

A STUDY OF EMOTIONAL INTELLIGENCE IN RELATION TO TEACHER EFFECTIVENESS AMONG SECONDARY SCHOOL TEACHERS

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ABSTRACT

The success of an educational institution depends on the quality of its teachers. The teacher is regarded as the architect of a nation. Teachers who are committed and dedicated to the teaching profession alone can discharge their duties effectively in the schools. An effective teacher is one who has a sense of humour, ability to explain things clearly to the students, capacity to make any subject interesting to the learner, capability to control the class and willingness to work for the all round development of the students. It is commonly observed that people who are emotionally balanced are able to do any piece of work actively and effectively; and this holds good in respect of teachers also. Teachers who are emotionally balanced are supposed to teach effectively as compared to those who have no control over their emotions. In this context, the researchers thought it desirable to conduct a study to explore the relationship between Emotional Intelligence and Teacher Effectiveness among secondary school teachers with regard to three socio-demographic variables, viz., 'locality', 'gender' and 'teaching experience'. The researcher used **Teacher Emotional Intelligence Scale (TEIS-ANJS)** developed and standardized by **Nahid Ashraf & Sajid Jamal (2021)**; and **Teacher Effectiveness Scale (TES-KU)** developed and standardized by **Umme Kulsum (2025)** to collect data from 250 teachers working in 50 selected secondary schools located in Visakhapatnam district of Andhra Pradesh using 'Stratified Random Sampling technique'. The data were analyzed using inferential and differential statistics. The findings of the study revealed that the socio-demographic variables – 'Locality' and 'Gender' have no influence on the perceptions of teachers towards Emotional Intelligence (EI) and Teacher Effectiveness (TE). However, 'teaching experience' has a significant positive influence on their perceptions. Teachers with an experience of 15 years and above have shown higher levels of EI and TE. Further, the study revealed high positive correlation between EI and TE of secondary school teachers.

Key Words: Emotional Intelligence, Teacher Effectiveness, Secondary school teachers,
Socio-demographic variables

INTRODUCTION

Education is an effective means of social reconstruction. It is the process of facilitating learning. It helps in the acquisition of knowledge, skills, values, morals, beliefs and habits necessary for the human living. According to the **Indian Education Commission (1964-66)**, it is an instrument of social, economic and cultural transformation necessary for the realization of national goals. The system of education has a tremendous responsibility to transform a child into a fully developed individual. Education promotes social skills, cultural awareness and the ability to collaborate and communicate effectively with others. It provides a platform for people to interact. It contributes to personal development by fostering self-awareness, emotional intelligence and a sense of identity. It encourages individuals to explore their interests, passions and values. It prepares them for their chosen careers and opens doors for their placement in an organization of their choice. It is a means for people to overcome socio-economic barriers and achieve upward social mobility.

The success of an educational institution depends on the quality of its teachers. The present day teacher plays a significant role in developing the personality of the child. The teacher should be an agent of social change, an innovator and communicator. He/she should be a radical reformer of education and society. He/she should be a creative person and be capable of exploiting new technologies. The teacher is

expected to perform the roles of a planned organizer of curricula, an innovator of educational ideas, practices and systems, a resource person in the propagation of ever expanding knowledge and a motivator to learners in many ways. Teachers who are committed and dedicated to the teaching profession alone can discharge their duties effectively in the schools. An effective teacher is one who has a sense of humour, ability to explain things clearly to the students, capacity to make any subject interesting to the learner, capability to control the class and willingness to work for the all round development of the students. It is commonly observed that people who are emotionally balanced are able to do any piece of work actively and effectively; and this holds good in respect of teachers also. Teachers who are emotionally balanced are supposed to teach effectively as compared to those who have no control over their emotions.

THE CONCEPT OF 'EMOTIONAL INTELLIGENCE'

Emotions serve as the source of human energy, authenticity and drive, and can offer us a wellspring of intuitive wisdom. Emotional intelligence is the ability to express, manage and control emotions of self and others. Emotional intelligence is demonstrated by tolerance, empathy and compassion for others; the ability to verbalize feelings accurately and with integrity; and the resilience to bounce back from emotional upsets.

Payne (1985) first introduced the term, 'emotional intelligence' in his doctoral dissertation entitled 'A study of emotion: Developing Emotional Intelligence; Self-Integration; Relating to Fear, Pain and Desire'. Emotional Intelligence (EI) is understood as 'an array of non-cognitive capabilities, competencies and skills that influence one's ability to succeed in coping with environmental demands and pressures'. Emotional intelligence can be defined as something we know intuitively. According to him, emotional intelligence deals with another range of capacities, such as interpersonal relations, kinesthetic capacity, conceptual and creative thinking, perspective, proportion and correlation. The concept of emotional intelligence is popularized after publication of psychologist Daniel Goleman's book 'Emotional Intelligence: Why It Can Matter More Than IQ' (**Goleman, 1995**).

Emotional intelligence is crucial for school teachers as it enhances their ability to connect with students, manage classroom dynamics and foster a positive learning environment. By understanding and managing their own emotions, teachers can create a classroom atmosphere of trust and respect. This helps them, in turn, recognize and respond to the diverse emotional needs of their students, which is particularly important in addressing issues such as stress, anxiety, motivation and other personal challenges. It is, therefore, felt desirable for a concerted effort to study the teachers' perceptions towards Emotional Intelligence.

DIMENSIONS OF 'EMOTIONAL INTELLIGENCE'

Ashraf, N. & Jamal, S. (2021) developed a dependable multi-dimensional attitude scale for purpose of measuring the attitudes or perceptions of school teachers towards Emotional intelligence. The scale consists of five dimensions as detailed hereunder:

- (i) **Understanding One-self:** It refers to the ability to understand one's own emotions and their effects on oneself as well as on others;
- (ii) **Self-control:** It refers to the ability to control one's own emotions in changing circumstances
- (iii) **Empathy:** It refers to the ability to understand the emotions of others and treat them accordingly;
- (iv) **Social Skills:** They refer to the ability to build strong and effective relationship with others; and
- (v) **Achievement Orientation:** It refers to the ability to interpret or react to a particular task for the achievement of a goal.

TEACHER EFFECTIVENESS: MEANING AND NATURE

Teachers have a unique and precious status in the society, as they act as transformers of knowledge to draw out the innate capacities of the human intellect. Teacher effectiveness is defined as the ability to interact with the physical, academic and psychological concerns of the students, content or materials, competence of teachers and evaluation procedures. Teacher's effectiveness greatly affects the student's academic growth; and thus yields better interest in learning. An effective teacher is one who helps in the development of basic skills, understanding level, appropriate study habits, good work culture, favorable attitudes, value orientation and judgment as well as adequate personal adjustment to the students. The Indian Education Commission (1964-1966) observed that the success of any system of education depends on the quality of its teachers, who shape the classroom by sharpening younger generations. It is no exaggeration to say that any system of education can never rise above the level of the quality of its teachers (**Report of the Indian Education Commission, 1964-66**).

Ryans (1969) defined 'effective teacher' as a person who helps to develop basic skills, understanding, proper work-habits (study habits), desirable attitude, value judgment and personal adjustment of the students. Teacher effectiveness includes characteristics of a teacher, his personality, attitudes etc, and process like teacher pupil interaction and production variables like outcome of teaching learning process, namely pupil achievements.

Teacher effectiveness is the competence and ability of a teacher to teach effectively. Teacher effectiveness is a matter of central importance to all educational institutions as it affects the process of learning and classroom management. Effectiveness of the teacher depends on the ability of the teacher to get along with the pupils in inter-personal relationships.

Umme Kulsum (2025) developed a scale to measure Teacher Effectiveness taking into consideration the functional role of a teacher within the educational context. The scale consists of 60 items covering five areas of teachers' role in the teaching learning process. These five areas are identified as five dimensions of the scale.

DIMENSIONS OF 'TEACHER EFFECTIVENESS'

The following is the description of different dimensions of Teacher Effectiveness Scale:

- (i) **Preparation and planning for teaching (PTP):** Items focus on how teachers prepare and organize lessons using various source materials. (11 items)
- (ii) **Classroom management (CRM):** This includes items on communication, motivating students, evaluating the teaching process, and maintaining discipline. (14 items)
- (iii) **Knowledge of subject matter and its delivery (KSM):** Items assess the teachers' grasp of the subject and their ability to convey content to the students. (7 items)
- (iv) **Teacher characteristics (TC):** This domain covers aspects of the teacher's personality and their behavioral expressions within the teaching profession. (17 items)
- (v) **Interpersonal relations (IPR):** Items in this area focus on a teacher's ability to maintain relationships with colleagues, students, and other people in their professional life. (11 items)

The above five dimensions collectively provide comprehensive coverage of a teacher's functional role within the educational context, ensuring both conceptual clarity and content validity in the evaluation process.

REVIEW OF RELATED STUDIES

A review of the related studies carried out in the field by the earlier researchers has been conducted; and a brief summary of the studies is provided in the following paragraphs.

Malou Y. Villa & Azel M. Valle (2025) conducted a study to examine the relationship between teachers' emotional intelligence (EI) and their resiliency. Specifically, it aimed to determine the levels of teachers' EI in terms of self-awareness, managing emotions, self-motivation, empathy, and social skills, and how these dimensions relate to their resiliency. The study employed a correlation and causal research design to explore the relationship between these variables. A total of 139 teachers from selected schools in the Division of Cagayan de Oro served as respondents, with stratified random sampling through Slovin's formula used to ensure a respondents' sample. Data were gathered through a two-part survey questionnaire checklist administered to the participants. Descriptive statistics such as Mean and Standard Deviation were used to assess the levels of emotional intelligence and resiliency, while Pearson Product Moment Correlation Coefficient analyzed the relationship between these variables. Multiple Linear Regression was applied to determine the extent to which emotional intelligence (either independently or in combination) predicts teachers' resiliency.

Narayanamoorthi and Sasikala (2021) conducted a study to explore the level of emotional intelligence of secondary school teachers in Dindigul district, Tamil Nadu. The data were collected from a sample of 300 (114 male and 186 female) secondary school teachers from Dindigul district selected through simple random sampling method. A questionnaire with 9 parameters was developed by the researchers with a 5-point Likert scale to assess the emotional intelligence of secondary school teachers. The results showed that there was a significant difference in the emotional intelligence of secondary school teacher with regard to 'gender'. Female teachers lack in one specific area of emotional intelligence, i.e., they always think about their home problems in their work place. At the same time, it is revealed that female teachers possess higher levels of emotional intelligence with all other aspects as compared to their male counterparts.

Priya Sehjal (2021) conducted a study on the effectiveness of secondary school teachers in relation to gender, location of the school and type of school management. A sample of 130 teachers from various secondary schools in the Jalandhar district of Punjab was randomly selected for the study. The study employed a survey approach, using Teacher Effectiveness Scale (TES) developed by Puri & Ghakar (2010) to collect data from the respondents. Statistical techniques such as Arithmetic Means, Standard Deviations and t-tests were used for data analysis. The findings of the study revealed that 'gender' did not significantly influence teacher effectiveness, indicating that male and female teachers were proved equally effective in their teaching. However, a significant difference was observed in the effectiveness of teachers based on location of the institution, with urban school teachers exhibiting a higher level of effectiveness as compared to their rural counterparts. This disparity may be attributed to factors such as teachers' access to professional development, availability of infrastructural facilities and technology integration in urban schools.

Onyekuru and Ibegbunam (2013) conducted a descriptive study to examine the teaching effectiveness of secondary school teachers in the Emohua Local Government Area of Rivers State, Nigeria. The sample comprised 80 secondary school teachers from various institutions in the area. Data were collected using Teacher Effectiveness Checklist, a validated 29-item instrument evaluated by three experts in Measurement and Evaluation. The reliability index, determined through the test-retest method and Pearson's product moment correlation, was 0.88. The data were analyzed using SPSS, employing mean and standard deviations for the research questions and a t-test for testing the hypothesis. The findings of the study revealed that: (i) The overall teaching effectiveness of secondary school teachers in the Emohua Local Government Area was below average; and (ii) among the variables examined, teaching experience and teachers' qualifications significantly influenced teaching effectiveness, whereas 'gender' did not impact significantly.

NEED FOR THE PRESENT INVESTIGATION

The teacher who has positive attitude, confidence and the belief that he can handle all of the classroom challenges makes a huge difference in his effectiveness as a teacher. Emotional intelligence is not learned in a standard intellectual way; it must be learned and understood on an emotional level. Intellectual understanding is the first important step, but the development of emotional intelligence depends mostly on sensory, non-verbal learning and real-life practices. Emotional intelligence can lead to a pervasive sense to excel in life irrespective of age, caste, gender, creed or profession. It is found that people who are emotionally adapted, who know and manage their own feelings well and who read and deals effectively with other people's feelings are at an advantage in any domain of life. There is no denying the fact that one's emotional make up counts quite substantially towards one's ability to live, progress and adjust to others. This is true in respect of a teacher also in an educational context.

In this context, it is felt by the researchers to conduct a study on 'Emotional Intelligence in relation to Teacher Effectiveness among Secondary School Teachers. The present study is an attempt in this direction.

OBJECTIVES OF THE STUDY

The main objective of the present investigation is to examine the levels of Emotional Intelligence and Teacher Effectiveness among secondary school teachers.

The following are the other specific objectives of the present investigation:

- (i) To find out whether there is any significant difference in the Emotional Intelligence of secondary school teachers with reference to socio-demographic variables, viz., Locality, Gender and Teaching Experience.
- (ii) To find out whether there is any significant difference in the Teacher Effectiveness of secondary school teachers with reference to socio-demographic variables, viz., Locality, Gender and Teaching Experience.
- (iii) To know the relationship between the levels of Emotional Intelligence and Teacher Effectiveness among secondary school teachers.

HYPOTHESES OF THE STUDY

The following hypotheses have been formulated for the present investigation:

- (i) There is no significant difference in the levels of Emotional Intelligence of Rural and Urban teachers working in secondary schools
- (ii) There is no significant difference in the levels of Emotional Intelligence of male and female teachers working in secondary schools.
- (iii) There is no significant difference in the levels of Emotional Intelligence of secondary school teachers with an experience of less than 15 years and those with 15 years and above

- (iv) There is no significant difference in the Teacher Effectiveness of Rural and Urban teachers working in secondary schools
- (v) There is no significant difference in the Teacher Effectiveness of male and female teachers working in secondary schools.
- (vi) There is no significant difference in the Teacher Effectiveness of secondary school teachers with an experience of less than 15 years and those with 15 years and above.
- (vii) There is no relationship between the levels of Emotional Intelligence and Teacher Effectiveness among secondary school teachers.

LIMITATIONS OF THE STUDY

The study is limited to find out the influence of three socio-demographic variables, viz., locality, gender and teaching experience on the perceptions of teachers towards the levels of Emotional Intelligence and Teacher Effectiveness among secondary school teachers.

DELIMITATIONS OF THE STUDY

The study is confined to explore the perceptions of 250 teachers working in 50 selected secondary schools located in the rural as well as urban areas in Visakhapatnam district of Andhra Pradesh.

METHODOLOGY

(a) Method of Research

Since the present study involves collecting data with the help of a survey, the investigators used 'Descriptive survey' method for the present investigation.

(b) Sample

The sample of the study consisting of 250 teachers working in 50 selected secondary schools located in the rural as well as urban areas in Visakhapatnam District of Andhra Pradesh using 'Stratified Random Sampling method'. In this method, in addition to randomness, stratification introduces a secondary element of control as a means of increasing precision and representativeness.

(c) Research Tools

The researchers used the following two research tools to collect data from the respondents.

- (i) **Teacher Emotional Intelligence Scale (TEIS-ANJS)** developed and standardized by Nahid Ashraf & Sajid Jamal (2021); and
- (ii) **Teacher Effectiveness Scale (TES-KU)** developed and standardized by Prof. (Mrs.) Umme Kulsum (2025)

(d) Administration of the Tools

The above two research tools have been administered to 250 School Assistants working in 50 selected secondary schools located in Visakhapatnam District of Andhra Pradesh.

STATISTICAL INTERPRETATION OF DATA

The duly filled-in questionnaires have been collected from 250 respondents for purpose of tabulation of data. The data collected has been analyzed and interpreted using inferential and differential statistics.

Table-1
Table showing t-values of different variables relating to the perceptions of teachers on Emotional Intelligence

S. No.	Variable		N	Mean	S.D.	t-ratio	Result
1	Locality	Rural Urban	150 100	101.30 97.30	54.15 56.19	0.56*	*Not Significant at 0.05 and 0.01 levels
2	Gender	Male Female	120 130	100.83 102.04	49.66 51.18	0.19*	*Not Significant at 0.05 and 0.01 levels

A STUDY OF EMOTIONAL INTELLIGENCE IN RELATION TO

3	Teaching Experience	Less than 15 yrs 15 yrs. & above	180 70	80.72 110.21	62.04 49.42	3.93*	*Significant at 0.05 and 0.01 levels
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Table-2
Table showing t-values of different variables relating to the perceptions of teachers on Teacher Effectiveness

S. No.	Variable		N	Mean	S.D.	t-ratio	Result
1	Locality	Rural Urban	150 100	101.23 101.80	13.07 14.47	0.32*	*Not Significant at 0.05 and 0.01 levels
2	Gender	Male Female	120 130	100.33 100.27	11.97 12.43	0.04*	*Not Significant at 0.05 and 0.01 levels
3	Teaching Experience	Less than 15 yrs 15 yrs. & above	180 70	95.78 102.36	14.85 12.22	3.59*	*Significant at 0.05 and 0.01 levels

Table-3

Table showing the Pearson's Co-efficient of Correlation for the relationship between Emotional Intelligence and Teacher Effectiveness of secondary school teachers

S. No.	Variable	N	df	'p' value
1	Emotional Intelligence	250	248	0.784*
2	Teacher Effectiveness	250		

FINDINGS OF THE STUDY

On the basis of the analysis and interpretation of data, the researchers have arrived at the following findings and drawn the conclusions.

1. There is no significant difference in the levels of Emotional Intelligence of Rural and Urban teachers working in secondary schools.
2. There is no significant difference in the levels of Emotional Intelligence of Male and Female teachers working in secondary schools.
3. There is significant difference in the levels of Emotional Intelligence of secondary school teachers with an experience of less than 15 years and those with an experience of 15 years and above. Secondary School Teachers with an experience of 15 years and above exhibited higher levels of Emotional Intelligence as compared to their counterparts with an experience of less than 15 years.

4. There is no significant difference in the Teacher Effectiveness of Rural and Urban teachers working in secondary schools.
5. There is no significant difference in the Teacher Effectiveness of Male and Female teachers working in secondary schools.
6. There is significant difference in the Teacher Effectiveness of secondary school teachers with an experience of less than 15 years and those with an experience of 15 years and above.
Secondary School Teachers with an experience of 15 years and above have been proved more effective in their teaching as compared to their counterparts with an experience of less than 15 years.
7. There is significant positive correlation between the Emotional Intelligence and Teacher Effectiveness of teachers working in secondary schools.

CONCLUSION

From the findings of the study, it is concluded that Locality and Gender have no influence on the Emotional Intelligence and Teacher Effectiveness of teachers working in secondary schools. However, 'Teaching Experience' has a significant positive influence on their Emotional Intelligence and Teacher Effectiveness, with senior teachers with an experience of 15 years and above exhibited higher levels of Emotional Intelligence and Teacher Effectiveness as compared to their junior counterparts with an experience of less than 15 years. Further, the results of the study revealed a significant positive correlation between Emotional Intelligence and Teacher Effectiveness of secondary school teachers.

EDUCATIONAL IMPLICATIONS

- (i) Emotional intelligence helps in the holistic development of students, reshaping them into balanced individuals.
- (ii) This study helps educators develop certain abilities like conflict resolution, adjustment and empathy when they face challenges in their career.
- (iii) This study makes the teachers realize the need for developing emotional intelligence with a view to improve their performance in teaching.
- (iv) This study helps teachers acquire necessary skills needed for effective classroom management.
- (v) This study makes an attempt to develop in the teachers necessary competencies to become effective teachers.

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