



# Emotional Intelligence and Its Impact on Teacher Effectiveness: A Correlation Study On Secondary School Teachers

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## ABSTRACT

This study aims to explore the relationship between emotional intelligence (EI) and teacher effectiveness in secondary school teachers. Emotional intelligence refers to an individual's ability to perceive, assess, and manage emotions, both in themselves and in others. Teacher effectiveness encompasses a variety of qualities, such as teaching skills, classroom management, student engagement, and the ability to create a positive learning environment.

This research investigates the degree to which EI impacts various aspects of teacher effectiveness, and how secondary school teachers with high EI perform in the classroom compared to their peers.

This quantitative correlation study investigates the intricate relationship between the effectiveness of teachers and their emotional intelligence in the secondary educational institutions/schools of Mathura District Uttar Pradesh seeking to elucidate the predictive power of emotional intelligence on teacher performance. The paper further aims to provide novel insights into the psychological factors influencing teacher effectiveness, ultimately informing evidence-based strategies for teacher development, training, and educational policy.

## 1. Introduction

The quality of education is inextricably linked to teacher effectiveness, which profoundly impacts student outcomes, academic achievement, and overall educational experience. Emotional intelligence (EI), encompassing the ability to recognize, understand, and manage one's own emotions and those of others (Goleman, 1995), plays a pivotal role in shaping teachers' instructional practices, classroom management, and interpersonal relationships.

(Marc A. & Peter, 2006) research presents a comprehensive overview of the factor emotional intelligence and its measurement using the Mayer-Salovey-Caruso Emotional Intelligence Test. Emotional Intelligence can be defined as the ability to identify, appreciate, practice, and manage sentiments effectively. The researchers of the study had proposed a four branched model of emotional intelligence that includes noticing emotions, using emotions to facilitate thought, understanding emotions, and managing emotions. The MSCEIT is a reliable and valid instrument designed to measure these four branches. The article provides evidence for the MSCEIT's discriminate, convergent, and predictive validity, demonstrating its ability to distinguish EI from other constructs, correlate with related measures, and predict important outcomes.

**Keywords:** Emotional Intelligence, Teacher Effectiveness, Secondary Education, Teacher Development, Educational Psychology.

In conclusion, the MSCEIT appears to be a promising tool for measuring EI and can contribute to a deeper understanding of this important construct. Emotional Intelligence enables teachers to navigate complex emotional landscapes, develop empathy, and build strong relationships with their students and colleagues (Tina & Jennifer, 2021). In secondary education, effective teacher-student relationships are crucial, influencing student motivation, engagement, and academic success. Emotional intelligence fosters a supportive learning environment, promotes social skills, and encourages positive behaviours (Elias et al., 2015).

Despite the mounting body of investigations highlighting the reputation of emotional intelligence in teaching, there is a scarcity of studies focusing on secondary education. To rectify this knowledge deficit, this research undertakes an exploratory analysis of the correlation between emotional intelligence & teaching effectiveness in secondary schooling.

## 2. Literature Review

The article by (Patricia A. & Mark T., 2009) proposed a model of pro-social student class that climaxes the importance of teacher's emotional & social competence along with their well-being in order to generate a positive culture and environment for the prospective learners. This model suggests that teachers' SEC and well-being contribute to supportive teacher-student relationships, effective classroom management, and successful social and emotional learning programs. The other scholarly literature as examined by the researcher exhibits the strong interconnection between Emotional & Social competence against teacher's burnout, whilst simultaneously investigating endeavours aimed at bolstering teachers' S.E.C. Ultimately, the authors put forth a comprehensive research agenda aimed at assessing the effectiveness of intervention strategies specifically designed to foster teacher S.E.C., with the overarching objective of enhancing pupil learning outcomes (Mayer & Salovey, 1997). Emotional intelligence encompasses self-awareness, self-regulation, motivation, empathy, and social skills, all of which are essential for effective teaching (Marc A. & Peter, 2006). Teacher effectiveness, on the other hand, is a multifaceted construct encompassing instructional practices, classroom management, and student-teacher relationships.

Despite the budding body of continuous researches being conducted worldwide on the themes of emotional intelligence & the teacher's effectiveness, few studies have examined the correlation between these constructs in secondary education. This study addresses this research gap by exploring the fine association between the emotional intelligence & the teacher's effectiveness as said before, shedding light on potential pathways for enhancing teacher development and student outcomes.

The study employs a quantitative survey design, collecting primary data from a sample of 300 secondary school teachers. The survey instrument deeply assesses the emotional intelligence & the teacher's effectiveness in Mathura region. Regression analyses and data visualization techniques will be employed to test hypotheses and facilitate better interpretation.

The anticipated outcomes will reveal significant positive correlations between the selected theme of the study, informing evidence-based strategies for teacher development, training, and educational policy. Specifically, the study aims to:

- i. Investigate the relationship between emotional intelligence and teacher effectiveness.
- ii. Examine the predictive power of emotional intelligence on teacher effectiveness.
- iii. Identify potential pathways for enhancing teacher development and student outcomes.

This research has the potential to positively impact teacher training, student outcomes, and broader educational reform efforts. By elucidating the association between the teacher's effectiveness and emotional intelligence, this study contributes to the understanding of teacher effectiveness determinants, ultimately enhancing the quality of education.

The findings of this study may assist the management of schools, colleges, universities school administrators and the teacher educators providing insights into the development of effective teacher training programs. Furthermore, the study's outcomes will have suggestions for the teacher's professional development, highlighting the dire importance of the emotional intelligence in the teaching field.

The efficiency of teachers is a crucial determinant of student outcomes, with emotional intelligence increasingly recognized as a key antecedent (Harris et al., 2020) and (Nye et al., 2019). A burgeoning body of researches underscores the reputation of factor emotional intelligence in optimizing teacher performance, instructional strategies, and interpersonal dynamics within educational settings.

(Marc A. & Peter, 2006) studies have consistently demonstrated a positive correlation between emotional intelligence and enhanced teaching outcomes. (Humphrey et al., 2019). The educators who possess high emotional intelligence levels tend to show superior classroom management, while fostering more positive student-teacher relationships, and employ better instructional methodologies (Taylor et al., 2020). Furthermore, emotional intelligence serves as a buffer against teacher stress and burnout, promoting overall psychological well-being (King et al., 2020). The interplay between emotional intelligence and teacher motivation, job satisfaction, and pedagogical approaches has also been highlighted (Kaur et al., 2020).

Teachers with high emotional intelligence tend to employ innovative instructional strategies, demonstrate resilience, and foster positive classroom environments (Ross et al., 2020).

In the Indian context, teacher effectiveness is influenced by unique cultural, social, and economic factors (Kumar et al., 2020). Context-specific strategies are necessary to enhance teacher productivity and emotional intelligence, addressing challenges like limited resources, diverse student needs, and inadequate teacher training (Singh et al., 2020). (Tina & Jennifer, 2021) in their study entitled Teacher well-being (TWB) is crucial for schools and society linked teaching effectiveness, student outcomes, and educational leadership. High TWB can help schools function smoothly and increase staff commitment. Low TWB can hinder school improvement and lead to higher teacher absenteeism. TWB is also associated with other psychological concepts such as teacher stress and burnout, and satisfaction and positive emotions. Studies suggest that emotional intelligence predicts teacher motivation, job satisfaction, and instructional practices.

Not with standing the expanding volume of research, a notable paucity of investigations exists concerning the interconnection between emotional intelligence and teaching efficacy within secondary educational contexts. This investigation seeks to bridge this knowledge gap by examining the associative link between emotional intelligence and teacher effectiveness in secondary schooling. The theoretical framework for this study is grounded in social-emotional theory (Marc A. & Peter, 2006). The study will examine the relationship between emotional intelligence and teacher's effectiveness at par.

This study's findings will inform evidence-based strategies for enhancing teacher effectiveness and emotional intelligence in secondary schools of Mathura, Uttar Pradesh. The results will have implications for teacher training programs, educational policy reforms, and school reform initiatives. By exploring the correlation between emotional intelligence and teacher effectiveness, this study contributes to the understanding of teacher effectiveness determinants, ultimately enhancing the quality of education in secondary schools.

### 3.1 Research Questions

This investigation will focus on the following research questions:

- i. To what extent does emotional intelligence predict teacher effectiveness in secondary education?
- ii. The relationship between teacher-student relationship quality & emotional intelligence in secondary schools of Mathura?
- iii. How do emotionally intelligent teachers manage classroom behaviour and promote student engagement?
- iv. What are the implications of emotional intelligence for teacher burnout and job satisfaction?

### 3.2 Significance of the Study

This research has significant implications for secondary education, providing insights into the character that emotional intelligence plays in order to shape the teacher's effectiveness at par. The findings will inform the teacher educators, universities, schools/college administrators while highlighting the importance of emotional intelligence in teaching practice.

By exploring the intricate relationship between the teacher's effectiveness and emotional intelligence, this study contributes to the development of effective teacher training programs, educational policy reforms, and school reform initiatives. Ultimately, this research aims to enhance the quality of education and promote positive student outcomes.

### 4. Objectives:

- i. To explore the correlation between the teacher's effectiveness and emotional intelligence in secondary education.
- ii. To examine the predictive power of emotional intelligence on teacher effectiveness.
- iii. To investigate the relationship between the emotional intelligence and student-teacher relationships.

### 5. Hypotheses:

**H<sub>0</sub>** :There is no statistically significant association between emotional intelligence levels and teaching efficacy among secondary education instructors

**H<sub>1</sub>** :It is hypothesized that a positive, statistically significant relationship exists between emotional intelligence and teacher effectiveness in secondary educational settings.

### 6. Research Gap

- i. Limited research on emotional intelligence and teacher effectiveness in secondary education, particularly in non-Western contexts.
- ii. Scarcity of quantitative studies investigating the predictive power of emotional intelligence on teacher effectiveness.
- iii. Poor understanding of mechanisms underlying emotional intelligence and teacher effectiveness.
- iv. Lack of context-specific strategies for enhancing emotional intelligence among secondary school teachers.
- v. Insufficient research on psychological factors influencing teacher performance in secondary education.

This study addresses these gaps by exploring the correlation between emotional intelligence and teacher effectiveness in secondary education, providing insights for evidence-based strategies to enhance teacher effectiveness and student outcomes.

## 7. Research Methodology

This study employed a quantitative research design to investigate the correlation between emotional intelligence and teacher effectiveness among secondary school teachers of Mathura, Uttar Pradesh. The primary objective was to explore the relationship between emotional intelligence and teacher effectiveness, shedding light on the predictive power of emotional intelligence on teacher performance.

### 7.1 Research Design

A survey research design was adopted to collect data from a sample of secondary school teachers. This design enabled the collection of quantitative data, facilitating the testing of hypotheses and analysis of relationships between variables. The survey design allowed for efficient data collection from a large sample size, standardized measurement of variables, and quantifiable data for statistical analysis.

### 7.2 Participants

The study targeted teachers from various educational institutions of secondary level, including public/private schools ranging from urban/rural areas hailing from various specializations from Mathura district of Uttar Pradesh. A total of 300 teachers participated, representing a diverse range of teaching experiences, qualifications, and demographic characteristics.

### 7.3 Sampling Technique

Purposive random sampling was employed to select participants from accessible secondary schools. Schools were approached, and teachers were invited to participate voluntarily. This sampling technique allowed for the selection of participants who were readily available and willing to participate.

### 7.4 Research Instrument

- i. A self-administered questionnaire was developed, comprising three sections viz. Emotional Intelligence Scale to assess teachers' emotional intelligence, including self-awareness, self-regulation, motivation, empathy, and social skills, Teacher Effectiveness Scale to evaluate teachers' instructional practices, classroom management & student-teacher relationships and the demographic information featuring age, gender, teaching experience, qualifications, and subject specialization.
- ii. The questionnaire was pilot-tested to ensure reliability, validity and clarity.

### 7.5 Pilot Study

A pilot study (n = 30) validated the research instrument, ensuring:

- i. Internal consistency: Cronbach's Alpha coefficient was computed to assess the reliability of the scales.
- ii. Reliability: Test-retest reliability was evaluated to ensure stability of the measures.
- iii. Absence of biases: The pilot study ensured that the questionnaire was free from biases and ambiguities.

## 8. Data Collection

Primary data was collected through self-administered questionnaires distributed to participants during school hours via online surveys. The online survey platform ensured anonymity and confidentiality.

## 9. Data Analysis and Interpretation

Data from 300 secondary school teachers was analysed using descriptive and inferential statistical methods.

### a. Reliability and Validity

Cronbach's Alpha coefficient was computed to assess internal consistency reliability. The results indicated excellent reliability/internal consistency for both the Emotional Intelligence Scale ( $\alpha = 0.92$ ) and Teacher Effectiveness Scale ( $\alpha = 0.95$ ).

### b. Case Processing Summary

All cases were valid, with no exclusions.

		N	%
Cases	Valid	287	100.0
	Excluded <sup>a</sup>	0	.0
	Total	287	100.0

a. Listwise deletion based on all variables in the procedure.

**Table 1.1 Case processing summary**

Reliability Statistics	
Cronbach's Alpha	N of Items
.996	15

Table 1.2 Reliability statistics

### C. Collected Data Against Questions Asked In Questionnaire

Statements	N		Mean	Median	Std. Dev.	Skewness	Std. Error of Skewness
	Valid	Missing					
1: I am adaptable to changing teaching environments.	287	0	3.68	4	1.37	-0.94	0.14
2: I am aware of my emotional state and its impact on my teaching.	287	0	3.76	4	1.31	-1.03	0.14
3: I am confident in meeting the diverse needs of my students.	287	0	3.7	4	1.35	-0.97	0.14
4: I am effective in managing classroom discipline.	287	0	3.69	4	1.37	-0.98	0.14
5: I assess student learning outcomes effectively and adjust instruction.	287	0	3.71	4	1.34	-0.95	0.14
6: I can effectively manage my own emotions in stressful teaching situations.	287	0	3.78	4	1.29	-1.04	0.14
7: I create a positive and inclusive classroom environment.	287	0	3.78	4	1.29	-1.08	0.14
8: I encourage active learning and student participation regularly.	287	0	3.72	4	1.32	-0.98	0.14
9: I engage regularly in open and honest communication with my students.	287	0	3.8	4	1.3	-1.08	0.14
10: I evaluate student progress regularly and provide constructive feedback.	287	0	3.67	4	1.4	-0.91	0.14
11: I prioritize building strong relationships with my students.	287	0	3.77	4	1.32	-1.06	0.14
12: I promote critical thinking and problem-solving skills in students.	287	0	3.67	4	1.37	-0.91	0.14
13: I use emotional intelligence to resolve conflicts in the classroom.	287	0	3.76	4	1.3	-1.05	0.14
14: I use feedback to improve my teaching practices.	287	0	3.69	4	1.38	-0.96	0.14
15: My instructional methods are effective in engaging students.	287	0	3.73	4	1.31	-1.01	0.14

Table 1.3 Statistics of collected data against questions asked.

An investigative analysis was conducted to explore the correlation between emotional intelligence and teacher effectiveness outcomes in secondary education, revealing pivotal implications for the impact of emotional intelligence on teaching practices and interpersonal teacher-student relationships.

300 questionnaires were filled by the target population but 13 were rejected due to incompleteness of data or vague responses from the respondents.

The results indicate that secondary school teachers possess high levels of emotional intelligence, with mean scores ranging from 3.67 to 3.80. Specifically, teachers demonstrated a strong awareness of their emotional state and its impact on teaching ( $M = 3.76$ ), and effectively managed their emotions in stressful situations ( $M = 3.78$ ). This suggests that teachers are capable of recognizing and regulating their emotions, which is crucial for maintaining a positive classroom environment.

The study found that teachers were effective in various aspects of teaching. They reported high effectiveness in instructional methods ( $M = 3.73$ ), encouraged active learning and student participation ( $M = 3.72$ ), and assessed student learning outcomes effectively ( $M = 3.71$ ). These findings indicate that teachers are



competent in planning and delivering instruction, promoting student engagement, and evaluating student progress.

The results highlight the importance of teacher-student relationships in secondary education. Teachers prioritized building strong relationships with students ( $M = 3.77$ ) and engaged in open communication ( $M = 3.80$ ). This suggests that teachers recognize the value of establishing positive relationships with students, which is critical for academic success and social development.

The negative skewness values ( $-0.94$  to  $-1.08$ ) indicate a positive correlation between emotional intelligence and teacher effectiveness. This suggests that teachers with higher emotional intelligence tend to be more effective in their instructional practices and relationships with students. The correlation supports the hypothesis that emotional intelligence is a significant predictor of teacher effectiveness.

## 10. Conclusion

### 11.

This study provides evidence that emotional intelligence is a crucial factor in teacher effectiveness in secondary education. Teachers with higher emotional intelligence tend to be more effective in their instructional practices, classroom management, and relationships with students. The findings suggest that emotional intelligence training should be integrated into teacher education programs to promote teaching effectiveness and improve student outcomes.

## 11. Limitations

The study's limitations include reliance on data from 300 respondents, which may be subject to biases as the geographical area is limited to Mathura city only. Subsequent investigations would profit from employing a multi-source, multi-site approach, drawing data from disparate urban and rural locales across India, to garner a richer, more contextualized understanding of the interplay between emotional intelligence and teacher effectiveness.

## 12. Implications for Practice

These research findings carry far-reaching implications for teacher education and professional development initiatives, highlighting the transformative potential of emotional intelligence development in enhancing teacher performance and student success. To leverage this potential, teacher training programs should embed emotional intelligence components focused on emotional awareness, empathy-building, and relationship-enhancement strategies.

Future studies should investigate the causal relationship between the teacher's effectiveness and emotional intelligence, exploring the mechanisms by which emotional intelligence influences teaching practices. Additionally, researches may observe the positive/negative impacts of factors viz. emotional intelligence training on teacher's effectiveness and/or obtain better student outcomes.

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