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Impact of emotional intelligence on teaching effectiveness of private secondary school teachers

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Abstract
The study aims to measure the relationship and impact of emotional intelligence on the teaching effectiveness of Private secondary school teachers of Aligarh District, Uttar Pradesh, and data was collected adopting a simple random sampling technique. The sample size of the study consists of 155 total teachers of private schools including both genders. SPSS analysis was done to carry out the results. Two standardized questionnaires were used having good reliability and validity. Correlation and regression statistics were used for analysis. The findings of the study revealed that Emotional intelligence has played a crucial role in the teaching effectiveness of private secondary school teachers either male or female. As results are highly significant and strongly correlated indicating that for effective teaching in the classroom emotions of a teacher are very important for better outcomes of educational objectives. The research's primary weaknesses are its limited sample size and the unwillingness of respondents to complete the questionnaire. The study has several implications for education researchers, education policymakers, school administration, etc. to focus on generating emotional intelligence among secondary school teachers as well as teaching effectiveness by incorporating better practices in school in order to ensure quality teaching.

Keywords: Emotional intelligence, teaching effectiveness, secondary school teacher

Introduction
Emotional intelligence (EI) is the capacity to recognize, make constructive use of emotions and regulate one's feelings to reduce stress, communicate clearly, show empathy for others, get things done, and break down boundaries (Siddique *et al*., 2020) [17]. Many books and articles are credited for popularising the term and idea of emotional intelligence (EI) (Goleman, 1998; Salovey, P. and Mayer, 1990) [6, 15]. Because of their strength, emotions were sometimes referred to Latin term as "motus anima," which literally translates to "the spirit that moves us." a kind of intelligence characterized by the ability to monitor one's own and others' feelings and emotions, to distinguish between them, and to use this information to inform decisions and actions (Salovey, P. and Mayer, 1990) [15].

Numerous definitions have sought to explain EI as a construct and how it affects performance at the professional level. Thorndike introduced the term "social intelligence" for the first time (Thorndike, 1920) [19].

Traditionally it was thought that emotions have no role to play in intelligence. However, with progressing research and discoveries in psychology, this conventional view has been found to be lopsided. Various research revealed the importance of feeling while thinking. Thus, emotion and intelligence are synergistic with each other, and the balance between the two ensures the success and well-being of a person (Maamari & Salloum, 2023) [11].

"Teacher effectiveness is derived from two words teacher and effectiveness. A teacher provides knowledge to the students, and effectiveness is the quality of success in creating the desired outcome" (Jha & Singh, 2012) [10].

"Teachers that have high EI abilities also have high teaching effectiveness scores, proving a good correlation between emotional intelligence and classroom teaching success" (Hassan, N., Jani, S.S., Som, R.M., Abd Hamid, N.Z. and Azizam, 2015; Penrose, A., Perry, C. and Ball, 2007) [7, 14]. "Emotionally intelligent teachers have the capacity to up-regulate their positive emotions and down-regulate their negative emotions, which ultimately increases their productivity and effectiveness in the classroom" (Sutton, R.E. and Harper, 2009) [18]. High emotional intelligence teachers are regarded as good role models because they establish positive relationships with their students, effectively control classroom dynamics, and manage student behavior (Jennings, P.A. and Greenberg, 2009) [9]. Being subjective, the idea of a good teacher can imply different things to different people.

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It has been explained by some researchers as teacher characteristics (Jha & Singh, 2012) [10] whereas, other researchers are more concerned with the teaching processes or the teaching outcomes (Flander, N. A., & Simon, 1969) [4]. Teacher effectiveness in this study was defined as having good academic and professional knowledge with a clear understanding of the subject matter, good lesson planning with clear objectives, organized and systematic presentation of the concepts with appropriate learning materials, ability to successfully communicate knowledge to students, classroom management, positive attitude towards students and colleagues, result from feedback accountability. Effective instructors constantly accomplish objectives related to students' learning, whether directly or indirectly. The tactics they use to do this must be adjusted to reflect shifting requirements and priorities in teacher education. Any school must carefully choose its teachers in order to be successful. A good teacher needs to possess a specific set of skills and credentials.

Emotional Intelligence and teaching effectiveness are interrelated concepts that are widely studied in many types of research all around the world. Emotional Intelligence plays a significant role in framing a personality. When discussing a teacher, many factors are responsible and affect teaching. But Emotional Intelligence is responsible for a teacher's thoughts, feelings, actions, and balance in a classroom setting. As the secondary school stage is very crucial. The teachers must be in good physical and mental health as well as financial, physical, and emotional security. They will be able to flourish as teachers and easily manage diversity in the classroom if they possess these qualities. To help instructors nurture good abilities in their children, school administrators must give them the appropriate training on emotional health and psychological well-being. Every city in India is seeing an increase in the number of private schools enrolling more pupils than public schools on average. Therefore, it is essential to research the level of teaching efficiency in private schools as well as the factors that influence it.

Objective of the Study
To find out the relationship of teaching effectiveness with emotional intelligence of private secondary school teachers.

Sub-Objective
To find out the relationship of teaching effectiveness with Emotional Intelligence of Male private secondary school teachers

To find out the relationship of teaching effectiveness with Emotional intelligence of Female private secondary school teachers

To find out the effect of Emotional Intelligence on Teaching Effectiveness of private secondary school teachers.

Sub -objectives
To find out the effect of Emotional Intelligence on Teaching Effectiveness of Male private secondary school teachers
To find out the effect of Emotional Intelligence on Teaching Effectiveness of Female private secondary school teachers.

Hypotheses of the Study
Null hypotheses have been formulated to test above objectives

H_0 1 There is no significant relationship of emotional intelligence with teaching effectiveness of private secondary school teachers.
H_0 1.1 There is no significant relationship of emotional intelligence with teaching effectiveness of Male private secondary school teachers.
H_0 1.2 There is no significant relationship of emotional intelligence with teaching effectiveness of Female private secondary school teachers.
H_0 2 There is no significant effect of emotional intelligence on teaching effectiveness of private secondary school teachers.
H_0 2.1 There is no significant effect of emotional intelligence on teaching effectiveness of Male private secondary school teachers
H_0 2.2 There is no significant effect of emotional intelligence on teaching effectiveness of Female private secondary school teachers

Methodology
Sample and Sampling Technique
In this study, a quantitative approach and descriptive survey method were used. The study's target population consists of 155 teachers from private schools in Aligarh district. Out of total, 76 were male, and 79 were female. A random sampling technique was used to collect the data. Two variables are used in the study, one dependent variable (Teaching effectiveness) and one independent variable (Emotional Intelligence). Standardized tools were used for the collection of data.

Instrument Used
Shallu Puri and Professor S.C. Gakhar devised the teacher effectiveness scale. The scale is confirmed to be dependable by the coefficient of correlation between the two tests, which was determined to be 0.76 and significant at the.01 level of significance. The scale was approved using the "content validity" standard. Content validity is concerned with the appropriateness of sampling from a given content universe (Shallu Puri, 2010) [16].
Emotional intelligence scale developed by Arun Kumar Singh and Shruti Narain The test re-test reliability was calculated by administrating the test coefficients, which was significant at the .01 level. The concurrent validity was found to be 0.86, which was significant at a .01 level (Arun Kumar Singh & Shruti Narain, 2019) [1].

Result of the Study
The Pearson product-moment correlation was applied to study the above-stated objective, the relationship between the criterion and predictor variables. For the group of Secondary school teachers of Private schools, the calculated values of correlations between the predictor variable and the criterion variable are given in the tabular form in the following table.

Table 1: Correlations between the Criterion Variable and Predictive Variable among Private secondary school Teachers

Predictive Variables	Criterion Variables (Teaching Effectiveness) N=155
Emotional Intelligence	.768**

**Correlation is significant at the 0.01 level (2-tailed)
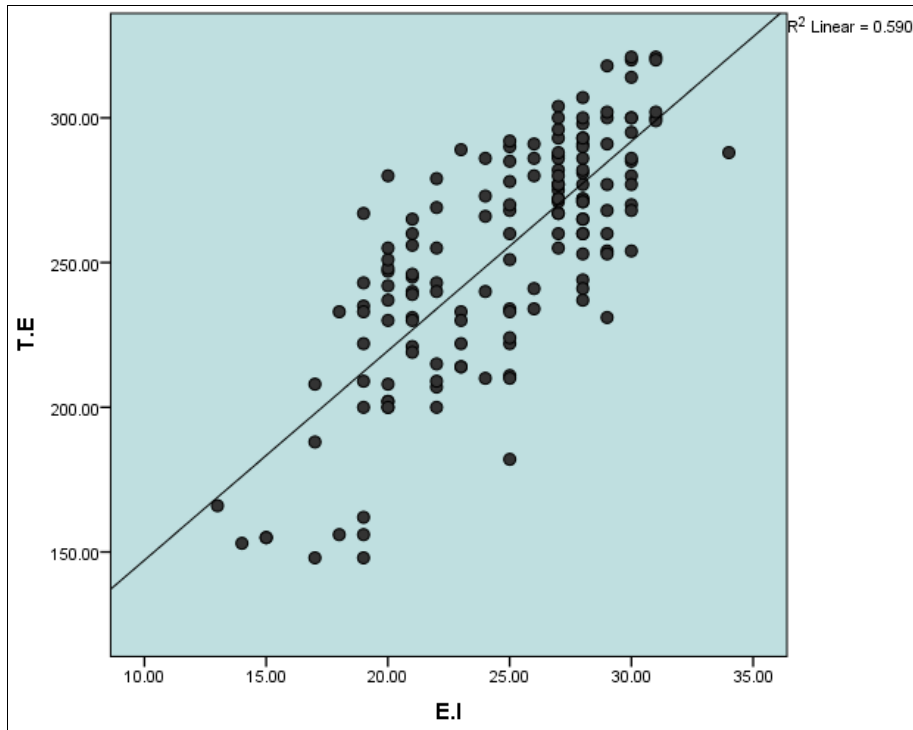
Fig 1: The Scatter Plot of Correlation between Teaching Effectiveness and Emotional Intelligence of Total secondary school Teachers of Private schools.

Table 2: Correlation between the Criterion Variable and Predictive Variable among Male Private secondary school Teachers

Predictive Variables	Criterion Variables (Teaching Effectiveness) Male N=76
Emotional Intelligence	.743**

**Correlation is significant at the 0.01 level (2-tailed)

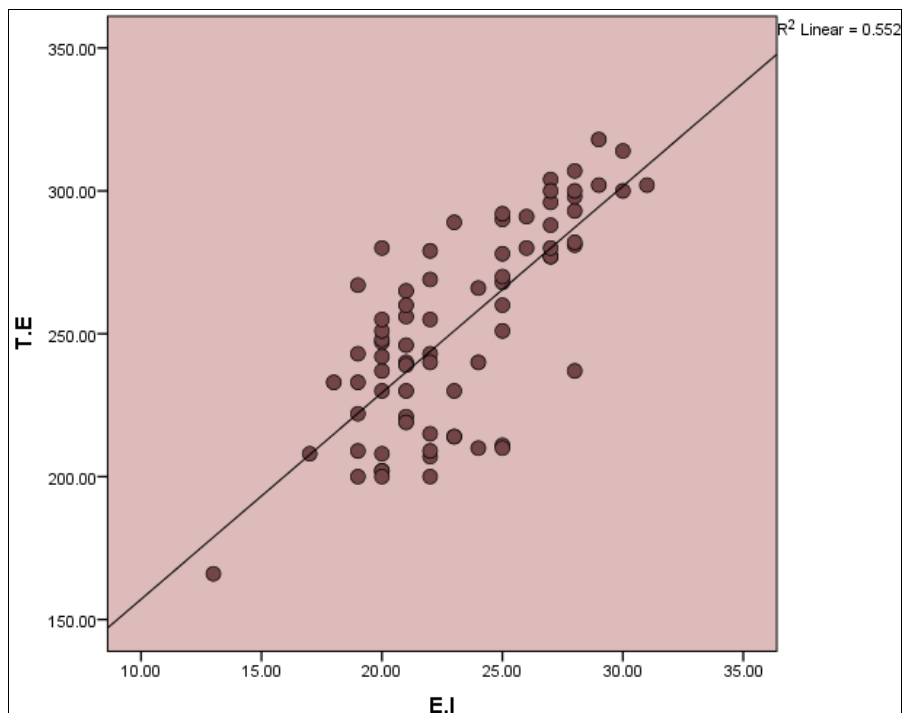

Fig 2: The Scatter Plot of Correlation between Teaching Effectiveness and Emotional Intelligence of male secondary school Teachers of Private schools.

Table 3: Correlation between the Criterion Variable and Predictive Variable among Female Private secondary school Teachers

Predictive Variables	Criterion Variables (Teaching Effectiveness) Female N=79
Emotional Intelligence	.856**

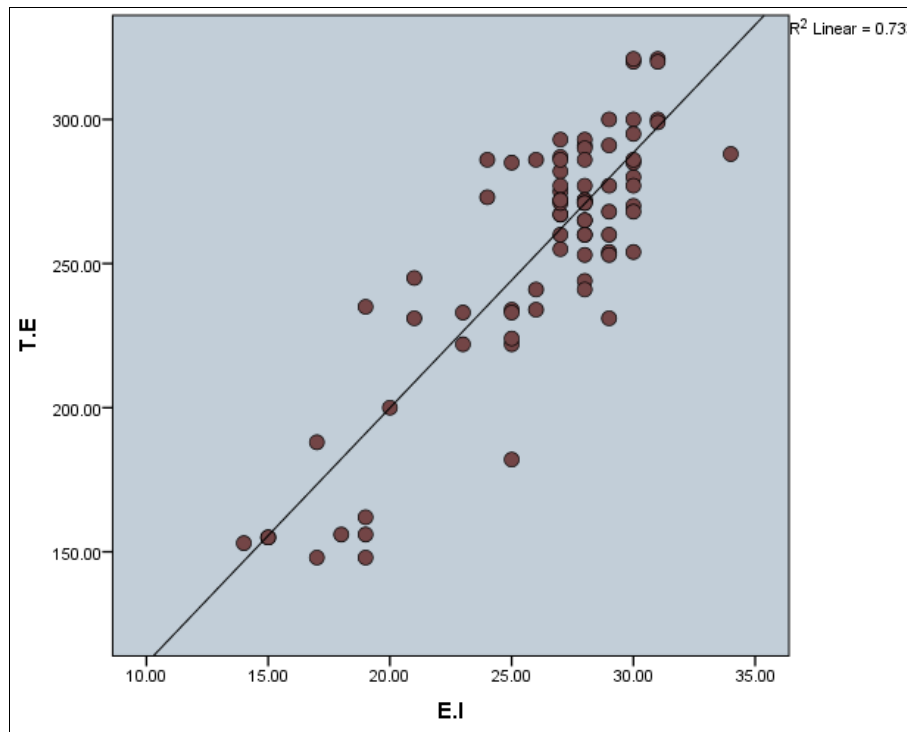**Correlation is significant at the 0.01 level (2-tailed)

Fig 3: The Scatter Plot of Correlation between Teaching Effectiveness and Emotional Intelligence of female secondary school Teachers of Private schools.

For testing the above-stated hypothesis linear regression analysis was used. The following table presented the related data as follows.

Table 4: Model Summary of Linear Regression Analysis

Predictive Variables	R	R^2	R^2 change	F-change	Sig.
Emotional Intelligence	.768	.590	.590	220.469	.000

**Significant at 0.01 level

Table 5: Summary of ANOVA for Regression Analysis

Source of Variation	Sum of Squares	df	Mean Square	F	Sig.
Regression	144264.027	1	144264.027	220.469	.000
Residual	100115.741	153	654.351		
Total	244379.768	154			

Table 6: Coefficient of Regression Analysis

Predictive Variables	Unstandardized Coefficients B Std. Error		Standardized Coefficients β	t-value	Sig.
(Constant)	74.832	12.243		6.112	.000
Emotional intelligence	7.235	.487	.768	14.848	.000

Table 7: Model Summary of Linear Regression Analysis (Male Private)

Predictive Variables	R	R^2	R^2 change	F-change	Sig.
Emotional Intelligence	.743	.552	.552	91.019	.000

**Significant at 0.01 level

Table 8: Summary of ANOVA for Regression Analysis (Male Private)

Source of Variation	Sum of Squares	df	Mean Square	F	Sig.
Regression	51424.017	1	51424.017	91.019	.000
Residual	41808.510	74	564.980		
Total	93232.526	75			

Table 9: Coefficient of Regression Analysis (Male Private)

Predictive Variables	Unstandardized Coefficients B Std. Error		Standardized Coefficients β	t-value	Sig.
(Constant)	84.841	17.792		4.768	.000
Emotional intelligence	7.227	.757	.743	9.540	.000

Table 10: Model Summary of Linear Regression Analysis (Female Private)

Predictive Variables	R	R^2	R^2 change	F-change	Sig.
Emotional Intelligence	.856	.733	.733	211.492	.000

**Significant at 0.01 level

Table 11: Summary of ANOVA for Regression Analysis (Female Private)

Source of Variation	Sum of Squares	df	Mean Square	F	Sig.
Regression	110572.379	1	110572.379	211.492	.000
Residual	40257.114	77	522.820		
Total	150829.494	78			

Table 12: Coefficient of Regression Analysis (Female Private)

Predictive Variables	Unstandardized Coefficients B Std. Error		Standardized Coefficients β	t-value	Sig.
(Constant)	22.798	16.203		1.407	.163
Emotional Intelligence	8.857	.609	.856	14.543	.000

Discussion

The correlations between Teaching Effectiveness and Emotional Intelligence were examined using the Pearson product-moment correlation coefficient to evaluate H_01, and the results are shown in Table-1.

The significance level for correlation is 0.01 (2-tailed) coefficient of correlation was calculated for the total sample (155) of private secondary school teachers, which are found to be highly positive and highly significant at 0.01 level of

significance, r = .768, N= 155, p< 0.01 This indicates that emotional intelligence is highly positive and significantly related to the criterion variable, i.e., Teaching Effectiveness. So, the Null Hypothesis is rejected.

The data points on the scatter plot figure-1 closely resemble a straight line, ensuring a positive linear correlation between Teaching Effectiveness and Emotional Intelligence. It represents that any increase or decrease in the predictor variable Emotional intelligence, is liable to cause similar changes in the criterion variable, Teaching Effectiveness. In addition, Emotional intelligence (self-control of mood, self-presentation, and empathy) with affective trait domains influenced work success, according to a study by Fox and Spector (Fox, S., & Spector, 2000) [5]. Mayer and Cobb's study indicated that Emotional intelligence caused to appear in job performance (success) and interpersonal reactions (Biswas *et al*., 2019) [2].

To test $H_0 1.1$ and $H_0 1.2$, the Pearson product-moment correlation coefficient was used to analyze the relationships between Teaching Effectiveness and emotional intelligence on a gender basis, and the results are given in table-2 and 3. Null hypotheses are rejected for both objectives as the results are highly significant and strongly correlate with each other show directly proportional to each other. The value of r = .743, N = 76, p< 0.01 shown in table-2 is for the male sample. So, null hypothesis 1.1 is rejected.

The data points on the scatter plot Figure-2 closely resemble a straight line which ensures a positive linear correlation between Teaching Effectiveness and Emotional Intelligence. It represents that any increase or decrease in the predictor variable Emotional intelligence, is liable to cause similar changes in the criterion variable, Teaching Effectiveness. A positive and significant relationship was found between emotional intelligence skills and teaching effectiveness in the study among lecturers at University Teknologi MARA (UiTM), Puncak Alam, Selangor. Having high emotional intelligence skills, lecturers had high self-confidence and commitment towards their job (Hassan, N., Jani, S.S., Som, R.M., Abd Hamid, N.Z. and Azizam, 2015) [7].

For the sample of female Private secondary school teachers, the table-3 shows the correlation coefficient between Teaching Effectiveness and Emotional intelligence, which is significant as r = .856, p<0.01. The data points on the scatter plot figure-3 closely resemble a straight line, ensuring a positive linear correlation between Teaching Effectiveness and Emotional Intelligence. It represents that any increase or decrease in the predictor variable Emotional intelligence, is liable to cause similar changes in the criterion variable, Teaching Effectiveness. Null hypothesis 1.2 is rejected.

Highly Emotional Intelligent people perform better at work and stay away from stressful work conditions in order to comprehend objectives and recognize their significance (Goleman, 1998) [6]. They are able to accomplish personal goals thanks to their improved judgment skills and more task-oriented

Several researches and theories of Emotional intelligence support the claim that an emotional quotient is an essential tool for success (Salovey, P. and Mayer, 1990) [15].

For testing hypothesis $H_0 2$ (There is no significant effect of emotional intelligence on teaching effectiveness of private secondary school teachers), regression analyses were used, and a total of three tables were formed tables- 4, 5, and 6. Table-4 indicates a model summary of regression analysis R

in the model represents the correlation between the observed and predicted values of the dependent variable, which is in the model found to be 0.768. Thus, this model shows the correlation between Teaching Effectiveness and Emotional Intelligence. Further, table-4 R^2 depicts the square of this measure; hence it shows the portion of the total variability in the dependent variable, i.e., T.E, which is explained by the independent variable, emotional intelligence. We can report that 59% of the variability is caused due to Emotional Intelligence.

It is evident from the Table-5, Summary of ANOVA for Regression Analysis, that the model has a statistically significant F-ratio that is 220.469, p<0.01. This represents that the regression model is acceptable and that Emotional intelligence significantly affects teaching effectiveness. The standardized coefficients (β), bearing t values for the predictor Emotional intelligence which is found to be confident and significant at the 0.01 level. Further, it shows that Emotional intelligence (β = .768, t = 14.848, p< 0.01) in table-6 has the strongest predicting power in predicting teaching effectiveness. It is also inferred from the table that each unit increase in Emotional intelligence (predictive variable) will increase in the T.E (Hypothesis is rejected).

In order to test the null hypothesis $H_0 2.1$ regression analysis was done. Table-7, 8, and 9 are formed.

Table-7 states that R in the model represents the correlation between the observed and predicted values of the dependent variable, which is found to be 0.743 in the model. Thus, this model shows the correlation between Teaching Effectiveness and Emotional Intelligence. Further, table-7 R^2 depicts the square of this measure; hence it shows the portion of the total variability in the dependent variable, i.e., T.E, which is explained by the independent variable, emotional intelligence. We can report that 55.2% of the variability is caused due to Emotional Intelligence. The model has a statistically significant F-ratio of 91.019, p<0.01, shown in table-8. This represents that the regression model is acceptable and the E.I is significantly affecting teaching effectiveness. The standardized coefficients (β), bearing t values for the predictor E.I, which is found to be confident and significant at the 0.01 level. Further, it shows that Emotional intelligence (β = .743, t = 9.540, p< 0.01) has the strongest predicting power in predicting the teaching effectiveness shown in table-9. It is also inferred from the table-9 that each unit increase in Emotional intelligence (predictive variable) will increase in the T.E. James and Jaymohan (2018) [8] investigated the association between emotional intelligence and academic performance using a mixed model of emotional intelligence and discovered a partial and overall significant relationship between Emotional intelligence and work performance (James, J. & S., 2018) [8].

In order to test the null hypothesis $H_0 2.2$ regression analysis was done. Table 10, 11 and 12 are formed. Result in table 10 indicate that R in the model represent the correlation between the observed and predicted values of dependent variable which is in the model found to be 0.856. Thus, in this model, it shows the correlation between Teaching Effectiveness and Emotional Intelligence. Further, from the table-10, R^2 depicts the square of this measure hence it shows the portion of the total variability in the dependent variable i.e., T.E which is explained by the independent variable that is emotional intelligence. We can report that 73.3% variability is caused due to Emotional Intelligence. It

is evident that the model has statistically significant F-ratio that is 211.492, $p<0.01$ shown in table-11. This represents that the regression model is acceptable and the E.I is significantly affecting the teaching effectiveness. Dhani and Sharma found a large gender gap in Emotional Intelligence and job performance, with female employees performing far better than their male colleagues (Dhani, P., & Sharma, 2017) [3].

Table-12 states the standardized coefficients (β), bearing t values for the predictor E.I which is found to be confident and significant at the 0.01 level. Further, it shows that Emotional intelligence (β = .856, t = 14.543, $p< 0.01$) has the strongest predicting power in teaching effectiveness. It is also inferred from the table that each unit increase in Emotional intelligence (predictive variable) will increase in the T.E.

Self-awareness, self-regulation, self-motivation, and social skill (relationship management) have partial as well as overall substantial effects on job performance among university teachers in Malaysia, according to a study by Noor and Hanafi (Noor, F., & Hanafi, 2017) [13]. On the other hand, the high emotional intelligence of the faculty members was measured very satisfactorily in job performance based on performance reported in the Philippines (Viscarra, M. L. O., Meer, T. Q., & Meer, 2017) [20]. The research revealed a theoretical feature: higher levels of emotional intelligence associated with a wide range of favorable outcomes, including better performance at work, job satisfaction, etc. A noble teacher must be emotionally intelligent in every dimension (Miyagamwala, 2015) [12].

Conclusion
Numerous empirical research back up the findings of the current study. The results also showed that EI is a good predictor of TE and that there is a large positive link between the two. This is supported by a study that found that instructors working in private schools' emotional intelligence (E.I.) predicts their success. The recent empirical investigation suggested adding EI-related courses to teacher preparation programmes. To effectively accomplish educational goals in the classroom setting, teachers must possess emotional intelligence.

The study is limited in the ways listed below.
- The study is restricted to secondary school teachers and is only valid up to the Aligarh district.
- The study is solely applicable to private schools.
- The sample is only allowed to be 155.

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