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## **Teacher Effectiveness in Relation to Emotional Intelligence, Type of Institution and Gender**

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### **ABSTRACT**

Emotional intelligence is the ability to understand our own emotions and those of others. It is the set of abilities that account for more accurate understanding of emotions leads to better problem solving in an individual's. The role of teacher is very challenging due to increasing demands, standards and expectations of current scenario. The teachers are expected to perform multiple roles and tasks due to which they experience negative emotions such as tension, depression, anger and frustration. Therefore, it is vital for teachers not only to possess the appropriate knowledge, skills and abilities but to equip themselves with emotional intelligence also. The present study is aimed to study the impact of emotional intelligence on teacher effectiveness. On this base 240 secondary school teachers were selected with stratified random sampling from schools of eastern U.P. For data collection Teacher's Emotional Intelligence Inventory and Teacher Effectiveness scale were used for measuring emotional intelligence and teacher effectiveness. All data collected were assessed by using descriptive statistical techniques, three-way analysis of variance. Result revealed that there is a significant difference between teacher effectiveness among secondary school teachers of aided and non-aided educational institutions. There is a significant difference between teacher effectiveness among male and female secondary school teachers of aided and non-aided educational institutions. Teachers with below average emotional intelligence are less effective in teaching than teachers with above average emotional intelligence. Therefore, it may be concluded that an effective teacher must possess emotional intelligence

**Keywords:** emotional intelligence, teacher effectiveness, aided, non-aided, secondary school

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## INTRODUCTION

The present growth in the information science, computers, communication technology and management theories have placed higher demands and expectations from today's teacher. Whatever the situation, they are expected to act in a socially desirable and emotionally intelligent manner. And if a person is discovered to have any grey areas in any area of his or her nature, such as academically or emotionally, he is labelled as incapable of adjusting to the fast-paced nature of modern life. It is beyond doubt that emotions play a pivotal role in our cognitive and behavioral functions.

Today, it is taken for granted that you have adequate IQ, that is the intellectual ability and the technical knowledge how to do your job. The focus, instead, is on your EQ- personal qualities such as initiative, empathy, motivation and leadership. The effectiveness and productivity of the organization will depend upon the degree of acceptance of these emotional competencies. Employers today place a high value on a wide range of skills, including verbal and written communication, flexibility and the ability to come up with original solutions when faced with challenges, self-discipline, self-assurance, a desire to advance professionally and take pride in accomplishments, interpersonal and group effectiveness, cooperation and teamwork, the ability to resolve conflicts, the capacity for leadership along with competencies in reading, writing and mathematics are academic skills. All the others are related to the non-academic arena- to Emotional Intelligence (Singh 2006:22)

Emotional intelligent individuals use their emotions to engage in intelligent thought and also possess the ability to think intelligently about their emotions (Mayer and Salovey, 1997; Mayer, Salovey and Caruso, 2000). Emotional intelligence is the ability to perceive accurately, appraise, and express emotion, the ability to access and or generate feelings when they facilitate thought, the ability to understand emotions and emotional knowledge and the ability to regulate emotions to promote emotional and intellectual growth. (Mayer and Salovey, 1997)

Daniel Goelman (1998) defines emotional intelligence as the capacity for recognizing our own feelings and those of others, for motivating ourselves, and for managing emotions well in ourselves and in our relationships. Emotional intelligence describes abilities distinct from, but complementary to, academic intelligence or the purely cognitive capacities measured by IQ. He has also identified a set of emotional competencies that differentiate individuals from one other. The competencies fall into four clusters : (a) self-awareness: the capacity for understanding one's emotions, one's strengths and one's weakness (b) self-management: the capacity for effectively managing one's motives and regulating one's behavior; (c) social –awareness: the capacity for understanding what others are saying and feeling and why they feel and act as they do; and (d) social-skills: the capacity for acting in such a way that one is able to obtain the desired results from others and reach personal goals. According to Goleman (1995 and 1998) emotional intelligence is an important factor in determining personal success as a student, teacher, parent, manager and leader.

The role of teacher is very challenging due to increasing demands, standards and expectations of current scenario. The teachers are expected to perform multiple roles and tasks due to which they experience negative emotions such as tension, depression, anger and frustration. Therefore, it is vital for teachers not only to possess the appropriate knowledge, skills and abilities but to equip themselves with emotional intelligence also (Miyagamwala, 2015). Recent research in the area of emotional intelligence conclude that social and emotional skills are associated with success in many areas of life, including effective teaching, student learning, quality relationships and academic performance (Mayer, Salovey, & Caruso,2004b; Sutton& Wheatley,2003). There is a positive correlation between emotional intelligence and teacher effectiveness, both self-reported and students rated (Singh ,2012)

**Teacher Effectiveness:** Teaching effectiveness is the process of making student learning possible, promote engagement and discussion, concern and respect for students and maximizing students' academic achievement. Teaching effectiveness is the extent to which the teaching activity fulfils

its intended purpose, function and goals. The shorter oxford English Dictionary defines effectiveness as “the quality of being effective” which is not terribly helpful especially as effective is defined as ‘concerned with, or having the function of effecting’. Thus the proposed definition of teacher effectiveness is the power to realize socially valued objectives agreed for teacher’s work, especially, but not exclusively, the work concerned with enabling students to learn.

Four matters flow from this definition. The contexts and conditions in which students are enabled to learn can differ, students differ, the extent to which objectives for learning are achieved can differ; and the values underlying learning effectiveness can differ. By this we mean a concept of teacher effectiveness that moves beyond the generic to incorporate the idea that teachers can be effective with some students more than others, with some subjects more than others, in some contexts more than others, with some aspects of their professional work more than others.

An act of a teacher is teaching. It can be taken as science as well as an art. The teaching effectiveness of a teacher mostly depends up to a great extent on qualities as aptitude, interest, practice, adaptability, initiative and above all creativity. In order to possess all these qualities a teacher has to strive hard. Dictionary of Education (2005) explains the term, “teacher effectiveness as the ability of a teacher to create a meeting and an interaction between the physical, intellectual and psychological interests of the students. The ability of a teacher is to relate the learning activities to the development process of the learner and to their current and immediate interests and needs.

Teacher effectiveness is positively and significantly related with general intelligence and creativity among secondary school teachers. The significant main effect of type of schools is independent of gender groups, i.e. government school teachers are effective both in case of male and female groups of school teachers (Toor,2014). Kalita (2012) reported that effective teachers create an effective climate in the classroom to provide security to children, creating favorable situations for affective, cognitive and psychomotor development of pupils helping in fostering readiness for

social interactions and perform other manifold activities. Female teachers are more effective than male teachers in secondary schools. Nigam& Arora (2018) study revealed that there is a significant difference between the effectiveness of male and female secondary school teachers. The mean teacher effectiveness score of female teachers is higher than the mean score of their male counterparts.

**Emotional intelligence and teaching effectiveness:** The role which teachers are currently fulfilling are far more varied than their traditional classroom role assumed. The pastoral and management roles that teachers are increasingly asked to take on their schools, and increased collaboration and liaising with parents and colleagues. Therefore, teachers will increasingly need to possess the skills that allow them to take a strong pastoral role in the school, such as effective communication skills; promotion of self-esteem in and out of the classroom; identifying resilient qualities in their students; skill development in friendship, empathy. Support and decision making, and conflict resolution skills (Cox& Swanson, 2002).

A key characteristics in this respect is the emotional intelligence of the teachers. Emotional intelligence consists of four main facets: emotional perception (the ability to identify emotions in others), emotional facilitation of thought (the ability to use emotions in problem solving), emotional understanding (the ability to solve emotional problems) and emotional management/understanding the implications of social acts on emotional management/understanding the implications of social acts on emotions and the regulation of emotion in self and others). The last of these might be particularly important to the pastoral role of teachers (Mayer and Cobb 2000). These characteristics can in part be trained and developed, through the development of skills such as learning to distinguish between thoughts and feelings, validating others' feeling and learning to become non- judgmental in dealings with others.

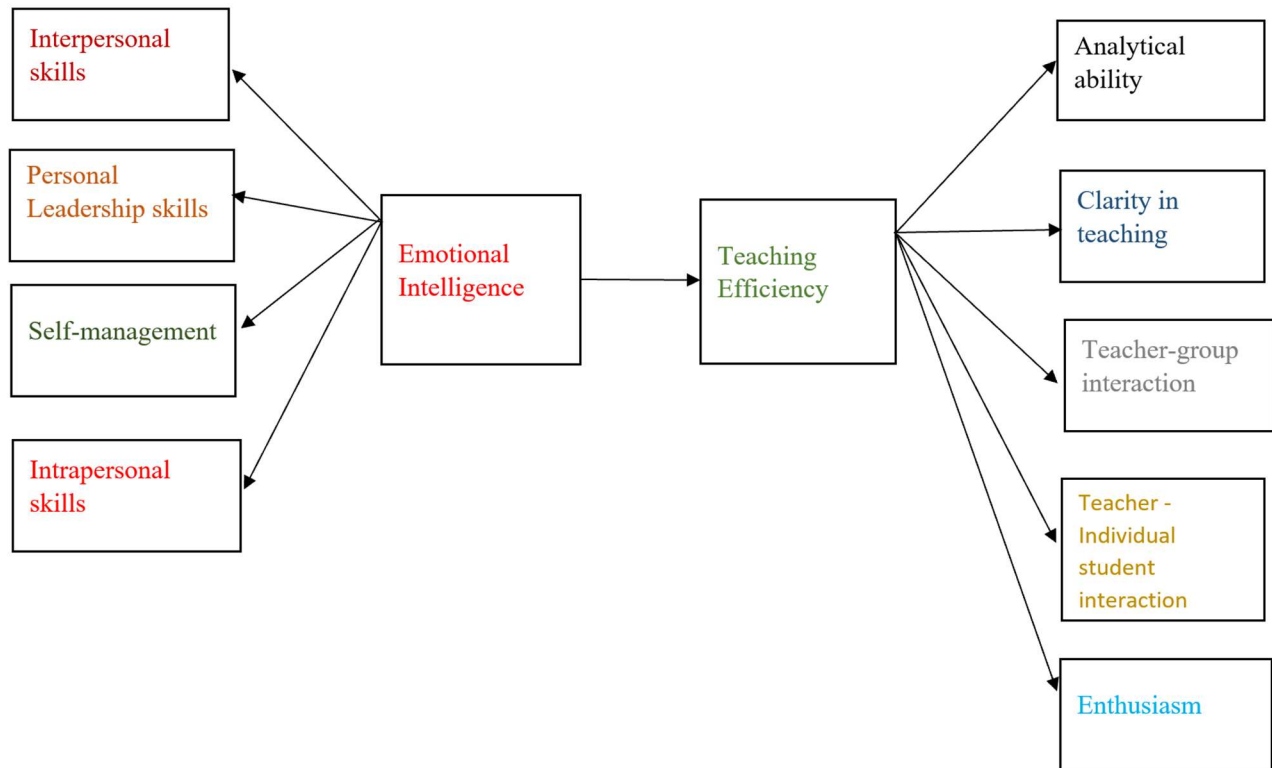
Typically, a “Teacher” carries to the classroom two significant things that are of immense value to the students. First one is “expertise in the subject” obtained through “study, research and professional experience, and the second one is the “ knowledge of learning and teaching methods”. Many researchers suggest that emotional intelligence is the unrecognized third element that a teacher should possess. If emotional intelligence is used while teaching, the teaching methods and value of knowledge will be enhanced. Asrar-ul-haq et.al.(2017) study indicated that emotional intelligence has positive impact to teacher’s job performance. Teacher’s having increased level of emotional intelligence can perform in a better way than having less emotional intelligence. Ranju Bala (2017) study findings revealed that the group of secondary school teachers with high emotional intelligence is more effective than the group of teachers with average or low emotional intelligence. There exists positive and significant relationship between teacher effectiveness and emotional intelligence among secondary school teachers

There are four fundamental emotion-related abilities a teacher should possess:

- i) Ability to express the emotions
- ii) Ability to interpret the emotions within to think
- iii) Ability to understand an emotion
- iv) Ability to manage the emotions within and align it with that of others.

The above four abilities will help the teacher to build a quality and healthy relationship with his or her students as well as with their parents. This will in turn improve the emotional health of the teacher as well as that of the students and is bound to reflect in the academic performance of the students and the overall working environment and performance of the teacher.

### Conceptual Framework- Impact of Emotional Intelligence on Teaching Efficiency



### Objectives of the study

The present study is designed to study teacher effectiveness in relation to emotional intelligence, type of institution and gender of teachers working in secondary schools.

### Hypotheses of the study

The following hypotheses have been framed keeping in view the above said objective:

1. There is no significance difference in the teacher effectiveness of secondary school teachers in relation to their type of institution.



2. There is no significance difference in the teacher effectiveness of secondary school teachers in relation to their gender.
3. There is no significance difference in the teacher effectiveness of secondary school teachers in relation to their emotional intelligence.
4. There is no interaction effect of type of institution and emotional intelligence, type of institution and gender, and emotional intelligence and gender on the scores of teacher effectiveness of secondary school teachers.
5. There is no interaction effect of type of institution, gender and emotional intelligence on the scores of teacher effectiveness of teachers working in secondary schools.

## Methodology

### Sample

In the present study, 240 secondary school teachers were selected with stratified random sampling from schools of eastern U.P.

### Tools

The following tools were used for data collection:

1. Teacher's Emotional Intelligence by Shubhra Mangal, 1986
2. Teacher Effectiveness Scale by Puri and Gakhar

### Statistical Techniques

The following tools were used for data collection:

1. Means and standard deviation were employed to understand the nature of data on the scores of teacher effectiveness



2. 3 way ANOVA was employed to find significant difference between various sub groups of above average and below average emotionally intelligent male and female secondary school teachers working in aided and non-aided institutions.

### Research Design

In the present study emotional intelligence, gender and type of institutions are treated as independent variables. They are divided into two levels, hence 2x2x2 factorial design was employed to see the impact of emotional intelligence, gender and type of institution on teacher effectiveness of higher secondary teachers. Teacher effectiveness was studied as dependent variable.

### Analysis and Interpretation

To study the teacher effectiveness of above average and below average emotionally intelligent male and female secondary school teachers working in aided and non-aided institutions in eastern U.P., the data has been analyzed by using univariate analysis of variance. The mean and standard deviation were calculated for teacher effectiveness score and are presented below in table 1.

**Table 1:** Showing Mean and S.D. values obtained on teacher effectiveness scale by male and female respondents of aided and non-aided institutions as function of different levels of emotional intelligence.

Type of institutions	Gender	Emotional intelligence		Grand Mean & SD	
		Above Average	Below Average		
	Male	N = 30 M= 286.20 SD= 17.781	N= 30 M= 204.80 SD= 23.950	N= 60 M=245.50 SD=46.064	N=120

<b>Aided</b>	<b>Female</b>	N= 30 M= 294.00 SD=15.122	N=30 M=205.00 SD= 27.979	N=60 M=249.50 SD=50.110	M=247.50 SD=47.969
<b>Grand Mean</b>		M= 290.10 SD=16.831	M=204.90 SD=25.821		
<b>Non-aided</b>	<b>Male</b>	N=30 M= 234.80 SD= 33.908	N=30 M= 163.60 SD=7.744	N=60 M= 199.20 SD=43.399	N=120 M= 213.8 SD=56.108
	<b>Female</b>	N=30 M=289.40 SD=16.99	N=30 M=167.40 SD= 14.715	N=60 M=228.4 SD=63.502	
<b>Grand Mean</b>		M=262.10 SD=38.276	M= 165.50 SD= 11.819		
<b>Total</b>		M= 276.1 SD= 32.626	M= 185.20 SD=28.127		

In order to analyze the variance of teacher effectiveness of above average and below average emotionally intelligent male and female higher secondary school teachers working in aided and non-aided institutions, the obtained scores were subjected to ANOVA and the results have been presented in the table 2.

**Table 2:** Summary of anova for 2x2x2 design with respect to teacher effectiveness in relation to gender, type of institution and emotional intelligence

Source of variance	Sum of squares	df	Mean square	F value	Level of Sig.
<b>A= EI</b>	495768.600	1	495768.600	36.575	.01
<b>B= Type of Institutions</b>	68141.400	1	68141.400	150.738	.01
<b>C= Gender</b>	16533.600	1	16533.600	1096.708	.01
<b>Interactions= AXB</b>	1949.400	1	1949.400	4.312	.05
<b>AXC</b>	12789.600	1	12789.600	28.292	.01
<b>BXC</b>	9525.60	1	9525.60	21.072	.01
<b>AXBXC</b>	6998.400	1	6998.400	15.481	.01
<b>Within(Error)</b>	104876.000	232	452.052		
<b>Total</b>	13484444.000	240			

**Main effects**

**Type of institutions**

It has been observed from Table 2, that F- ratio for the differences in teacher effectiveness score is found to be 150.738. Thus the value for differences between the means of teacher effectiveness score of secondary school teachers is found to be significant at 0.01 level. This indicates that two groups of aided and non-aided secondary school teachers differ significantly on their scores of

teacher effectiveness. Thus, the results reject hypothesis (1), “There is no significant difference between teacher effectiveness of teachers serving in aided and non-aided secondary schools”. Meaning thereby, that the type of institution i.e. aided and non-aided influence or contribute to the effectiveness of teachers. The results are in tune with the findings of Toor (2014)

### **Emotional Intelligence**

It has been observed from Table 2, that F- ratio for the differences in emotional intelligence for teacher effectiveness score is found to be 36.575. Thus, the value for differences between the means of teacher effectiveness score of secondary school teachers is found to be significant at 0.01 level. This indicates that two groups of secondary school teachers with above average and below average emotional intelligence differ significantly on their scores of teacher effectiveness Thus, the results reject the hypothesis (2), “There is no significance difference between teacher effectiveness of secondary school teachers with above average and below average emotional intelligence”. From reviewing the corresponding means in table 1, it is found that teachers with below average emotional intelligence had scored less on teacher effectiveness than teacher with above average emotional intelligence. Meaning thereby, teachers with above average emotional intelligence are more effective in their teaching than teachers with below average emotional intelligence. The results are in tune with the studies conducted by Sutton and Whitely (2003); Singh (2012) and Asrar-ul-haq (2017).

### **Gender**

It has been observed from Table 2, that F-ratio for the differences on the basis of gender for teacher effectiveness score of male and female secondary school teachers is found to be 1096.708. Thus the value for differences between the means of teacher effectiveness score of male and female secondary school teachers is found to be significant at 0.01 level. This indicates that male and female secondary school teachers differ significantly on their scores of teacher effectiveness. Thus, the results reject the hypothesis (3), “There is no significance difference in the teacher

effectiveness of male and female secondary school teachers”. The results are in tune with the findings of Kalita (2012) and Nigam & Arora (2018),

### Two order interaction

It has been observed from Table-2 that F-ratio for the interaction between type of institutions and emotional intelligence, gender and emotional intelligence, gender and type of institutions for teacher effectiveness is found to be 4.312, 28.292 and 21.072 respectively. Thus, the value for interaction between type of institutions and emotional intelligence, gender and emotional intelligence, gender and type of institutions for teacher effectiveness is found to be significant at 0.05, 0.01, 0.01 level respectively. This indicates that perception of secondary school teachers on the scores of teacher effectiveness as a result of interaction of type of institution and emotional intelligence, gender and emotional intelligence, gender and type of institutions for different subgroups differ significantly. Thus, the results reject Hypothesis (4), “There is no interaction effect of type of institution and emotional intelligence, gender and emotional intelligence, gender and type of institution on the scores of teacher effectiveness of secondary school teachers”. This interpret to that together the variable of emotional intelligence and type of institution, gender and emotional intelligence, gender and type of institution are able to influence teaching effectiveness of teachers.

### Three-order Interaction

It has been observed from Table-2, that F-ratio for the interaction between type of institution, gender and emotional intelligence for teacher effectiveness is found to be 15.481. Thus the value for the interaction between type of institution, gender and emotional intelligence for teacher effectiveness is found to be significant at 0.01 level. This indicates that perception of secondary school teachers on the scores of teacher effectiveness as a result of interaction of type of institution, emotional intelligence and gender for different sub-groups differ significantly. Thus, the results reject hypothesis (5), “There is no interaction effect of type of institution, gender and emotional

intelligence on the scores of teacher effectiveness of secondary school teachers.” This interprets to that together the variable of emotional intelligence, type of institution and teaching experience are able to influence teaching effectiveness of teachers.

### **Discussions on Findings**

The purpose of the present study is to find the differences existing between teacher effectiveness of groups based on emotional intelligence, type of institution and gender and their interaction effect. However, the differences in teacher effectiveness of groups of teacher’s based on type of institution i.e. aided and non-aided are significant. This finding is in tune with the findings of Toor (2014).

Second, important finding evolved through the study is that the secondary school teachers with above average and below average emotional intelligence differ significantly on their teaching effectiveness. And teachers with below average emotional intelligence are less effective in teaching than teachers with above average emotional intelligence. Similar to the finding, different studies conducted by Sutton and Whitely (2003); Singh (2012) and Asrar-ul-haq (2017) concluded that emotional intelligence is a key factor in the success in teaching and to become more effective, one needs to be more emotionally intelligent. Also teacher effectiveness of male and female secondary school teachers is found to be significant. Female secondary teachers are found to be more effective than male secondary teachers. Similar results were reported by Kalit (2012), Nigam and Arora (2018) which states that female teachers are more effective than male secondary teachers.

Thus, it can be concluded that emotional intelligence matters in making of a teacher to be effective. Many researchers suggest that emotional intelligence is the unrecognized element that a teacher should possess. If emotional intelligence is used while teaching, the teaching methods and value of knowledge will be enhanced. Thus, the emotional intelligence training which does not have any place in various teacher training programs should be made the part of various teacher training

programs. The findings of the study are crucial for policy makers and administrators at the grass-root level of school functioning.

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