

Empowering Educators: The Role of Emotional Intelligence in Teaching Effectiveness and Demographic Variations

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Abstract

All facets of students' personality development are fundamentally shaped by education, with good teachers acting as the cornerstone of this process. By fostering motivation, creativity, leadership, teamwork, and excellent time management, while skilfully managing their own emotions in the classroom, emotionally intelligent teachers empower their pupils. This empirical study looked at the association between teaching effectiveness and emotional intelligence (EI) in 466 secondary school teachers in the Gautam Buddha Nagar district of Uttar Pradesh. Data collection was conducted using the standardised Emotional Intelligence Scale, and the data were assessed using Pearson correlation analysis, independent-samples t-tests, and descriptive statistics. According to the results, secondary school teachers often have a high degree of emotional intelligence. Significant differences were seen across genders; however, neither school type (government vs. private) nor school location (urban vs. rural) had a statistically significant effect on EI. Also, teaching effectiveness and emotional intelligence were shown to have a substantial and statistically significant positive connection ($r = .68, p < .01$), with emotional intelligence explaining roughly 46.9% of the variation in teaching effectiveness ($R^2 = .469$). Data were collected using a standardised Emotional Intelligence Scale and evaluated using descriptive statistics, independent-samples t-tests, and Pearson correlation analysis. The findings reveal that secondary school teachers generally possess a sound level of emotional intelligence. While school locality (urban vs. rural) and school type (government vs. private) showed no statistically significant impact on EI, significant variations were observed across gender. Furthermore, a strong and statistically significant positive correlation was established between emotional intelligence and teaching effectiveness ($r = .68, p < .01$), with emotional intelligence accounting

for approximately 46.9% of the variance in teaching effectiveness ($R^2 = 0.469$). These findings highlighted the strategic significance of incorporating emotional intelligence training into professional teacher development programs by showing how higher emotional intelligence directly improves classroom instruction, student engagement, classroom management and interpersonal dynamics.

Keywords: Emotional Intelligence, Teaching Effectiveness, Secondary School Teachers, Secondary Education.

Introduction

The level of education a student receives during their early secondary school years has a significant impact on the overall development of their personality. The teacher is at the core of this educational design. Teachers influence students' cognitive, social and emotional development in addition to imparting academic knowledge. However, secondary school settings expose teachers to a variety of classroom behaviours, hard workloads and difficult administrative duties, necessitating a high level of psychological resilience and self-control.

Emotionally intelligent teachers have the self-awareness, empathy and emotional stability needed to manage stress in the classroom. They foster cultures that are marked by inspiration, respect for one another, inventiveness, cooperation and efficient time management. Effective teachers are constantly acknowledged for their ability to deal with negative emotions like worry, impatience and rage in an honest, sincere and professional manner.

Although there is universal agreement that emotional intelligence (EI) and performance are related, there are still few empirical studies that focus on particular geographic and demographic differences by gender, location and type of school administration and gauge the degree to which EI and teaching effectiveness are related.

Review of Related Literature

Over the past few decades, the conversation about excellence in secondary and higher education has undergone constant change. Researchers have looked more closely at the particular traits of teachers that influence instructional quality as a result of changes in national policy that prioritize learning improvement techniques and outcome-based pedagogy. Among these, professional

ethics and emotional intelligence (EI) have become important factors in determining the effectiveness of teaching.

Conceptual Frameworks and Theoretical Models

It is necessary to look at existing psychometric paradigms in order to comprehend the concept of emotional intelligence in an educational context. The practical uses of Goleman's Mixed Model, Petrides and Furnham's Trait Model and Mayer and Salovey's Ability Model were examined by Patel and Wadia (2025). They concluded that Goleman's Model is well suited for teachers since it combines social skills, personality traits and emotional competencies, which have a direct impact on classroom management, teacher wellbeing and excellent teacher-student relationships. As a result, incorporating EI into programs for ongoing professional development is being presented more and more as a fundamental professional skill.

Emotional Intelligence and Teaching Effectiveness

Empirical research overwhelmingly demonstrates a direct, positive relationship between an educator's emotional competence and their classroom effectiveness:

- Dayamani (2025) and Banik (2024) assessed that teachers who possess higher emotional intelligence exhibit a good deal of empathy, resilience, and reflective thinking. These domains assist in enhancing classroom compassion, uplifting student involvement, and improving overall teaching and learning outcomes.
- Mondal and Das (2025) and Halfon (2026) have shown that emotional intelligence raises self-awareness, ethical sensitivity, and deep practice. Emotionally intelligent teachers are better equipped to generate expressive learning environments, tackle complex classroom dynamics, and sustain long-term teaching effectiveness.
- Investigating broader impacts, Zhou et al. (2024) and MacCann et al. (2020) found that students' educational performances are directly related to the EI of the teachers. Emotionally intelligent teachers inculcate academic success by pouring emotional regulation, interpersonal understanding, and designed commitment strategies.

- Earlier foundational work by George and Visvam (2013) in the same vein identified significant positive correlations between emotional intelligence, teacher effectiveness, and student academic performance among elementary-level student-teachers.

The Intersection of Ethics, EI, and Professional Responsibility

A teacher's moral and ethical behaviour in the classroom is closely related to their ability to control their emotions.

- Purohit and Victor (2024) highlighted that socio-emotional maturity directly contributes to the fundamental aspects of professional ethics, such as accountability, responsibility, commitment, integrity and fairness. Credible, productive learning environments are created by ethical teachers.
- Building on this, the need for ethics-focused teacher development programs was emphasized by Verma et al. (2025) and Berbegal Vázquez et al. (2024). They contended that ethical competence enables teachers to foster positive relationships with students, hence enhancing the quality of instruction.
- Dr. D. Nagaraja Kumari and Y. Sinha (2024) stated that emotionally intelligent teachers exhibit more moral and ethical sensitivity, which immediately boosts student trust and classroom participation.

Workplace Stress, Leadership, and Demographic Correlates

Additionally, emotional intelligence produces different patterns across demographic groups and acts as a vital protective barrier against professional stressors:

- Stress Mitigation and Organisational Commitment: In an organisational context, Roberts (2013) discovered that leaders with greater emotional intelligence, more specifically, servant leadership qualities, saw markedly reduced job satisfaction, stronger organisational loyalty and increased performance motivation.
- Studies exploring demographic variations present nuanced findings. Anandan Nair and Gigi Paul (2017) examined 320 higher secondary students and found that, while locality and institutional management type had a substantial influence, gender had no discernible

effect on the generally low baseline EI levels. On the other hand, among higher secondary pupils, Hilal Bashir and Liyaqat (2016) found notable differences in self-regulation and emotional intelligence between rural and urban areas.

Key Synthesis & Research Gap

While existing literature extensively establishes the general relationship between emotional intelligence, professional ethics, and teaching outcomes across diverse international and national samples, empirical research is lacking examining how these variables operate within specific district-level secondary school contexts. Furthermore, the interaction between school management structures and teacher locality warrants deeper, localised investigation, as discussed in the present study.

Objectives

- To assess levels of emotional intelligence among secondary school teachers.
- To examine differences in emotional intelligence among secondary school teachers based on gender, locality, and type of school.
- To examine the relationship between emotional intelligence (EI) and the effectiveness of teaching among secondary school teachers.

Hypotheses

H₀₁: There is no significant difference in emotional intelligence among secondary school teachers with respect to gender.

H₀₂: There is no significant difference in emotional intelligence among secondary school teachers with respect to school locality.

H₀₃: There is no significant difference in emotional intelligence among secondary school teachers with respect to type of school.

H₀₄: There is no significant relationship between emotional intelligence and teaching effectiveness among secondary school teachers.

Research Methodology

Research Design

The present study has used a quantitative, descriptive-correlational research design. A survey methodology was applied to assess the variables of the study.

Population and Sample

The population in the current study comprised all secondary school teachers in G B Nagar district of Uttar Pradesh. Out of these 466 secondary school teachers, 190 male and 276 female teachers were selected as the sample for data collection. Stratified random sampling was used for the selection of the study.

Tools

- Emotional Intelligence Scale (TES) developed by Anukool Hyde, Sanjyot Pethe and Upinder Dhar, 2001.
- Teaching Effectiveness Scale (TES-SSDA Scale), Developed by Dr Subhash Sarkar and Abhijit Deb (2021).

Data Analysis

Descriptive statistics were computed to summarise the characteristics of the present study variables. To test the research hypotheses, inferential statistical techniques were employed, including the independent-samples t-test to examine group differences and Pearson's correlation coefficient (r) to determine the strength and direction of relationships among variables.

Results and Discussion

Level of Emotional Intelligence

Descriptive analysis revealed that secondary school teachers in Gautam Buddha Nagar possess a generally sound level of emotional intelligence, with mean scores consistently sitting above average performance thresholds.

Table 1: Descriptive Statistics of variables

Variables	N	Mean	% of Mean	SD
Emotional Intelligence	466	73.79	78.88	16.15
Teacher Effectiveness	466	126.30	82.82	14.74

The descriptive analysis revealed that the teachers demonstrated high levels of both variables. Emotional intelligence showed a mean of $M = 73.79$ ($SD = 16.15$) leads to 78.9 of the score, while teaching effectiveness obtained the mean score $M = 126.30$ ($SD = 14.74$) that established 82.8% of the maximum possible score. Table 1 shows that the percentage mean values scored by teachers are above the midpoint of all variables, depicting high levels of emotional intelligence and teaching effectiveness.

Table 2: Emotional Intelligence with respect to demographic variables

Demographic Variable	Group	N	Mean	SD	t-value	Significance Level	Result
Gender	Male	190	70.42	16.54	3.81	$p < 0.01$	Significant
	Female	276	76.11	15.42			
Locality	Rural	217	73.20	16.85	0.73	$p > 0.05$	Not Significant
	Urban	249	74.30	15.52			
School Type	Govt.	215	73.45	16.20	0.42	$p > 0.05$	Not Significant
	Private	251	74.08	16.11			

Emotional Intelligence and Gender

The t-test conducted in the given table suggested that the difference was statistically significant; as far as gender is concerned, the value of $t = 3.81$, $p < 0.01$ shows that the null hypothesis regarding gender was rejected, indicating that males and females differ significantly in emotional intelligence. The higher EI of female teachers is attributed to higher emotional awareness, empathy, interpersonal sensitivity and emotional regulation. These teachers can better connect with students and thus their teaching effectiveness will also be higher. The current result is in line with Goleman's (1995, 1998) emphasis that emotional intelligence includes social skills,

self-awareness, empathy, and emotional regulation, all of which are critical to professional success. In a similar vein, Mayer, Salovey, and Caruso (2004) found that women typically score higher on tests of emotional comprehension and perception. Additionally, Brackett and Mayer (2003) discovered that female educators typically score higher than male educators on a number of emotional intelligence aspects, including interpersonal competence and empathy. The findings are in line with studies by Mandell and Pherwani (2003), Katyal and Awasthi (2005), and Harrod and Scheer (2005), which discovered that women have much higher emotional intelligence than men.

Emotional Intelligence and Locality

Teachers in rural areas had a mean emotional intelligence score of 73.20 (SD = 16.85), but teachers in urban areas had a slightly higher mean score of 74.30 (SD = 15.52). The mean scores differed by just 1.10. The observed difference was not statistically significant, according to the independent samples t-test ($t = 0.73$, $p > 0.05$). As a result, the locality null hypothesis was kept. These results imply that emotional intelligence is mostly unaffected by geographic location. Teachers in rural and urban schools appear to have similar levels of emotional awareness, self-control, empathy and interpersonal skill. The school environment is not as likely to contribute to the development of emotional intelligence as individual personality traits, professional experience and continuous contact with students and colleagues.

The findings support the theoretical perspective of Bar-on (2006), who proposed that emotional intelligence is a set of social and emotional abilities that develop via experience and adaptation. In a similar vein, Mayer et al. (2004) emphasised that emotional intelligence is a psychological ability that is not inherently impacted by outside factors like geography. Petrides, Fredrickson, and Furnham (2004) found that individual characteristics have a bigger influence on emotional intelligence than environmental factors.

Emotional Intelligence and Type of School

Government school instructors had a mean emotional intelligence score of 73.45 (SD = 16.20), whereas private school teachers had a mean score of 74.08 (SD = 16.11), according to the study based on school type. The two groups' mean difference was 0.63, suggesting that their emotional

intelligence levels were quite close. This difference was not statistically significant, according to the independent samples t-test ($t = 0.42$, $p > .05$). As a result, the null hypothesis about the type of school was kept. The findings indicate that instructors at public and private schools do not significantly differ in their emotional intelligence. This suggests that emotional competencies such as self-awareness, empathy, emotional regulation, motivation and social skills are personal attributes that are formed via professional experiences and personal development rather than being influenced by the school's administrative framework.

These results are supported by Jennings and Greenberg (2009), who argued that regardless of the institutional settings, teachers' social and emotional competency is critical to effective teaching. Similarly, Brackett and Katulak (2006) discovered that emotional intelligence promotes classroom management, teacher well-being and student involvement in a range of educational contexts. Furthermore, Goleman (1998) emphasised that emotional intelligence is a universal professional skill required for successful teaching in any type of organizational setting.

While locality and school type do not produce statistically significant differences among secondary school teachers, gender has a substantial impact on emotional intelligence, according to the independent-samples t-test study. While teachers from government and private schools, as well as those from rural and urban schools, demonstrated similar levels of emotional intelligence, female teachers demonstrated significantly higher emotional intelligence than male teachers, indicating stronger emotional awareness, empathy and interpersonal skills. These findings imply that individual traits have a stronger impact on emotional intelligence, especially gender related emotional abilities.

Relationship between Emotional Intelligence and Teaching Effectiveness

Table 3: Relationship between Emotional Intelligence and Teaching Effectiveness

Variables	N	Pearson Correlation Coefficient (r)	Level of Significance
Emotional Intelligence ↔ Teaching Effectiveness	466	0.68	Significant at the 0.01 level

Pearson's product-moment correlation analysis revealed a strong, positive, and statistically significant relationship between Emotional Intelligence and Teaching Effectiveness ($r = .68$, $p < .01$). According to this research, teachers who possess higher emotional intelligence are likely to be more effective educators. As a result, the null hypothesis (H01), which claimed that there is no meaningful connection between secondary school teachers' teaching effectiveness and emotional intelligence, was rejected.

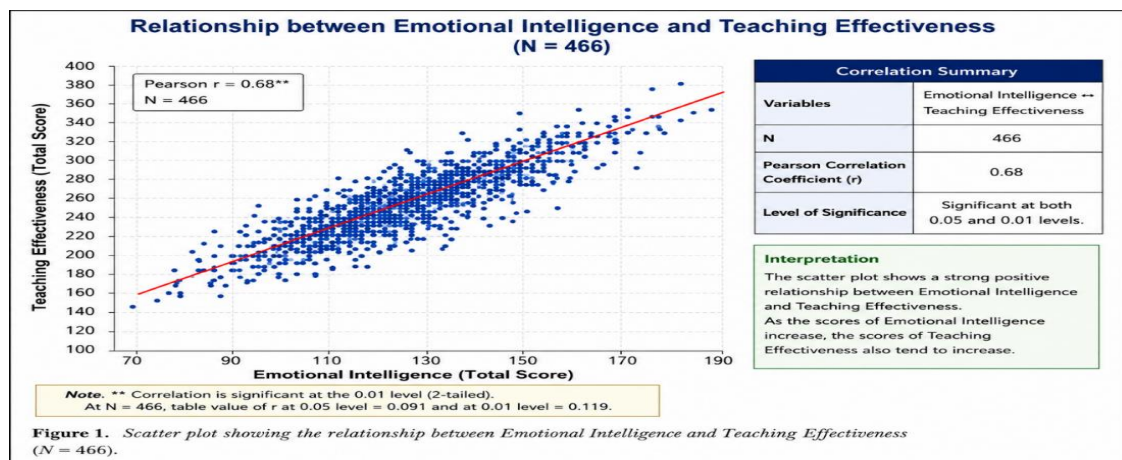


Figure 1: Scatter Diagram showing Emotional Intelligence and Teaching Effectiveness

The scatter plot in the figure shows how secondary school teachers' emotional intelligence and teaching effectiveness are related. The fitted regression line supports the distribution of the data points, which clearly shows a positive linear trend. Teaching effectiveness and emotional intelligence have a statistically significant, substantial positive association, according to the Pearson correlation value ($r=.68$, $p < .01$). According to the study, educators who possess higher levels of emotional intelligence are also more likely to be good educators. A significant positive correlation is confirmed by the overall grouping around the regression line, even if there is some obvious dispersion of observations.

Conclusion

This empirical study demonstrates the critical role that emotional intelligence plays in secondary school teachers' ability to teach effectively. Gender has a quantifiable impact on emotional expression and control, while structural factors like school management type and location have little effect on emotional intelligence. Importantly, an educator's emotional intelligence (EI) is just as important as their subject-matter skill, accounting for roughly 47% of teaching success.

The findings have important implications for teacher preparation, school leadership and educational policy. Teacher preparation schools should integrate the development of emotional intelligence into pre-service and in-service training programs through structured workshops, reflective practices, mentoring and socio-emotional learning interventions. School administration and legislators should support professional development programs that improve teachers' emotional capabilities in addition to their pedagogical and subject-specific skills. Increased teachers' well-being and improved learning outcomes for children could all emerge from these measures.

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