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Research Article

The Relationship between Emotional Intelligence and Teaching Effectiveness of Senior Secondary Teachers

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ABSTRACT

Emotional intelligence has been associated with improved stress control and may help senior secondary school instructors enhance their teaching efficacy. The current study looked on the relationship between emotional intelligence and teaching ability among senior secondary teachers in Gautam Buddha Nagar's various schools. Although there was no closely association between emotional intelligence and teaching effectiveness (p =.03), there was a statistically significant link between experienced instructors' teaching effectiveness. The outcomes of this study could be used to learn more about how emotional intelligence affects a teacher's capacity to teach effectively.

Keywords: Senior Secondary Teachers, Emotional Intelligence, Teachers' Teaching Effectiveness

Introduction

Teachers have a significant influence on students' educational performance, according to new studies. It has been demonstrated that the efforts of schools and instructors have a major influence on student progress. Differential instruction, in particular, has been shown to boost student success. It is widely acknowledged that there is a link between teacher effectiveness and teacher capability by education departments. "Boosting teacher effectiveness has a four-fold [impact] on results on students as compared to enhance school usefulness." according to Victoria's Department of Education and Training (2005a). According to Dembo and Gibson (1985), “Because of this link, discovering precursor’s efficiency and it’s vital to figure out how to improve teachers' opinions of their own efficiency."(p.177). According to Sutton and Wheatley (2003), "Differences in teachers’ reactions may play a role in considerable difference in instructor capability.” (p.339). As a result, More research into the link between teacher emotions and efficacy is needed. (2)

Teacher self-efficacy

Bandura's (1997) social cognitive theory gave rise to the phrase "teachers' self-perception."According to Bandura (1994), is defined as “individuals’ approach about their own capacities to achieve specific intensity of achievement that have an impact on these ideas "impact how people perceive, believe, encourage each other, and move," according to events that affect their lives, according to the study.
Persons with a set more tough goals if they have a greatest potency for themselves and stay more committed to them compared to those who are having ineffectiveness. (3) Teachers' self-perception relates to their ability to effect change and have an effect on student conduct’ and academic performance (4). Educators who have a "strong feeling of effectiveness about their education talents can encourage their pupils and improve their analytical growth," according to the study (5)"The work of establishing learning environments is mainly reliant on the abilities and opinion of yourself." (6).
Tschannen-Moran, et al. (1998) provide several studies have been published that indicated the significance of educators’ self - awareness and its influence on a large number of consequences of teaching and learning. Classroom behavior, effort, designing aims & objectives, responsive, creative & critical thinking, and willingness to attempt novel approaches, arrangement and administration skills, tenacity, flexibility, passion and love for teaching, and persistence in their chosen vocation are all examples of these results. Furthermore, teacher self-sufficiency has been linked to organizational health, school atmospheric conditions, monitoring of classes, and pupil’s self-perception, and has been found to effect student success, perspective, and psychological maturation.

Measuring teacher self-efficacy

Power of a person's trust in their capability to complete an activity as defined by Bandura. "The amount of specificity and variety of task demands included in self-efficacy assessments can be used to assess their appropriateness" (7). The original Teacher Efficacy Scale (TES) by Gibson and Dembo (1984) was created for a specific career and duties relevant to teaching. It's been tweaked to look at specific components of teacher efficacy, such as scientific instruction (8) and special education (9) as well as classroom management (10). While this scale received attention even with some flaws. (11), it is still widely used to assess teacher efficacy (12).

Findings regarding teacher self-efficacy

According to research, one of the most critical characteristics continuously linked to excellent teaching and student learning outcomes is teacher self-efficacy (13).

High-efficacy instructors were better at keeping pupil involved in pedagogy and "spending time in observing and investigating work done at one's seat (as in school "," according to Gibson and Dembo (1984), but educators that are ineffective had dearth of perseverance on the part of the students un-favourable criticism. (p.576). Studies of pre-service teachers continuously show that those are having top-level of self-sufficiency approach them with a more humane perspective (Woolfolk & Hoy, 1990), utilise more efficient lecture room management approaches and improve lesson presentation and analytical skills. (14)

Gender, age, experience, status, and efficacy

Various routes through life and people differ greatly in their abilities to govern their lives," according to Bandura (1994), effectiveness does not correspond with age. Coladarci and Breton's (1997) study, on the other hand, discovered a small but substantial positive association between the relationship between age and the effectiveness of one's own teaching when utilising the TES. Hoy and Woolfolk (1993) used an condensed form of the TES was used to discover minor correlations between teachers' effectiveness and their academic experience four years prior.

A research employing the Teacher Sense of Efficacy Scale (TSES) (15) found no marked differentiation in sex, as predicted. However, substantial disparities between experienced and rookie teachers were discovered in the same study. Imants and De Brabander (1996) found that various factors affect and effect teacher self efficacy based on their own study and utilising a modified version of the TES. School Ranking, gender, and years of experience are among them.

An educator' feeling of self-report may be influenced by their experience. Tsui (1995) discovered that " an academic skills in a classroom context is an overwhelming element in shaping one's sentiments of learning capableness" using a modified version of the TES (p.372). This conclusion is not surprising, given that Bandura (1997) defines as key elements of effectuality & credit, expertise and eventual happening were identified.

Relationship between teacher self-efficacy and emotional intelligence

According to Sutton and Wheatley (2003), "marked differences in educators' effectiveness may be due in part to differences in instructors' feelings" (p.339). Chan (2004) discovered that "the components of emotional intelligence were substantially predicted by self efficacy views" (p.15), and speculated that variations in instructors may influence this link.

Previous study has reduced focus on "Sentiments as a byproduct rather than a precursor" of self-sufficiency & faith (16). Research on the emotional connections between teachers and effectiveness beliefs is recommended by Emmer and Hickman (1991). "The analytical skills of numerous sources of facts leads to trust in potency (17) which Bandura refers to as "somatic information provided by physiological and emotional states," or a self-evaluation of a person's sentimental and intellectual state (18). Teachers' ability to properly deal with their own and others' responses or sentiments is a sign of ability to recognize, use, and control one's own sentiments' to alleviate tension, exchange ideas & thoughts'.(19)

Emotional intelligence

Goleman (1995) popularized the term emotional intelligence (EI), claiming that emotional intelligence "may be as potent, if not even more so, than I.Q." (p.34). In academic literature, it was initially described in 1990 as "the capacity to keep an eye on to recognize each other's sentiments, to distinguish between them, and to use this information to guide one's thought processes and activities."(20) "Aspects of emotional intelligence appear to be powerful ability, in the traditional way which can be evaluated.", according to an empirical research published that year (21). Mayer, Salovey, Caruso, and Sitarenios (2001) modified their definition to include "the capacity to identify the definitions of sentiments and their relationships along with rationale and problem solving skills based on them" (p.234). Others have used a different meaning of the term than this one (22). Thankfully, even when definitions differ, "they complement instead of clashing" (23).

Measures of emotional intelligence

Many of today's emotional intelligence tests, both ability (e.g., Mayer Salovey Caruso Emotional Intelligence Test [MSCEIT]) and self-report (e.g., Schutte Self-Report Inventory [SSRI]), are based on Salovey & Mayer's theoretical framework (1990). In 1997, Mayer and Salovey updated their prototype of emotional intelligence,

which includes four branches: "controlling," "comprehension," "utilizing" and "recognizing" sense of emotions (24). It is defined as both hierarchical and developmental, and on the basis of researchers' growing dedication to know emotional intelligence as a skill (25). Each of the four branches is assumed to reflect associated emotional intelligence characteristics, such as the capacity to recognize, manipulate emotions to aid cognition, comprehend and regulate emotions to support personal development. (26) .A teacher, for example, who has a poor score on the development of expertise for "tackling numerous sentiments' to enable alternate ways of issue resolution" can be aided by the number two branch of emotional intelligence " (27)

The creation of the Reactions to Teaching Situations measure (RTS) is based on the four sections of emotional intelligence (28). Perry et al. (2004) created the RTS to be used by instructors. The RTS presents respondents are asked to rate their chances of reacting in one of four ways in ten descriptions or definitions of frequent teaching settings, each of which corresponds to one of Mayer and colleagues' four branches of emotional intelligence (28).

Findings regarding emotional intelligence

While analysis of emotional intelligence is in starting phase, evidences have demonstrated that it "explains a wide range of real-world criteria even when many other accomplished metrics are taken into account." (29)

According to studies, those who claim to have a higher status of emotional intelligence also pay more attention to health and appearance, as well as have better connections with relatives (30). Similarly, Schutte et al (2001) discovered there is a strong link between societal & interpersonal skills with those with higher status of emotional intelligence reporting much higher marriage happiness than those with subordinate level.

Educators have judged students with greater emotional intelligence as being passive and more socially conscious than their companion, managers have found that customer care representatives with higher emotional intelligence, higher degrees of effectiveness than individuals with lower levels (31). Abraham (2000) discovered that individuals who were emotionally intelligent were happier in their profession and more dedicated to their institutions.

Gardner and Sough (2002) discovered a significant positive association between there is a considerable negative link between emotional intelligence and free-hand guidance, as well as transmuting guidance and emotional intelligence whereas no link between emotional intelligence and transferable leadership.

This research gives concrete facts to back up the theory that a leader's emotional intelligence has an impact on people in the organization as well as on results. (32). Gardner and Stough (2002) hypothesized that" Leaders who have a high EI are more motivated to achieve, to work more, to manage an successful team, and to be happier working with others." using the Swinburne University Emotional Intelligence Test (SUEIT), a self-report questionnaire for use in the organization. It is reasonable to anticipate that leaders with poor EI are unlikely to be effective."(Pp.75-76).

Gender, age, experience, status and emotional intelligence

Females have considerably greater rated emotional intelligence than males, according to Schutte et al. (1998) and Van Rooy, Alonso, and Viswesvaran (2005). Atkins and Stough discovered a similar finding (2005). On self-assessments of emotional intelligence, men outperform women. According to these scientists, since females may be more self-derogatory on self-report measures.

Other research have shown strikingly similar results. (33). On average, women outperformed males in terms of emotional intelligence. These studies' sample groups are very similar to many other studies in emotional intelligence research, with other institutions pupils', number of women (in early twenties) are more than men in the sample. As a consequence, it's unclear if the findings would apply to other groups. (34)

Emotional intelligence should either improve with age and experience, like with other intellectual talents (35) or at the very least fluctuate with age to be considered an intelligence (36). The association between age and emotional intelligence was studied using the MSCEIT and the SUEIT in a publication by Atkins and Stough (2005). Only the SUEIT subscale 'Emotions direct cognitions' was shown to have a substantial and positive relationship with age, especially among female executives. When tested by the MSCEIT, however, for total emotional intelligence or any of the four components of emotional intelligence, there were no significant age impacts. However, the outcomes of these research might be influenced by the narrow age and experience ranges used in these investigations, making it harder to discern connections with emotional intelligence (Schaie, 2001).

The MSCEIT and EQ-i:S manuals present the most persuasive evidence for an age-related link between emotional intelligence. (37). Nonetheless, the size of the age effect appears to be fairly little (38). According to the findings of an Australian study, there is a small but substantial relationship between age and emotional intelligence (39). According to evidences, the link between age & experience with emotional intelligence was weak. Years of teaching experience (university studies) was associated with overall emotional intelligence and but only moderately, according to Day and Carroll (2004).

Administrative team may have higher emotional intelligence than those in more broad roles in institutions. (40) Corroborating prior claims that emotional intelligence is linked to higher occupational status and performance (41). More future studies are required in this regard.

The study
The recent study looked at the link between emotional intelligence and self-efficacy in a group of Indian Senior Secondary teachers, as well as the extent to which gender, age, teaching experience, and position influence this association.

Hypotheses:
a) Teachers with higher emotional intelligence also had better self-efficacy, and vice versa.
b) The relationship between emotional intelligence and self-efficacy may be influenced by gender, age, teaching experience, and current status within the institution.

Procedure
After receiving required ethical permissions from the district inspector of schools, Gautam Budhha Nagar on Ethics in Human Research, and the administration of the schools where the instructors worked, participants were chosen. For the sake of convenience, seven government schools and five private schools were chosen, with a sample of instructors drawn from each. During several sessions in each school, they were instructed on the domains of the questionnaire. The survey was to be completed anonymously by the participants. Out of 150 questionnaires, 70% was filled. For analysis, data was gathered and placed into an SPSS data file. No information on specific instructors or schools was classified.

Participants
There were 63 females (60%) and 42 males among the 105 participants (40 percent). One of the participants did not state his or her gender (0.5 percent).
Their ages varied from 28 to 55 years old, with a mean of 38.60 years (SD = 7.40), a mode of 51 years, and a median of 48 years.
Participants' years of teaching experience varied from one to forty-three. The median duration was 21 years, with a mean length of 19.71 years (SD=10.19), a mode of 30 years, and a mean length of 19.71 years (SD=10.19).

Measures
The Reactions to Teaching Situations (RTS) (42) was used to test the notion of emotional intelligence, and to assess personal teaching efficacy, the Teaching Efficacy Scale (TES) (43) was utilised.
The RTS (44) has been preferred for its logical validity (alpha reliability 0.82) and concept validity as an emotional intelligence exam. The RTS is made up of 10 scenarios that instructors are likely to meet in the classroom. There are four different reaction answers for each event. Subjects are asked to predict how likely they are going to feel and think in a specific way right soon. A 5-point Likert scale is used to assess likelihood, with 1 indicating "never probable" and 5 indicating "always likely."
The TES (45) was created to assess the concept of teacher efficacy. There are 30 statements in total on the scale. On a 6-point Likert scale, participants are asked to assess their acceptance with each topic, with 1 indicating "Strongly Disagree" and 6 indicating "Strongly Agree." Twelve of the questions are negatively stated, which necessitates reverse scoring before analysis to obtain mixed scores. The measure, on the other hand, is factorially complicated. (46).
As indicated by earlier studies, such as Woolfolk & Hoy (1990), a logical thinking (using principal components) of the TES questions was conducted for this study in order to find the packed elements with which to assess the importance of personal teaching efficacy. The 17 items with a loading of >0.30 on the first rotated component were employed as a measure of teacher self- efficacy, and this collection of items is compatible with prior research findings (47).
Bandura's efficacy concept is reflected in the 17 elements of the Personal Teaching Efficacy Factor. Because it is applicable to a wide spectrum of teachers, the Personal Teaching Efficacy measure was chosen for this study , has sufficient dependability for the things that make up the measure (0.84 for this study), and credible links between personal teaching efficacy and teacher effectiveness have been made in the literature.

Results

An analysis of pilot study was conducted, after then, the means of independent groups are compared and an examination of bivariate correlations between continuous variables.
The association between emotional intelligence and personal teaching efficacy was investigated to test the first hypothesis. Gender, age, length of teaching experience, and current position all had a role in the link between emotional intelligence and personal teaching efficacy, according to a series of regression analyses.

Preliminary analysis
For regression analysis, the sample size surpassed the minimal criterion (48). According to a check of Tolerance statistics, the premise of multi-colinearity among independent variables was not broken. When comparing Mahalanobis distance to the crucial Chi-square, no outliers were discovered (49). When the residuals scatter plots and normal probability plots were inspected. There were no substantial deviations from the normality,

linearity, residual independence, or homogeneity of variance assumptions. It was not necessary to use variable transformation.

The highest possible score for emotional intelligence was 170 out of 200. The highest score for personal teaching efficacy was 99 out of a possible 102. Two separate samples the emotional intelligence and personal teaching efficacy scores of males and females were compared using t-tests. Males (M=138.19, SD=14.83) and females (M=144.48, SD=12.33; t(199)= -3.22, p=.001) had significantly different emotional intelligence scores. The size of the mean differences (eta squared =.05) was small. Males (M=70.34, SD=9.90; t(207)= -1.38, p=.17) and females (M=72.33, SD=10.08; t(207)= -1.38, p=.17) had similar personal teaching efficacy scores. The size of the mean differences was extremely modest (eta squared =.01). Age and emotional intelligence had a r=.17 (p.05) association, while age and teacher self-efficacy had a r=.13 (p.05) relationship (ns).

Hypotheses testing

There was an average positive relationship between emotional intelligence and personal teaching efficacy (r =.38, p.01). Emotional intelligence may account for roughly 14% of the differences in personal educator self-effectiveness, according to the R-squared (was 0.14). Because of the magnitude of this relationship, it appears that high levels of emotional intelligence are linked to high levels of personal teacher efficacy.

Moderation

Regression analysis, according to Baron and Kenny (1986), can be used to investigate average consequences between quantitative variables. Four typical multiple statistical methods were performed. Before completing the analysis, the analysts (emotional intelligence) and average variables were focused to limit the possibility of multiple correlation between the intercommunication words and items (50). Each participant's centered score was calculated by deducting the scale's mean from the individual's score. The centered variables were multiplied together to indicate the interaction between predictor and moderator.

Personal teaching efficacy was used as the outcome variable, while emotional intelligence, the mediator, and the communication term were all included in the analysis. When the intercommunication term is found to be connected to the dependent variable (p.05). There is evidence of a moderator effect in addition to the main impacts of the determinants and facilitators variables (51). As a result, the moderator (gender, for example) is considered to have an impact on the link between emotional intelligence and personal teaching efficacy. Post-hoc studies would be performed on significant interactions to determine the circumstances in which the mediator has an impact on the relationship between the analyst and the outcome variable (52).

The results of the four statistical research studies are shown in Table 1 done to look for probable moderating effects.

1st Table: Summary of conventional regression analysis for factors hypothesized to be potential moderators:

Variable	Direct effects	Moderation	Unique	contribution	
(a) Gender	emotional intelligence		t=5.80***	not found	beta = .40
(b) Age	emotional intelligence	t=5.99***	not found	beta = .40	
(c) Experience	emotional intelligence	t=5.62***	experience t = 2.73**	not found	beta = .37, beta = .18
(d) Status	emotional intelligence	t = 5.24***	status t = 3.60***	not found	
Beta = .34	beta = .24	**p<.01, ***p<.001			

Table 1 shows that there is no evidence of association between the putative moderators in predicting personal teaching efficacy. There was no substantial moderation effect in any of the four regressions, just evidence of some significant direct impacts. Emotional intelligence was found to be a very important determinant of personal teaching efficacy in each situation, with substantial beta values in each example (range between 0.34 and 0.40). Longevity of teaching experience (beta value 0.18), as well as present position, and had substantial direct effects (beta value of 0.24).

When the influence of the four alternative moderators is adjusted for, these findings show that emotional intelligence makes a significant contribution to understanding personal teaching efficacy. The length of one's teaching career and present standing both contribute significantly to one's uniqueness. The following investigations investigate the improvement made by current status, which is regarded to be significant and unique.

Emotional intelligence and current status

The differences in emotional intelligence scores for the five level of groups: graduate, accomplished, expert, and leading teachers and principals were investigated using a one-way between-groups multivariate analysis (ANOVA). The ANOVA revealed a statistically significant difference between the five level of groups [F (4, 200) =3.21, p=.01]. The emotional intelligence means for each of the five status categories are plotted in Figure 1. It's worth noting that the means for Leading Teachers and Principals are greater than the rest of the group. The effect size was 0.06 when computed using eta squared.

Personal teaching efficacy and current status

A one-way between-groups analysis of variance was used to look at the variations in personal teaching efficacy ratings for the five status groups: graduate, accomplished, expert, and leading teachers and principals

(ANOVA). For the five status groups, the ANOVA revealed a statistically significant difference [F (4, 204) =6.52, p=.000]. The effect size was 0.11 when computed using eta squared.

Discussion

This study looked at the relationship between emotional intelligence and teacher self-efficacy in a group of senior secondary teachers from G B Nagar, as well as the extent to which this relationship is mediated by gender, age, teaching experience, and position. It also favored our hypothesis. The findings of this investigation provide credence to the first theory. Emotional intelligence was shown to be positively connected to teacher self efficacy, as predicted. The modest relationship between emotional intelligence and teacher self efficacy discovered in this study lends empirical credence to the theorized link between the two dimensions. The assumptions that the factors of age, duration of teaching experience, and present position would moderate the association were not validated. The association between emotional intelligence and teacher self efficacy was not significantly influenced by any of the hypothesized modifiers. Substantial effects were not found, implying that no any facilitators had a substantial impact on the association.

On the other side, a teacher's perception of efficacy is linked to their years of teaching experience and rank. However, status has a greater impact on teacher self-efficacy than experience, and neither status nor experience has as strong an impact on a teacher's feeling of efficacy as emotional intelligence. Even after adjusting for the impacts of gender, age, experience, and position, emotional intelligence was found to be a substantial predictor of efficacy. Emotional intelligence and status explained 20% of the variance in personal teaching efficacy when combined, with emotional intelligence contributing more to the projected model than the other two variables.

This is a crucial realization. Teacher self-efficacy is linked to student accomplishment and is a powerful predictor of behavior. This study discovered that a teacher's level of emotional intelligence is linked to their sense of efficacy, independent of gender, age, position, or experience. This research may be utilized to enhance training programmers aimed at improving the emotional intelligence of all instructors.

Emotional intelligence and teacher self efficacy

Teachers in G B Nagar's senior secondary schools are supposed to "create a congenial and a classroom that is safe and orderly and focused on learning", which depends heavily on the teacher's emotional intelligence. Teachers must also teach 'necessary knowledge,' which include self-instructed and social pedagogy areas that involve emotional intelligence abilities (Department of Education & Training, 2005b).

Emotional intelligence is higher in females, older instructors, and those in higher-level employment than in younger teachers, men, and those in lower-position jobs. According to the present study. It might be claimed that training programmes to develop emotional intelligence would be beneficial, especially for younger instructors, men, and those in lower status jobs.

The current study found that neither gender nor age had a significant impact on teacher self-efficacy, which is in line with Tschannen-Moran & Woolfolk Hoy's (2002) academic and experimental research. The current findings, on the other hand, revealed substantial relationships between self-effectiveness and expertise, as well as efficiency and designation, which is constant with earlier studies (53). Teachers with higher level in the hierarchy, such as Leading Teachers and Principals, have a greater sense of effectiveness than Graduate Teachers with lesser status. This demonstrates a relationship between efficacy and current status, which is in line with previous studies suggesting that a teacher's sense of efficacy is influenced by their position in the school hierarchy (54).

Finding measures to improve efficacy for instructors with less experience and at the bottom of a school's hierarchy is critical. This initiative provides funds for the creation of training programs to teach the skills associated with emotional intelligence in order to improve instructors' judgments of their own competence, with a concentration on low skilled educators and those in low-rank jobs.

Implications

Before then, "Efficacy has been linked to crucial outcomes, according to study. However, little research has been done on our potential to impact the efficacy of teachers "(55). According to recent findings, instructors who report greater levels of emotional intelligence also have a better feeling of self-awareness. Importantly, this association occurs regardless of the teacher's gender, age, experience, or rank.

It's feasible that improving a teacher's emotional intelligence can help them feel more efficacious. Because a high sense of efficacy is linked to important results like student learning and teacher effectiveness, it's possible that this will result in higher student achievement.

This is a case for emphasizing emotional intelligence talents in pre-service and in-service teacher training programs.

Finally, the results of this study backed up the theory that emotional intelligence is linked to teacher self-efficacy. As expected, female instructors described greater degree of emotional intelligence than male instructors.

Emotional intelligence was strongly connected to age and status, whereas personal teaching efficacy was highly related to experience and status. None of the hypothesized moderators, on the other hand, had a significant

effect on the connection between emotional intelligence and effectiveness. Emotional intelligence is a strong determinant of efficacy, even after adjusting for sex, age, experience, and current position. Assisting teachers in developing emotional intelligence could boost their sense of efficacy. Because teacher self-efficacy is linked to student achievement, increasing teachers' emotional intelligence could help students achieve better results.

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