

EXAMINING THE CONNECTION BETWEEN TEACHERS' EMOTIONAL INTELLIGENCE AND THEIR CAPABILITY TO TEACH: A CORRELATIONAL STUDY

PARAMITA GHOSH

Enrollment No. AR19BPHDED005

EDUCATION

Dr. JAI NATH YADAV

SARDAR PATEL UNIVERSITY, BALAGHAT

DECLARATION: I AS AN AUTHOR OF THIS PAPER /ARTICLE, HERE BY DECLARE THAT THE PAPER SUBMITTED BY ME FOR PUBLICATION IN THE JOURNAL IS COMPLETELY MY OWN GENUINE PAPER. IF ANY ISSUE REGARDING COPYRIGHT /PATENT/ OTHER REAL AUTHOR ARISES, THE PUBLISHER WILL NOT BE LEGALLY RESPONSIBLE. IF ANY OF SUCH MATTERS OCCUR PUBLISHER MAY REMOVE MY CONTENT FROM THE JOURNAL WEBSITE. FOR THE REASON OF CONTENT AMENDMENT /OR ANY TECHNICAL ISSUE WITH NO VISIBILITY ON WEBSITE /UPDATES, I HAVE RESUBMITTED THIS PAPER FOR THE PUBLICATION. FOR ANY PUBLICATION MATTERS OR ANY INFORMATION INTENTIONALLY HIDDEN BY ME OR OTHERWISE, I SHALL BE LEGALLY RESPONSIBLE. (COMPLETE DECLARATION OF THE AUTHOR AT THE LAST PAGE OF THIS PAPER /ARTICLE

Abstract

This examination analyzes the ability to appreciate anyone on a profound level (EI) and showing viability (TE) among optional teachers in Kanpur, India, including orientation variations. Multi-stage arbitrary examining picked 320 teachers. Two shut finished self-report measures were utilized to accumulate information: Bar-On's Emotional Quotient Inventory Short version and Shahzad's teaching effectiveness scale. A high positive connection ($r = 0.884$, $p < .001$) was found between instructors' emotional intelligence and instructional efficiency. Male instructors had greater emotional intelligence ratings in several categories than female teachers. Regression showed that emotional intelligence predicted teaching efficiency (R Square = 0.781). Emotional intelligence is crucial to teaching efficacy, and all educators, regardless of gender, require personalized treatments to improve quality.

Keywords: Teachers, Emotional Intelligence, Teaching Effectiveness, Secondary Education, Gender Differences, Educational Psychology.

1. INTRODUCTION

Since creativity is now seen as one of the most crucial traits for today's talent in the information economy, curriculum and instructional improvements must prioritize it. A kind of instruction called "teaching for creativity" (TfC) aims to encourage students' innovative thought processes or actions. How to actualize TfC has been a priority in teacher education research in recent years. Numerous research has shown the connection between creative abilities and learning as well as professional growth, self-efficacy, and teachers' well-being. The external school climate, (for example, teacher collaboration, school supplies and gear), teachers' participation

in school navigation, and internal teacher characteristics like teacher enthusiasm, metacognition, creativity convictions, and creative personality have all been concentrated on in relation to creative teaching in the past. Concentrates on what educators' emotional intelligence means for teaching for creativity, be that as it may, are not many. The connection between teachers' emotional intelligence and creativity has been the subject of individual research, although the discoveries have been blended. Various research in the area of teacher education have attested to the beneficial impacts of emotional intelligence on understudy performance. Teachers may be considered emotional labourers since research has shown that their feelings have an impact on their self-efficacy, teaching viability, burnout, and work satisfaction. The teaching of English as a foreign language (EFL) is an extremely emotional calling, and the emotional intelligence (EI) of EFL educators has a substantial impact on both the health of teachers and the education of understudies. It also has a special impact on the range of teaching strategies and creative teaching ideas that EFL teachers have. It follows that it appears sense to accept that emotional intelligence of educators impacts creative guidance. Be that as it may, the literature at present in publication has not had the option to reliably decide how teachers' emotional intelligence and creativity are related. In any case, not much research has taken a gander at why and how EFL teachers' emotional intelligence (EI) encourages understudies' creativity in the classroom. It's also unclear how instructors' Tfc, WE, and EI relate to one another. One may consider this to be a gap in the literature that has to be addressed. Accordingly, the goal of this research was to investigate the link between teachers' EI and Tfc as well as the part instructors' WE play in that relationship.

1.1. Research Objectives

- Examine the connection between TE and EI in instructors.
- Examine the variations in instructors' TE and EI according to their gender and length of teaching experience.
- Analyse how instructors' emotional intelligence affects TE

2. LITERATURE REVIEW

M. Abiodullah & M. Aslam (2020). This research used emotional intelligence to predict teacher involvement in government secondary schools. Knowledge of emotions helps individuals live more cheerfully and smoothly, making them happier than others. This quantitative study uses correlational research. Three hundred twenty secondary school teachers from five Lahore tehsils were stratified randomly selected. Secondary school instructors completed a closed-ended questionnaire. The survey found that most secondary school instructors had average emotional intelligence and engaged pupils well. Teachers' engagement and emotional attachment to kids were assessed. Teachers' emotional connection with school, colleagues, students, student-teacher relationship, and student success was assessed. Teacher attachment to school atmosphere, colleagues, and students was moderate. Therefore, instructors were engaged in class.

Valente, S., & Lourenço, A.A. (February 2020). Different research revealed that emotional intelligence improves conflict management. However, little research has examined how instructors' emotional intelligence affects classroom conflict management. The purpose of this research was to investigate the relationship between emotional intelligence and classroom peace-making as there is a significant knowledge gap about the relationship between instructors' emotional talents and classroom practice. Additionally, the study looked at how instructors' emotional intelligence was correlated with their orientation, years of teaching experience, and level of academic preparation. All all, 382 Portuguese teachers made up the sample. We used the Rahim Organizational Conflict Stock II—Portuguese Variant in School Setting, the Emotional Abilities and Skill Questionnaire for Teachers, and inquiries for personal and professional data. Teachers that are emotionally intelligent use strategies like seriously integrating and compromise refereeing to deal with classroom conflict, according to structural equation modeling. These outcomes recommend that teachers ought to get emotional ability training to work on their emotional intelligence and classroom peace making.

In 2020, Guo and Chen published a paper. The effects of instructional leadership and emotional intelligence on classroom teaching are the focus of this assessment of school administrators. On behalf of 54 different Chinese schools, 534 primary school teachers were sent a questionnaire. Dimensional levels were shown to be correlated with Wong's Emotional Intelligence Scale, Principal Instructional Management Rating Scale, and Instructional Strategy Scale, as indicated by structural equation presentation. Principals' emotional intelligence (EI) and instructional leadership behaviors impact teachers' pedagogical practices, according to the study's authors. Emotional intelligence for better teaching practices and standardized assessment are two of the most intriguing results.

J. Patti, R. Gómez-Leal, A. A. Holzer, C. Bradley, and P. Fernández-Berrocal (2022). This systematic audit utilizes PRISMA standards to examine school leadership-related emotional intelligence literature. The authors searched Eric education, PsycINFO, Scopus, and Brain research Database for relevant papers. They found 110 references utilizing search parameters. We methodically examined 35 publications utilizing severe choice strategies. The discoveries showed that emotional intelligence is essential for leadership and that mindfulness, self-management, and empathy are generally regularly utilized. The literature also shows that leader trust emphatically affects teacher satisfaction and performance. These outcomes may assist foster viable pre-administration and in-administration programs for imminent leaders and school administrators. Talking about research limitations and potential headings.

3. RESEARCH METHODOLOGY

Research Design: Research was done using correlational design. The study was descriptive and non-experimental.

Population and Sampling Procedure: The research addressed all secondary school teachers in India's Kanpur division's four districts. Sample selection used multi-stage random sampling. Two districts were randomly selected among the region's four districts using basic random

selection. Next, one tehsil was picked from each of the two districts. Next, thirty boys' and thirty girls' secondary schools were randomly picked from one tehsil in each district. This technique randomly selected 60 secondary schools, 30 boys' and 30 girls', in equal proportion. The census method was used to choose instructors to provide reliable data for the research. Final sample included 320 instructors from chosen secondary schools in India's defined area.

Research Instruments and Data Analysis: The researcher collected sample data using two closed-ended self-report measures. Both instruments were used in India. The 5-point Likert scale of Bar-On's (2002) "Emotional Remainder Stock Short structure" was utilized to assess teachers' emotional intelligence. With a reliability score of .92, this assessment measures intrapersonal, interpersonal, stress management, adaptability, overall state of mind, and favourable impression. To assess instructional efficacy, a 5-point Likert scale was created. This measure has four sub-variables: understudy teacher association, steady classroom climate, point ability and pedagogical understanding, and classroom management tactics, with 0.87 reliability. Data was gathered by the researcher face to face and via mail. The data was analysed utilizing Pearson correlation coefficient, one-way analysis of variance, free sample t-test, and linear relapse.

4. RESULT AND DISCUSSION

Table 1: Teachers' EI and TE Correlation

| Variable | N | R-value | Sig. |
|---|-----|---------|------|
| Teachers' Emotional Intelligence and Teaching Effectiveness | 320 | .884** | .001 |

With 320 samples, the table shows a link between instructors' emotional intelligence and teaching efficacy. These variables have a significant positive correlation (r-value) of 0.884**. The p-value (Sig.) of .001 indicates a significant association. This suggests that emotional intelligence and teaching efficacy are strongly linked. Higher emotional intelligence makes teachers more successful. This suggests that emotional intelligence may affect teaching quality, student engagement, and classroom dynamics.

Table 2: Independent sample t-test by gender for EI/TE components

| Subscale | Gender | N | Mean | SD | t | df | P |
|---------------|--------|-----|---------|---------|-------|---------|------|
| Intrapersonal | Male | 150 | 25.7412 | 3.4512 | 2.541 | 285.341 | .000 |
| | Female | 140 | 23.5410 | 4.53855 | | | |
| Interpersonal | Male | 155 | 29.1010 | 4.80697 | 1.540 | 214 | .145 |

| | | | | | | | |
|------------------------------|--------|-----|---------|---------|-------|---------|------|
| | Female | 144 | 27.6541 | 4.96503 | | | |
| Stress Management | Male | 154 | 17.4120 | 3.88766 | 2.641 | 214.841 | .020 |
| | Female | 150 | 16.2103 | 3.52665 | | | |
| Adaptability | Male | 174 | 20.5410 | 3.33907 | 3.501 | 147.455 | .002 |
| | Female | 144 | 18.4120 | 4.23176 | | | |
| Self-motivation | Male | 141 | 24.6541 | 4.10614 | 2.121 | 214 | .104 |
| | Female | 132 | 23.6412 | 4.41955 | | | |
| Positive Impression | Male | 154 | 20.3214 | 3.58704 | 1.154 | 350 | .125 |
| | Female | 140 | 19.2410 | 3.80961 | | | |
| Student-Teacher Relationship | Male | 155 | 25.1654 | 3.89216 | 2.641 | 296.074 | .001 |
| | Female | 121 | 23.8410 | 4.57936 | | | |
| Supportive Classroom Env. | Male | 154 | 21.1421 | 3.61001 | 2.541 | 201 | .065 |
| | Female | 165 | 19.5410 | 3.89815 | | | |
| Subject Expertise & Pedagogy | Male | 141 | 33.4101 | 5.17094 | 2.945 | 305.908 | .028 |
| Knowledge | Female | 144 | 32.2180 | 5.63841 | | | |
| Classroom Mgmt Strategies | Male | 188 | 10.8840 | 2.60135 | 2.748 | 277.271 | .001 |
| | Female | 154 | 12.9510 | 3.44912 | | | |

Emotional intelligence and teaching effectiveness mean scores and statistical significance are shown in the table. Male teachers outperformed their female counterparts in many areas, including: intrapersonal skills, stress management, adaptability, subject knowledge and pedagogy, and classroom management strategies. Interpersonal and Supportive Classroom Environment showed no statistically significant differences. These results imply gender differences in teaching ability, highlighting the need for additional research.

Table 3: Regression Analysis to Determine EI and TE Predictive Power

| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate |
|-------|------|----------|-------------------|----------------------------|
| 1 | .884 | .782 | .782 | 7.20756 |

The table shows Model 1 assessment metrics. This model's R is 0.884, showing a strong positive linear association between predictor variables and outcome variables. The R Square score of 0.782 suggests that the model's indicator variables explain 78.1% of the result

variable's variation. The Adjusted R Square, moreover 0.782, accounts for the model's indicator variables to additionally assess its explanatory power. The Standard Blunder of the Estimate, 7.20756, shows the average distinction among noticed and model-anticipated values. Model 1 fits the data well, with the predictor factors explaining a lot of the result variable's variability.

5. CONCLUSION

The study on secondary school teachers in the Kanpur division of India found a strong positive relationship between emotional intelligence and teaching effectiveness, with male teachers scoring higher in emotional intelligence aspects. However, differences in interpersonal and supportive classroom environments were not statistically significant. The study emphasizes the importance of addressing gender differences in emotional intelligence and suggests tailored interventions to improve teaching quality and outcomes for all educators.

REFERENCES

1. *Abiodullah, M., & Aslam, M. (2020). Emotional Intelligence as a Predictor of Teacher Engagement in Classroom. Bulletin of Education and Research, 42(1), 127-140.*
2. *Chen, J., & Guo, W. (2020). Emotional intelligence can make a difference: The impact of principals' emotional intelligence on teaching strategy mediated by instructional leadership. Educational Management Administration & Leadership, 48(1), 82-105.*
3. *Gómez-Leal, R., Holzer, A. A., Bradley, C., Fernández-Berrocal, P., & Patti, J. (2022). The relationship between emotional intelligence and leadership in school leaders: A systematic review. Cambridge Journal of Education, 52(1), 1-21.*
4. *Kauts, A., & Saroj, R. (2010). Study of teacher effectiveness and occupational stress in relation to emotional intelligence among teachers at secondary stage, 1(1)*
5. *Kumara, P. (2021). A study of the relationship between occupational stress and emotional intelligence of degree college teachers. Turkish Journal of Computer and Mathematics Education (TURCOMAT), 12(3), 3490-3493.*
6. *Mérida-López, S., Sánchez-Gómez, M., & Extremera Pacheco, N. (2020). Leaving the teaching profession: Examining the role of social support, engagement and emotional intelligence in teachers' intentions to quit.*
7. *Mustafa, M. Z. B., Nordin, M. B., Razzaq, A. R. B. A., & bin Ibrahim, B. (2020). Vocational College Teachers In Malaysia: Emotional Intelligence. PalArch's Journal of Archaeology of Egypt/Egyptology, 17(9), 5099-5106.*
8. *Ramana, T. V. (2013). Emotional intelligence and teacher effectiveness: An analysis. Voice of Research, 2(2), pp. 18-22.*
9. *Su, H., Zhang, J., Xie, M., & Zhao, M. (2022). The relationship between teachers' emotional intelligence and teaching for creativity: The mediating role of working engagement. Frontiers in Psychology, 13, 1014905.*
10. *Valente, S., & Lourenço, A. A. (2020, February). Conflict in the classroom: How teachers' emotional intelligence influences conflict management. In Frontiers in education (Vol. 5, p. 5). Frontiers Media SA.*

Author's Declaration

I as an author of the above research paper/article, hereby, declare that the content of this paper is prepared by me and if any person having copyright issue or patent or anything otherwise related to the content, I shall always be legally responsible for any issue. For the reason of invisibility of my research paper on the website/amendments/updates, I have resubmitted my paper for publication on the same date. If any data or information given by me is not correct, I shall always be legally responsible. With my whole responsibility legally and formally have intimated the publisher (Publisher) that my paper has been checked by my guide (if any) or expert to make it sure that paper is technically right and there in noun accepted plagiarism and hentriacontane is genuinely mine. If any issue arises related to Plagiarism/ Guide Name/ Educational Qualification/ Designation/Address of my university /college /institution / Structure or Formatting/ Resubmission /Submission /Copyright /Patent/Submission for any higher degree or Job/Primary Data/Secondary Data Issues. I will be solely/entirely responsible for any legal issues. I have been informed that the most of the data from the website is invisible or shuffled or vanished from the data base due to some technical fault or hacking and therefore the process of resubmission is there for the scholars/students who finds trouble in getting their paper on the website. At the time of resubmission of my paper I take all the legal and formal responsibilities, If I hide or do not submit the copy of my original documents (Andhra/Driving License/Any Identity Proof and Photo) in spite of demand from the publisher then my paper maybe rejected or removed from the website anytime and may not be consider for verification. I accept the fact that as the content of this paper and the resubmission legal responsibilities and reasons are only mine then the Publisher (Airo International Journal/Airo National Research Journal) is never responsible. I also declare that if publisher finds Any complication or error or anything hidden or implemented otherwise, my paper may be removed from the website or the watermark of remark /actuality may be mentioned on my paper. Even if anything is found illegal publisher may also take legal action against me

PARAMITA GHOSH
Dr. JAI NATH YADAV
