting practices (Bittles & Small, 2016). Although the association between EI, academic performance, and mental health are well established, no research has specifically examined how teachers can support students from consanguineous families, particularly in Pakistan. Current literature has largely focused either on genetic risks associated with consanguinity or on the general benefits of EI, but very few studies have explored how teachers' approaches to promoting EI. This paper addresses this gap by examining the strategies employed by teachers.

3. Research Methodology

A cross-sectional survey research design was employed to explore how teachers foster emotional intelligence (EI) among students from consanguineous families. This design was appropriate as it enabled the collection of generalized information from a large number of teachers at a single point in time, making it possible to identify trends and variations across teacher demographics. The target population was secondary school teachers from Bahawalpur District. A representative sample of 250 teachers was selected through random sampling, ensuring diversity across key demographic variables, including school type, location, and gender. A questionnaire was designed using 5-Point Likert Scale (1 = Strongly Disagree to 5 = Strongly Agree). The questionnaire was categorized into three parts. The first section covered demographic information. The second part of questionnaire was based on the role of teachers in building emotional intelligence among students, while the third section was regarding how frequently certain classroom strategies were applied to build EI. Content validity of the questionnaire was confirmed by subject experts. A pilot study was conducted with 30 teachers who were not part of the main sample. Cronbach's alpha value (0.89) indicated a high level of internal consistency and reliability of the instrument.

Data were collected through online surveys and face-to-face distribution depending on participants' availability and access. Variables were operationalized as follows: the dependent variable was the extent of teachers' use of EI strategies, measured through composite scores from Section II and III of the questionnaire. The independent variables included teachers' gender (male/female), school location (urban/rural), and teaching experience (measured in years and categorized into four groups). These variables were selected because they represent key demographic factors that may influence classroom practices. The responses of the participants were analyzed using descriptive statistics (means, standard deviations, frequencies). Independent samples t-tests were also used to compare the application of EI strategies in relation to gender (male vs. female) and school location (urban vs. rural). These tests were appropriate for determining significant differences between two independent groups. Pearson correlation analysis was also applied to examine the relationship between teaching experience and the frequency of employing EI strategies, which allowed measurement of the strength and direction of the relationship between the two continuous variables. All ethical considerations were observed including, voluntary participation, right to withdraw, and protection of personal data. Informed consent was provided by all the participants, and a high level of anonymity and confidentiality was maintained.

4. Data Analysis

Table 1 presents the demographic characteristics of the respondents. The sample consisted of 250 secondary school teachers, with a higher proportion of males (60%) compared to females (40%). Nearly half of the respondents were aged 31-40 years, while 28% fell into the 20-30 years age group. In terms of teaching experience, 40% had 6-10 years of experience and 36% had 2-5 years. The majority of teachers (64%) worked in public schools and 56% were based in urban locations.

Table 1: Demographic Profile of Participants

Demographic Variable	Categories	Frequency (N)	Percentage (%)
Gender	Male	150	60%
	Female	100	40%
Age	20–30 years	70	28%
	31–40 years	120	48%
	41–50 years	50	20%
	Above 50 years	10	4%
Teaching Experience	2–5 years	90	36%
	6–10 years	100	40%
	11–15 years	40	16%
	More than 15 years	20	8%
School Type	Public	160	64%
	Private	90	36%
Location	Urban	140	56%
	Rural	110	44%

Table 2: Role of Teacher in Developing Students' Emotional Intelligence

Statement	Mean	SD	% Agreement
Helping students to recognize and label their emotions.	4.3	0.6	86%
Encourage students to discuss their emotional experiences.	4.2	0.7	84%
Design classroom activities that enhance emotional awareness.	4.0	0.8	80%
Monitor students' emotional responses during interactions.	4.1	0.7	82%
Provide positive reinforcement when students manage their emotions effectively.	4.0	0.9	80%
Create a supportive environment for open emotional expression.	3.9	0.8	78%
Guide students in resolving interpersonal conflicts.	4.1	0.7	82%

Table 2 presents the roles of teachers in fostering emotional intelligence among students. The highest agreement (86%) was observed for assisting students in identifying and labeling their feelings ($M = 4.3$, $SD = 0.6$). Teachers are frequently reported the use of conflict resolution strategies (82%) and positive reinforcement (80%).

Table 3: Specific Approaches Used By Teachers to Develop Emotional Intelligence

Statement	Mean	SD	% Frequency
Cooperative learning activities to build emotional understanding.	4.1	0.6	82%
Reflective exercises for students to analyze their feelings.	3.9	0.7	78%
Inclusion of scenarios and case studies to develop empathy among students.	4.0	0.8	80%
Integrate discussions on emotions in my subject lessons.	3.8	0.8	76%
Use of multimedia tools (e.g., videos, presentations) to teach emotional intelligence.	4.0	0.7	80%
Use of storytelling to teach emotional lessons.	3.9	0.9	78%
Involvement of parents to reinforce emotional intelligence at home.	3.8	0.9	76%

Table 3 presents the classroom practices most commonly reported by teachers. Cooperative learning (82%) and empathy-building exercises (80%) were the most frequently applied strategies, while storytelling (78%) and parental involvement (76%) were somewhat less common.

Table 4: Comparative Analysis of Teachers' Use of Emotional Intelligence Strategies

Factor	Group	Mean (M)	SD	t/r-value (df)	p-value	Effect Size (Cohen's d/r ²)
Gender	Male	4.1	0.7	t(248) = 2.45	0.015*	d = 0.32
	Female	4.3	0.6			
Location	Urban	4.3	0.6	t(248) = 3.12	0.002*	d = 0.41
	Rural	4.0	0.7			
Teaching Experience	-	-	-	r = 0.68	<0.01*	r ² = 0.46

Gender Differences: An independent samples t-test showed that female teachers reported significantly higher use of EI strategies (M = 4.3, SD = 0.6) compared to male teachers (M = 4.1, SD = 0.7), $t(248) = 2.45$, $p = 0.015$, with an effect size of $d = 0.32$.

Urban vs. Rural Differences: Urban teachers (M = 4.3, SD = 0.6) reported significantly greater use of EI strategies than rural teachers (M = 4.0, SD = 0.7), $t(248) = 3.12$, $p = 0.002$, with an effect size of $d = 0.41$. This finding indicates a meaningful difference in EI strategy use based on location.

Teaching Experience: A moderate to strong correlation was found between teaching experience and EI strategy use ($r = 0.68$, $p < 0.01$). The coefficient of determination ($r^2 = 0.46$) indicates that 46% of the variance in EI strategy use can be explained by teaching experience.

5. Discussion

The results of this study provide insights into teachers' roles and strategies to foster emotional intelligence (EI) among students from consanguineous families. This section interprets the findings and discusses their implications.

The findings indicate that teachers primarily focus on assisting students to understand and label their emotions (M = 4.3; 86% agreement). This result indicates that emotional awareness is highly valued by the teachers as the key component of emotional intelligence. Positive reinforcement is also used by many teachers (80%) which helps students to deal with interpersonal conflicts (82%). These results suggest that teachers consider emotional support in the classroom to be essential. Mayer, Salovey and Caruso (2004) believe that understanding emotions is the basic principle of emotional intelligence. Emotionally informed instructional methods enhance students' emotional competence and participation in classroom activities (Jennings & Greenberg, 2009). Similarly, Brackett, Rivers and Salovey (2011) point out that teachers play an important role in establishing an emotionally safe environment where students learn to manage their own emotions. These findings affirm that teachers are not merely transmitters of knowledge but also serve as emotional role models. This aligns with Bandura's Social Learning Theory (1977), which emphasizes that students acquire behaviors by observing and imitating significant role models.

It was found that activities involving cooperative learning (M = 4.1, SD = 0.6, 82% frequency) and empathy building exercises (80% frequency) were most frequently used strategies by the teachers. Collaboration with parents (76%) and storytelling (78%) were less frequently used approaches by teachers. Cooperative learning is also supported by Gillies and Ashman (2003), who found that using it in the classroom, promotes collaboration, mutual understanding, and the development of empathy among students. Noddings (2014) suggested that teachers should consistently focus on employing empathy-building activities with care in their teaching. International research also highlights similar trends; for instance, Rivera-Pérez et al. (2020) demonstrated that cooperative learning positively correlates with multiple dimensions of emotional intelligence across different school stages. The lower level of parental involvement is alarming because there are certain challenges that can only be addressed through parents and teachers' collaboration (Epstein, 2001). Similarly, if storytelling approach is not used by teachers

in the classroom, it becomes a missed opportunity to apply culturally relevant methods for learning emotions (Denham, Bassett, & Zinsser, 2012). In Pakistan, where storytelling is a deeply rooted cultural practice, the limited use of this tool represents a missed opportunity to strengthen the natural connection between home and school in fostering emotional learning. Notably, families with consanguineous backgrounds may be less open to discussing emotional issues. In such cases, parental engagement initiatives can play a vital role in facilitating dialogue and supporting students in managing the dual demands of school and family life.

The study revealed that female teachers exhibit a greater use of emotional intelligence strategies ($M = 4.3$, $SD = 0.6$) when compared to male teachers ($M = 4.1$, $SD = 0.7$), $t(248) = 2.45$, $p = 0.015$. The statistical association found in the data corresponds to Good and Brophy (2013) concluded that female teachers typically connect emotionally with their students. As Nias (1999) suggests, this may be due to gender-based beliefs that women are more encouraged to be caring. Such findings are echoed in cross-national evidence, For instance, Taşçı and Titrek (2021) found that female faculty members scored higher than their male counterparts in emotional intelligence competencies such as empathy and self-awareness, thereby reinforcing gender-based differences in emotionally responsive behaviors. This indicates gender differences which policymakers should address by ensuring that all teachers regardless of gender receive professional development that equip them to apply consistent emotional intelligence strategies in the classroom. Teachers in urban schools use emotional intelligence approaches more often than those from rural schools ($M = 4.3$ for urban, $M = 4.0$ for rural schools), with $t(248) = 3.12$ and $p = 0.002$. This difference may be due to professional training, availability of resources and opportunities to adopt advanced teaching methods. Mujahid, Fayyaz and Zafar (2024) point out that urban teacher typically have more opportunities to experiment with new teaching approaches than rural teachers due to the shortage of both training and the necessary equipment. This urban-rural disparity has also been reported across South Asia, where rural teachers face greater restrictions in accessing SEL and EI training (Lasi, Khan, & Afzal, 2023). These disparities raise serious concerns about equity in students' opportunities to benefit from EI-based practices. In Pakistan, where the majority of the population resides in rural areas, the lack of investment in strengthening the capacity of rural teachers risks widening both emotional and educational inequalities. A strong link between teaching experience and emotional intelligence strategies ($r = 0.68$, $p < 0.01$) was identified in this study. It indicates that teachers with more experience frequently use emotional intelligence strategies, which may be explained by their knowledge and skills in classroom management and student engagement.

6. Conclusion and Policy Recommendations

6.1. Conclusion

The study explored the role of teachers in fostering students' emotional intelligence (EI) in relation to gender (male and female), school location (urban and rural), and teaching experience (2–5, 6–10, and 11–15 years). Research findings indicate that teachers' support helps students recognize and label their emotions by applying different approaches such as positive reinforcements, conflict handling, teamwork and building empathy. Teachers also pointed out the possible areas of improvement, including parental programs and cultural approaches. There were significant gender and location differences, as urban teachers who had greater access to resources used emotional intelligence strategies more frequently than rural teachers. It seems that teaching experience has an impact on how teachers apply emotional intelligence strategies to assist students. These findings indicate that targeted programs in emotional intelligence are essential especially for male and rural teachers. Parents play an important role in children's education by using culturally relevant approaches such as storytelling. Although the study's design and reliance on self-reports limit the generalizability of its findings, it still offers valuable insights into how teachers support the development of students' emotional intelligence and provides a foundation for future research, including observational and longitudinal studies.

6.2. Policy Recommendations

The results suggest several important policy directions First, targeted professional development programs should be introduced strengthen teachers' capacity to integrate emotional intelligence into classroom practice, with particular attention to rural teachers and those at the early stages of their careers. In the short-term, activities may include workshops, in-service training modules, and school-based learning communities that equip teachers with the practical strategies such as role-playing, reflective discussions, and empathy-building activities. Furthermore, professional development should be incentivized through certification and career

advancement opportunities to encourage sustained teacher participation. Second, schools should be encouraged to promote stronger collaboration between teachers and parents, ensuring that students receive consistent emotional support both at home and in school. This can be achieved through parental awareness sessions, regular feedback meetings and community outreach programs to educate parents about the importance of emotional intelligence in child development. Such efforts can help bridge the gap between family-based norms and school-based practices, particularly for students with consanguineous backgrounds.

Third, the curriculum should be made more culturally responsive, incorporating storytelling and other contextually relevant approaches to students' emotional needs. One way of ensuring that EI is not treated as an add-on but as a fundamental aspect of learning is by integrating social-emotional learning (SEL) components into the national curriculum. Approaches such as cooperative learning, storytelling and culturally relevant case studies can help students relate to emotional challenges within their own social contexts. Finally, teacher training institutes and policymakers must recognize emotional intelligence as core component of teacher education and continuous professional development, embedding it into both pre-service preparation and in-service training frameworks. In the long run, this requires the development of a national EI policy framework that defines clear standards for emotional intelligence competencies among both teachers and students. Digital tools and online training portals can be utilized to reach teachers in remote areas, ensuring equitable access to resources. Furthermore, Investments in school counseling services and peer-mentoring programs should be prioritized to provide additional support to students facing unique emotional challenges arising from consanguinity. These policy recommendations offer both short-term and long-term solutions that can transform the educational landscape in Pakistan. They emphasize the central role of teachers in fostering emotional intelligence and highlight the need for systemic support so that every student, especially those from consanguineous families can succeed both academically and socially.

6.3. Theoretical and Practical Implications

The results of the present study carry both theoretical and practical implications. Theoretically, the findings extend Goleman's mixed model of emotional intelligence into a culturally specific context by indicating how self-awareness, self-management, social awareness, and relationship management can be cultivated even within the boundaries of traditional family structures. This study also aligns with constructivist theory because it demonstrates that the students develop emotional skills in classrooms through interaction, reflection, and meaning-making. Likewise, social learning theory is relevant because students learn by observing and imitating teacher behaviors; therefore, teachers who model empathy, patience, and self-control can directly influence the emotional habits of their students.

Practically, this study highlights the necessity to integrate social-emotional learning (SEL) into teacher training programs in Pakistan. Training modules should be designed to equip teachers with strategies such as role-playing, reflective discussions and classroom collaborative activities to foster EI. Given the resource disparities between urban and rural schools, context-specific interventions are essential, with an emphasis on low-cost activities that do not rely on advanced technology. Furthermore; embedding EI components within the national curriculum can ensure that all student, regardless of background, receives systematic support for their social and emotional development. These findings also provide valuable guidance for policy makers and school administrators to establish school level support structures, such as counseling and peer-mentoring programs, to provide additional support to students from consanguineous families.

Overall, the research not only reinforces existing theories of emotional intelligence but also contributes practical implication that can be used to design emotionally supportive educational environments. In particular, it emphasizes the importance of creating inclusive settings that address the unique needs of students from consanguinity families.

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