

EMOTIONAL INTELLIGENCE AND TEACHER EFFECTIVENESS: A CORRELATIONAL STUDY

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ABSTRACT

Numerous studies on the relationship between emotional intelligence and teacher effectiveness have been done in light of the growing demand for emotional intelligence in the educational setting. Studies have shown how important emotional intelligence is to improving teaching and learning effectiveness. This study has highlighted emotional intelligence and teacher effectiveness among higher secondary school teachers in Thoubal district, Manipur. It has also explored the relationship between emotional intelligence and teacher effectiveness. For this study, the sample of 236 higher secondary school teachers, 129 men and 107 women, was chosen using a stratified random sampling technique. Data were gathered using two questionnaires: the Emotional Intelligence Scale (EIS), developed by Anukool Hyde, Upinder Dhar, and Sanjyot Pethe and the Teacher Effectiveness Scale (TES-KU), developed by Dr. Umme Kulsum. The data were analyzed using statistical methods such as mean, graph and Pearson's product-moment correlation. The study's findings revealed that the higher secondary school teachers in the Thoubal district had the highest level of emotional intelligence and the most effective teachers. It has also shown a positive and significant relationship between emotional intelligence and teacher effectiveness.

Keywords: Emotional Intelligence, Teacher Effectiveness, Managing Relations

Introduction

The fundamental instrument for raising consciousness and reconstructing society is education. The key weapon for developing knowledge and creating society is the teacher. This goal is achieved through the teacher as the medium. Teachers must be emotionally mature since they are the ones who will rehabilitate future citizens. "A teacher's place in society is of vital importance," stated S. Radhakrishnan once. He serves as the focal point for the generational transfer of technological skills and intellectual traditions, keeping the flame of civilization alive. To be successful and productive educators, teachers must possess high emotional intelligence. Teachers serve as a guiding and directing influence on the lives of their students. He needs to encourage pupils to aim high and bring out their best qualities in them. He must encourage pupils to aim high and bring forth their best qualities. A country's future lies in students. Thus, educators play a crucial role in the growth of any country. Teachers with emotional intelligence are better equipped to handle stressful situations where their actions may affect their students' learning and well-being.

Emotional intelligence

Emotional intelligence, a relatively recent idea in psychology and education, is one of the most crucial abilities to adjust to the modern world's ever-changing circumstances. High emotional intelligence individuals have happy, satisfying lives. It is the capacity to adapt to survive, gain knowledge from events, and engage in abstract thought. It is the capacity to adapt to survive, gain knowledge from events, and engage in abstract thought. According to Salovey and Mayer (1990), emotional intelligence is the capacity to be aware of, distinguish between, and monitor one's own and other people's feelings and emotions to inform one's decisions and behaviour. Our behaviours are actively guided and directed by our emotions. Numerous studies found that an individual's emotional intelligence is responsible for 80% of their success in life, with intelligence quotient accounting for the remaining 20%. Emotional intelligence was characterized by Goleman (1998) as the ability to identify our feelings and those of others, to motivate oneself, and to manage emotions in one's own effective and one's relationships. Additionally, he has outlined the five elements that make up emotional intelligence: self-awareness, self-regulation, motivation, empathy, and social skills. The first three components are internal factors, and the last two are external factors.

Importance of Emotional Intelligence in Teaching and Learning

Having emotional intelligence is essential for teaching and learning. It involves recognizing, understanding, managing, and effectively using one's emotions and those of others. In an educational context, the importance of emotional intelligence is evident in various aspects:

1. **Building Positive Teacher-Student Relationships:** Teachers with high emotional intelligence can establish positive and supportive relationships with their students. They are more attuned to students' emotions, which helps create a nurturing and conducive learning environment.
2. **Effective Classroom Management:** Teachers with strong emotional intelligence can better manage their own emotions in challenging situations, leading to more effective classroom management. They are able to remain calm and composed, even in stressful situations, which can positively impact the overall classroom atmosphere.
3. **Understanding and Addressing Student Needs:** Emotional intelligence enables teachers to understand the diverse emotional needs of students. This understanding allows for more personalized and responsive teaching approaches, considering each student's emotional well-being.
4. **Enhanced Communication Skills:** Teachers with high emotional intelligence are often better communicators. They can convey information in a way that considers the emotional responses of their students, leading to clearer understanding and improved retention of information.
5. **Creating a Positive Learning Environment:** EI contributes to the creation of a positive and inclusive learning environment. Teachers who are empathetic and understanding foster a sense of belonging among students, making the classroom a place where students feel safe to express themselves.
6. **Promoting Social and Emotional Learning (SEL):** Emotional intelligence aligns with the goals of social and emotional learning programs. Teachers who model and incorporate emotional intelligence concepts into their teaching can help students develop their own emotional awareness, interpersonal skills, and resilience.
7. **Handling Conflicts and Challenges:** Teachers encounter various challenges and conflicts in the classroom. Emotional intelligence equips educators with the ability to navigate these situations with empathy, understanding, and effective problem-solving, contributing to a healthier classroom dynamic.
8. **Supporting Students' Emotional Development:** Education is not only about academic knowledge but also about the holistic development of students. Teachers with emotional intelligence can support students in navigating the complexities of their own emotions, helping them develop emotional resilience and self-regulation.
9. **Teacher Well-being:** Emotional intelligence is not only beneficial for students but also for teachers themselves. It contributes to teacher well-being by helping them manage stress, maintain positive relationships with colleagues, and navigate the emotional demands of the profession.
10. **Fostering a Positive Learning Culture:** A teacher's emotional intelligence can contribute to the overall culture of the learning institution. Teachers who model emotional intelligence help create a positive, collaborative culture beyond individual classrooms.

Teacher Effectiveness

The capacity of a teacher to positively impact pupils' learning and development is known as teacher effectiveness. Good teachers may captivate students, promote learning, and encourage academic and personal development. According to Borich (1996), a proficient teacher utilizes his knowledge of students' skills in the classroom; proficient teachers are aware of each student's needs and support their learning process. Positive psychological traits, attitudes, and experience are all traits of effective teachers. In addition to their practical abilities and professional qualifications, teachers' efficacy also rests on their dedication to quality work. Effective teacher education is dependent mainly on this dedication. Therefore, encouraging teachers' professional dedication needs to be the primary focus of teacher education.

Characteristics of Teacher Effectiveness

Effective teaching is a complex and multifaceted process that involves a combination of skills, knowledge, and personal qualities. While the characteristics of effective teachers can vary, depending on the educational context and individual student needs, some common traits and practices are associated with teacher effectiveness. Here are several characteristics of effective teachers:

1. **Content Knowledge:** Effective teachers have a deep and thorough understanding of the subjects they teach. They are knowledgeable about their content area and can convey information in a clear and understandable manner.

2. **Pedagogical Skills:** Strong pedagogical skills, such as the capacity to plan and execute exciting and productive classes, are possessed by competent teachers. They are skilled in instructional methods that cater to diverse learning styles and needs.
3. **Communication Skills:** Clear and effective communication is crucial for teaching. Effective teachers can articulate ideas clearly, listen actively to students, and foster a positive and open line of communication in the classroom.
4. **Adaptability:** Effective teachers are flexible and can modify their instruction methods to suit their pupils' needs. They are responsive to changes in the learning environment and can adjust their approaches to address diverse student needs.
5. **Classroom Management:** Creating a positive and well-managed learning environment is essential. Effective teachers have strong classroom management skills, which include establishing clear expectations, maintaining discipline, and promoting a positive atmosphere for learning.
6. **Student Engagement:** Effective teachers are skilled at engaging students in the learning process. They use varied and interactive teaching methods, encourage active participation, and make learning exciting and relevant to students' lives.
7. **Building Positive Relationships:** Effective teachers establish positive relationships with their students. They create a supportive and respectful classroom culture that fosters trust and encourages students to take risks in their learning.
8. **High Expectations:** Effective teachers set high expectations for their students and provide the necessary support to help them meet them. This creates a culture of excellence and promotes student achievement.
9. **Passion for Teaching:** Passionate teachers inspire students and create a positive attitude toward learning. Their enthusiasm for the subject matter is contagious and motivates students to engage more deeply in learning.
10. **Lifelong Learning:** Effective teachers are committed to ongoing professional development. They stay current with educational research, technology, and pedagogical advancements, demonstrating a commitment to lifelong learning.

It is important to note that these characteristics are interconnected, and effective teaching is a dynamic process that requires a combination of these traits. Moreover, effective teachers continually strive to improve and adapt their practices to meet the evolving needs of their students and the changing landscape of education.

Objectives

1. To assess the levels of emotional intelligence and teacher effectiveness in higher secondary schools in Thoubal district.
2. To examine the relationship between emotional intelligence and teacher effectiveness among the higher secondary schools.

Hypotheses

1. There exist high levels of emotional intelligence and teacher effectiveness among the higher secondary schools in Thoubal district.
2. There exists a significant relationship between emotional intelligence and teacher effectiveness among the higher secondary schools.

Justification of the Study

The 21st-century educational landscape has prioritized quality over quantity. The quality of teachers determines their level of education. Artificial intelligence (AI) and robots cannot replace emotional intelligence, particularly in education, given the advancements in science and technology. As they can improve education, teachers moderate the quality of education. To face the challenges of today, the quality of teachers must rise. The qualifications and skills of the teacher determine the quality of the instruction. Since it can facilitate effective teaching and learning, emotional intelligence is highly valued in the teaching profession. It is true, as V.S. Mathews stated, "No educational system, syllabus, methodology, or textbook can rise above the level of its teachers." A nation needs excellent instructors to have a high-quality education."

The teacher's level of EQ is the most essential variable in creating a classroom environment. High emotional intelligence teachers can motivate their students better and understand their needs and feelings. It helps them to deal with different varieties of students tactfully and thoughtfully. Teaching is an emotional practice that involves

emotional relationships, understanding, and labour. Teachers' emotional competence is necessary both, in general, for their well-being and for effectiveness and quality in creating the teaching-learning process in the classroom and, in particular, for students' socio-emotional development (Sutton and Wheathy, 2003). They should know how to deal with students according to their interests, needs and feelings. They should make the lesson enjoyable so the students are eager to learn. The teacher should have positive feelings and emotions towards students to create a love for education, hope, good ideas and development. They must value emotional bonds with students and educate them on social and emotional being. Meera, T. (2017), in a study of teacher effectiveness related to cognitive style and emotional competence, found that teachers with high overall emotional competence had significantly better teacher effectiveness than secondary school teachers with low overall emotional competence.

Effective teachers should have good feelings and emotions for their students to eliminate fear and wrath from the minds of young learners. Teachers should be able to work with a variety of pupils. Their emotional intelligence enables them to handle such situations. They endeavour to comprehend and remain aware of the kids' needs, interests, and emotions. They have many roles to play in directing students' lives. They should devote their time, love, and attention to every student. Between teachers and students, a heart-to-heart contact is essential. They design the lives of the students. To meet the obstacles of the teaching-learning process, they have to be highly emotional intelligence. Effectiveness and success depend on empathy, self-control, and self-awareness.

Methodology

The descriptive survey method was adopted for the present study.

Population and Sample of the Study

In the present study, the population comprised all the higher secondary school teachers in the Thoubal district of Manipur. Of these, 236 teachers of higher secondary schools, 129 were males and 107 were females had taken part in the study to collect the data. Stratified random sampling had been used for the selection of samples.

Statistical Techniques Used

Descriptive statistics and inferential statistics like Pearson's Product-Moment Coefficient of correlation 'r' had been used to compute the relationship between the teachers' emotional intelligence and teacher effectiveness.

Tools Used

The following are the tools used for collecting data:

1. Emotional Intelligence Scale (EIS):

This emotional intelligence tool was developed by Anukool Hyde, Upinder Dhar and Sanjyot Pethe. It has ten factors. They are self-awareness, empathy, self-motivation, emotional stability, managing relations, integrity, self-development, value orientation, commitment, and altruistic behaviour. It has consisted of a 5-point scale of 1- strongly disagree, 2- disagree, 3-uncertain, 4-agree, and 5-strongly agree.

2. Teacher Effectiveness Scale (TES):

The teacher effectiveness scale developed by Dr Umme Kulsum has been used to determine teacher effectiveness. It has 60 items and is administered on five areas/ dimensions, namely-

1. Preparation and planning for teaching,
2. Classroom management,
3. Knowledge of subject matter, its delivery, and presentation, including B.B summary,
4. Teacher's characteristics, and
5. Interpersonal relations.

Data Analysis and Interpretation

Table 1: Gender-Wise Distribution of the Sample

Gender	Numbers of teachers	Percentage
Male	129	54.7
Female	107	45.33
Total	236	100.0

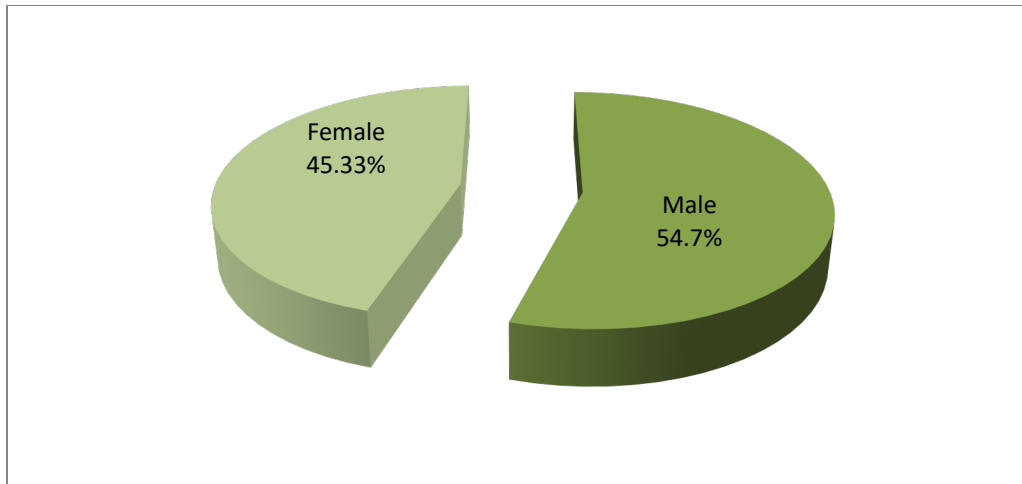


Fig. 1: Pie-Chart Representation of Gender-Wise Distribution of the Sample

Table 1 and Fig. 1 show the description of gender-wise distribution of the sample. It can be interpreted that the maximum number of representative sample of the study was male (129), with a percentage of 55% and females (107) with a percentage of 45% were minimum.

Objective 1: To assess the levels of emotional intelligence and teacher effectiveness in higher secondary schools in Thoubal district.

Table 2: Table showing the Mean Scores of Emotional Intelligence of Higher Secondary School Teachers

Sl. No.	Ten Factors of Emotional Intelligence	Mean Scores	
		Male (N ₁ =129)	Female(N ₂ =107)
1	Self-Awareness	16.84	17.06
2	Empathy	19.19	19.36
3	Self-motivation	24.53	24.72
4	Emotional Stability	16.24	16.16
5	Managing Relations	15.20	15.78
6	Integrity	12.20	12.37
7	Self-Development	8.06	8.20
8	Value Orientation	7.84	8.02
9	Commitment	8.76	8.59
10	Altruistic Behaviour	8.23	8.11
Overall		137.07	138.07

The above table 1 highlighted the levels of emotional intelligence of teachers of higher secondary schools in Thoubal district on their Emotional Intelligence Scale. It can be analyzed in the mean scores of ten factors of emotional intelligence. The mean scores of male and female teachers were: 16.84 and 17.06 for self-awareness, 19.19 and 19.36 for empathy, 24.53 and 24.72 for self-motivation, 16.24 and 16.16 for emotional stability, 15.20 and 15.78 for managing relations, 12.20 and 12.37 for integrity, 8.06 and 8.20 for self-development, 7.84 and 8.02 for value orientation, 8.76 and 8.59 for commitment, 8.23 and 8.11 for altruistic behaviour with a overall mean scores of 137.07 for male and 138.07 for female teachers.

So, it can be concluded that female teachers had slightly higher mean than the male. Considering all the factors, the higher secondary school teachers of Thoubal district exhibited high emotional intelligence and were probably the most effective.

Table 3: Table showing the Mean Scores of Teacher Effectiveness of Higher Secondary School Teachers

Sl. No.	Five Dimensions of Teacher Effectiveness	Mean Scores	
		Male (N ₁ =129)	Female(N ₂ =107)
1	Preparation and Planning for Teaching	92.27	94.21
2	Classroom Management	114.79	116.25
3	Knowledge of the Subject Matter	58.94	59.87
4	Teacher Characteristics	142.31	143.53
5	Interpersonal Relations	91.66	92.36
Overall		499.97	504.94

The above table 3 highlighted the levels of teacher effectiveness of higher secondary schools in Thoubal district on their Teacher Effectiveness Scale. It can be analyzed in the mean scores of five dimensions of teacher effectiveness. The overall mean scores of five dimensions of male and female teachers of higher secondary schools of Thoubal district were 92.27 and 94.21 for preparation and planning for teaching, 114.79 and 116.25 for classroom management, 58.94 and 59.87 for knowledge of the subject matter, 142.31 and 143.53 for teacher characteristics and 91.6 and 92.36 for interpersonal relations respectively with a mean score of 499.7 and 504.94.

Thus, it may be said that mean scores for female teachers were higher than those for male teachers. The higher secondary school instructors of Thoubal district demonstrated most teacher effectiveness and were likely the most efficient when all the factors were considered.

Objective 2: To examine the relationship between emotional intelligence and teacher effectiveness among the higher secondary schools.

Table 4: Indicating Karl Pearson's Coefficient Correlation between the Emotional Intelligence and Teacher Effectiveness

Sl. No.	Variables	Pearson Correlation (r)
1	Emotional Intelligence	.371**
2	Teacher Effectiveness	

**Correlation is significant at 0.01 levels (2 tailed)

From the above table 4, it can be observed that there is a positive correlation between emotional intelligence and teacher effectiveness among the higher secondary school teachers in Thoubal district of Manipur($r=.371$). It can be interpreted that emotional intelligence has a significant relationship with teacher effectiveness. As such, the alternate hypothesis "There exists a significant relationship between emotional intelligence and teacher effectiveness among the higher secondary schools" is accepted.

Main Findings

1. Levels of Emotional intelligence

The teachers in the Thoubal district of Manipur reported high level of emotional intelligence overall among higher secondary school instructors. Compared to male instructors, female teachers' means were somewhat higher. They were sensitive to the emotions of their coworkers and students. They are better at managing stress, more positive about themselves, the school, and their families, and they have a tendency to inspire and excite their kids. They also get along well in groups.

2. Levels of Teacher Effectiveness

It was shown that the teachers in the Thoubal district of Manipur had the highest level of effectiveness among higher secondary school teachers. In terms of gender, female teachers outscored male teachers in

mean scores. They have acquired the necessary proficiency in their jobs and responsibilities as well as in their personality traits, including subject-matter knowledge, classroom management, teacher qualities, and interpersonal interactions.

3. **Relationship between emotional intelligence and teacher effectiveness**

A positive significant relationship exists between emotional intelligence and teacher effectiveness of higher secondary school teachers in Thoubal district of Manipur ($r=.371$). It indicates that the higher secondary school teachers with high emotional intelligence enjoy a high degree of teacher effectiveness, while the teachers with average or low emotional intelligence enjoy average and low teacher effectiveness, respectively.

Educational Implications

Maintaining excellent performance in the workplace, modeling positive behavior, and enhancing life success all depend heavily on emotional intelligence. He needs a high level of emotional intelligence in order to be a successful and insightful teacher. The growth of an educator determines the direction and well-being of a country. They are able to create excellent citizens and a decent country. Since emotional intelligence is the capacity to reason, organize, and assess work, educators should help kids expand their thinking about wholeness and rationalization. They ought to make an effort to build strong bonds with their pupils on a personal level.

It should be possible for educators, policymakers, administrators, and stakeholders to comprehend the attitudes, emotions, and feelings of their students and adjust the curriculum accordingly. The social and emotional development of the pupils should be the foundation of the curriculum. To increase their emotional intelligence, teachers can also offer a variety of programs that address social and emotional management, emotional change understanding, sensation, and emotional and social learning lessons.

It is well acknowledged that training programs serve as hubs for human development resources. In order to deliver high-quality training programs for teacher education, the training institutions must take appropriate and creative action. They must develop educators who are capable of being practical, accountable, expressive, self-assured, aggressive, emotionally secure, mature, resourceful, autonomous, in control, willing to try new things, and more accepting of change.

Conclusion

In conclusion, emotional intelligence is valuable for educators, influencing their interactions with students, colleagues, and the overall classroom atmosphere. By incorporating emotional intelligence into teaching practices, educators can enhance the learning experience and making a contribution to their students' emotional well-being and development. Since it is becoming increasingly important in teaching and learning, research has been done in these areas. Many studies findings indicated that there was a strong correlation between emotional intelligence and teacher effectiveness. Thus, the previous research indicated that the more emotional intelligence, the better the level of teacher effectiveness would be.

The current study focuses on the emotional intelligence and teacher effectiveness of higher secondary schools in Thoubal district, Manipur. It also draws attention to the possibility of a relationship between higher secondary school teachers' emotional intelligence and effectiveness. The study's main findings were that Thoubal district higher secondary school teachers possessed a high degree of emotional intelligence and were perceptive to the feelings of both their pupils and coworkers. They tend to excite and motivate their children, are better at handling stress, and were happier with their families, the school, and themselves. In groups, they also get along well. Moreover, the teachers were on level with the most effective teachers in terms of effectiveness. They have gained the requisite competence in their roles and duties as well as in their personality attributes, which include understanding of the subject matter, classroom management, teaching characteristics, and interpersonal interactions.

Additionally, the study found a significant relationship between the emotional intelligence of higher secondary school teachers and their effectiveness as teachers. The findings indicated that higher secondary teachers' effectiveness increased significantly with an increase in emotional intelligence.

Therefore, emotional intelligence has a significant influence on how teachers behave. It is the set of abilities that educators need to succeed in both their professional and teaching-learning endeavors. They ought to be capable of

managing both situations and students. Most researchers have found that emotional intelligence is an independent variable and has a significant role in the effectiveness of teachers.

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