



## **Influence of Emotional Intelligence on Teacher's Effectiveness**

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### **Abstract**

Emotional intelligence has emerged as an important psychological construct that influences professional effectiveness in various fields, including education. The present study was conducted to examine the influence of emotional intelligence on teacher effectiveness among pre-service teachers. The main objectives of the study were to compare the teacher effectiveness of male and female pre-service teachers and to examine the difference in teacher effectiveness between pre-service teachers having low and high levels of emotional intelligence. The study adopted the descriptive survey method, which is commonly used in educational research to study existing conditions and relationships among variables. In this study, teacher effectiveness was considered as the dependent variable and emotional intelligence as the independent variable. The population consisted of all pre-service teachers studying in teacher education institutions in Haryana. A sample of 500 pre-service teachers was selected from teacher education institutions located in the districts of Rohtak, Gurugram, Jhajjar, and Bhiwani using the stratified random sampling technique, ensuring representation of both male and female participants. Data were collected using two standardized tools: the Pre-Service Teacher Teaching Effectiveness Scale developed by Aruna Anchal and Sunita (2023) and the Emotional Intelligence Scale developed by Hyde, Pethe, and Dhar (2007). The collected data were analyzed using statistical techniques such as mean, standard deviation, standard error of mean, and t-test. The findings of the study revealed that female pre-service teachers demonstrated significantly higher teacher effectiveness than male pre-service teachers. The results also indicated that pre-service teachers with high emotional intelligence showed significantly higher teaching effectiveness compared to those with low emotional intelligence. These findings suggest that emotional intelligence plays an important role in improving teaching performance and classroom interaction. The study emphasizes the importance of integrating emotional intelligence training into teacher education programs in order to enhance teachers' professional competence and overall teaching effectiveness.

**Keywords:** Emotional Intelligence, Teacher Effectiveness, Pre-Service Teachers, Teaching Performance, Teacher Education.

### **Introduction**

Education is one of the most significant instruments for social transformation and national development. Teachers play a crucial role in shaping the intellectual, emotional, and social



development of learners. The effectiveness of teachers greatly determines the success of the educational system. Teacher effectiveness refers to the ability of teachers to bring about desirable changes in students' behavior, knowledge, skills, and attitudes through appropriate teaching strategies and classroom interactions. Effective teachers possess not only subject knowledge but also interpersonal skills, emotional stability, and the ability to motivate students. In recent years, researchers have emphasized the importance of emotional intelligence in teaching. Emotional intelligence refers to the ability to perceive, understand, manage, and regulate emotions in oneself and others. According to Mayer and Salovey, emotional intelligence includes skills such as emotional awareness, emotional regulation, empathy, and social competence. These abilities enable individuals to manage stress, build positive relationships, and perform effectively in professional settings.

Teaching is a profession that requires constant interaction with students, colleagues, and parents. Teachers encounter various emotional situations in classrooms, such as managing students' behavior, responding to diverse learning needs, and handling academic pressure. In such situations, emotional intelligence helps teachers remain calm, empathetic, and supportive toward students. Teachers with high emotional intelligence can understand students' emotional states and respond appropriately, thereby creating a positive classroom environment. Research studies have shown that emotionally intelligent teachers demonstrate better classroom management, improved communication with students, and higher levels of teaching effectiveness. Emotional intelligence contributes to teachers' professional competence, job satisfaction, and ability to motivate students. Teachers who possess strong emotional intelligence are more likely to maintain positive relationships with students and encourage active participation in learning activities. In teacher education, the development of emotional intelligence is increasingly recognized as essential for improving teaching effectiveness. Pre-service teachers who develop emotional awareness and interpersonal skills during their training period are better prepared to handle classroom challenges in their professional careers. Therefore, understanding the influence of emotional intelligence on teacher effectiveness is important for enhancing the quality of teacher education programs.

The present study attempts to examine the relationship between emotional intelligence and teacher effectiveness among pre-service teachers. It also investigates whether gender differences exist in teacher effectiveness and whether emotional intelligence significantly influences teaching performance. The findings of the study are expected to contribute to educational research and provide insights for improving teacher training programs.

### **Review of Literature**

Palomera, Fernández-Berrocal, and Brackett (2008) studied emotional intelligence as a core competency in pre-service teacher training. The research suggested that emotional intelligence contributes to teachers' professional development and classroom effectiveness. Training in emotional intelligence was found to enhance teachers' communication skills and emotional regulation. Gürol, Özerca, and Yalçın (2010) examined the relationship between emotional intelligence and self-efficacy among pre-service teachers. The findings indicated a positive relationship between emotional intelligence and teaching confidence. Pre-service teachers with



higher emotional intelligence demonstrated stronger teaching self-efficacy and better classroom interaction skills. Koçoğlu (2011) examined emotional intelligence and teacher efficacy among Turkish EFL pre-service teachers. The findings indicated that emotional intelligence significantly influenced teacher efficacy beliefs and teaching confidence. Pre-service teachers with higher emotional intelligence demonstrated stronger professional competence and better teaching preparedness. Corcoran and Tormey (2012) investigated the emotional intelligence levels of pre-service teachers using the MSCEIT emotional intelligence model. The results showed that emotional intelligence plays an important role in developing interpersonal skills and classroom management abilities among future teachers. Higher emotional intelligence was associated with improved teaching performance. Khodadady (2012) analyzed the relationship between emotional intelligence and English teaching effectiveness. The study showed that teachers with higher emotional intelligence demonstrated better teaching performance and improved student learning outcomes. Emotional awareness and regulation were identified as important factors for effective teaching. Allen, Ploeg, and Kaasalainen (2012) studied the relationship between emotional intelligence and clinical teaching effectiveness among nursing faculty. The results indicated that emotional intelligence plays an important role in effective teaching practices and professional competence. Teachers with higher emotional intelligence were better able to guide and support students.

Singh and Jha (2012) examined the relationship between emotional intelligence and teacher effectiveness among medical and engineering faculty members. The study revealed a significant positive correlation between emotional intelligence and teaching effectiveness. Faculty members with higher emotional intelligence demonstrated better communication skills and classroom interaction with students. Adeyemo and Chukwudi (2014) investigated emotional intelligence and teacher efficacy as predictors of teacher effectiveness among pre-service teachers. The results indicated that emotional intelligence significantly influenced teaching performance and classroom management. Teachers with higher emotional intelligence were found to motivate students more effectively. Kauts and Chechi (2014) studied teacher effectiveness in relation to emotional intelligence, type of institution, and teaching experience. The findings revealed that teachers with higher emotional intelligence exhibited greater effectiveness in teaching and better classroom management. Emotional intelligence also influenced student engagement and teaching strategies. Bala (2017) investigated teacher effectiveness in relation to emotional intelligence among secondary school teachers. The findings revealed that teachers with higher emotional intelligence demonstrated better classroom management and instructional strategies. Emotional intelligence also contributed to improved teacher-student relationships. Sekreter (2019) explored emotional intelligence as a key indicator of teacher effectiveness. The study concluded that emotionally intelligent teachers are able to maintain positive relationships with students and colleagues. Such teachers also create supportive and motivating learning environments that improve teaching outcomes. Sungoh (2019) examined the influence of emotional intelligence on teacher effectiveness among science teachers. The findings indicated a significant relationship between emotional intelligence and teaching effectiveness. Teachers with high emotional intelligence

demonstrated better teaching practices and greater student engagement. Anwar, Zaki, Memon, and Thurasamy (2021) investigated the relationship between trait emotional intelligence and teacher effectiveness among ESL teachers. The study found that emotional intelligence improves teaching effectiveness through enhanced self-efficacy and communication skills. Teachers with strong emotional intelligence were more confident in managing classroom situations. García- Martínez, Pérez-Navío, and Pérez-Ferra (2021) investigated emotional intelligence among pre-service teachers in relation to academic achievement and professional development. The study concluded that emotionally intelligent pre-service teachers demonstrate better coping abilities, improved communication, and higher teaching effectiveness. Maamari and Salloum (2023) examined the influence of emotionally intelligent teachers on teaching effectiveness in higher education institutions. The results showed that emotional intelligence positively affects teacher performance and professional success. Teachers with higher emotional intelligence displayed better communication and instructional abilities.

The review of previous studies clearly indicates that emotional intelligence plays a significant role in enhancing teacher effectiveness. Most researchers have found a positive relationship between emotional intelligence and teaching performance, classroom management, communication skills, and student engagement. Teachers with higher emotional intelligence are better able to manage their emotions, understand students' feelings, and create a positive learning environment. These findings emphasize that emotional intelligence is an essential component of effective teaching and should be integrated into teacher education and training programs.

### **Significance of the Study**

The present study is significant because it highlights the importance of emotional intelligence in improving teacher effectiveness. Teaching is not only a cognitive activity but also an emotional process that involves understanding students' feelings and responding appropriately. The findings of the study can help teacher educators recognize the importance of emotional intelligence in teacher training programs. By developing emotional intelligence among teachers, educational institutions can enhance classroom interaction, improve student motivation, and create a supportive learning environment. The study also contributes to educational psychology by emphasizing the role of emotional competence in professional teaching.

### **Objectives of the Study**

1. To compare the teacher effectiveness of male and female pre-service teachers.
2. To compare the teacher effectiveness of pre-service teachers with low and high emotional intelligence.

### **Hypotheses of the Study**

1. There is no significant difference in teacher effectiveness of male and female pre-service teachers.
2. There is no significant difference in teacher effectiveness of pre-service teachers having low and high emotional intelligence.

**Research Method Used**

The present study adopted the descriptive survey method, which is widely used in educational research to study existing conditions and relationships among variables. This method allowed the researcher to analyze the relationship between emotional intelligence and teacher effectiveness among pre-service teachers.

**Variables of the Study**

Variables are measurable characteristics that change or vary in a research study. According to Kerlinger and Lee (2000), a variable is any attribute that can assume different values. In the present study, teacher effectiveness is the dependent variable, while emotional intelligence is the independent variable. The study attempts to examine the influence of emotional intelligence on the teacher effectiveness of pre-service teachers.

**Population of the Study**

Population refers to the entire group of individuals that the researcher intends to study (Creswell, 2014). In the present study, the population consists of all pre-service teachers studying in teacher education institutions in Haryana. These students are enrolled in teacher education programmes such as B.Ed. in both government and private colleges.

**Sample and Sampling Technique**

A sample of 500 pre-service teachers was selected from teacher education institutions in four districts of Haryana, namely Rohtak, Gurugram, Jhajjar, and Bhiwani. The stratified random sampling technique was used to select the sample, ensuring representation of both male and female pre-service teachers.

**Tools Used for Data Collection**

Two standardized tools were used for data collection. Teacher effectiveness was measured using the Pre-Service Teacher Teaching Effectiveness Scale developed by Aruna Anchal and Sunita (2023). Emotional intelligence was measured using the Emotional Intelligence Scale developed by Hyde, Pethe, and Dhar (2007). These tools were selected due to their reliability and suitability for the present study.

**Statistical Techniques Used**

The data collected for the study were analyzed using appropriate statistical techniques such as Mean, Standard Deviation, Standard Error of Mean, and t-test. These statistical methods were used to analyze the data and determine the significance of differences between the groups.

**Results and Interpretation**

The data collected for the study were analyzed using appropriate statistical techniques to examine the relationship between emotional intelligence and teacher effectiveness among pre-service teachers. The results are presented in the following tables along with their interpretation to determine the significance of differences between the groups.

**Table 1: Mean, Standard Deviation and ‘t’ values of teacher effectiveness of male and female pre-service teachers**

Gender	Number	Mean	S.D.	SEM	‘t’
Male	250	212.93	18.46	2.38	4.696**
Female	250	234.74	23.03	2.97	

Significant at 0.01 level

Table 1 shows the mean, standard deviation, and ‘t’ value of teacher effectiveness scores of male and female pre-service teachers. The mean score of teacher effectiveness for male pre-service teachers is 212.93, whereas for female pre-service teachers it is 234.74, indicating that female pre-service teachers have higher teacher effectiveness compared to male pre-service teachers. The calculated t-value is 4.696, which is significant at the 0.01 level of significance, as it is greater than the tabulated value of 2.58 at the 0.01 level. Therefore, the null hypothesis stating that there is no significant difference in teacher effectiveness between male and female pre-service teachers is rejected. This indicates that a significant difference exists between male and female pre-service teachers in terms of teacher effectiveness, and female pre-service teachers are found to be more effective in teaching than male pre-service teachers.

**Table 2: Mean, Standard Deviation and ‘t’ values of teacher effectiveness of pre-service teachers having low and high level of emotional intelligence**

Types of Emotional Intelligence	Number	Mean	S.D.	SEM	‘t’
Teachers with low emotional intelligence	45	218.46	17.76	2.35	7.547**
Teachers with high emotional intelligence	208	232.39	17.05	3.16	

Significant at 0.01 level

Note: The pre-service teachers with average emotional intelligence did not considered

Table 2 shows the mean, standard deviation, standard error of mean, and ‘t’ value of teacher effectiveness of pre-service teachers having low and high levels of emotional intelligence. The mean score of teacher effectiveness of pre-service teachers with low emotional intelligence was 218.46 with a standard deviation of 17.76, whereas the mean score of those with high emotional intelligence was 232.39 with a standard deviation of 17.05. The obtained t-value of 7.547 is significant at the 0.01 level, indicating that a significant difference exists in teacher effectiveness between the two groups. It is also evident that pre-service teachers with high emotional intelligence obtained higher mean scores in teacher effectiveness than those with low emotional intelligence. This suggests that higher emotional intelligence contributes to better teacher effectiveness among pre-service teachers. The group with average emotional intelligence was not included in this comparison to highlight the difference between the extreme groups more clearly. Hence, the null hypothesis stating that there is no significant difference in teacher effectiveness of pre-service teachers having low and high levels of emotional intelligence is rejected.

### Main Findings

1. Female pre-service teachers showed higher teacher effectiveness compared to male pre-service teachers.
2. Teachers with high emotional intelligence demonstrated significantly higher teaching effectiveness than teachers with low emotional intelligence.
3. Emotional intelligence was found to be an important factor influencing teaching performance.

### Discussion of Results

The results of the study clearly indicate that emotional intelligence significantly influences teacher effectiveness. Teachers with high emotional intelligence are better able to manage classroom situations, communicate effectively with students, and create a positive learning environment. Emotional intelligence also helps teachers regulate their emotions during stressful situations, thereby improving their teaching performance. The findings of the present study are consistent with previous research conducted by Singh and Jha (2012), Adeyemo and Chukwudi (2014), and Sungoh (2019), who also reported a positive relationship between emotional intelligence and teacher effectiveness. These studies suggest that emotional intelligence enhances teachers' interpersonal skills and professional competence. The study also found that female pre-service teachers demonstrated higher teaching effectiveness than male pre-service teachers. This difference may be attributed to greater emotional sensitivity and interpersonal skills among female teachers.

### **Educational Implications**

The findings of the present study have important implications for education and teacher training. It highlights the need for teacher education programs to incorporate training related to emotional intelligence so that future teachers can effectively manage their emotions and understand the emotions of their students. Educational institutions should organize workshops, seminars, and training programs to develop emotional competence among teachers. Teachers should also be encouraged to develop empathy, interpersonal skills, and positive communication abilities, which are essential for effective classroom interaction. Developing emotional intelligence among teachers can improve classroom management, student–teacher relationships, and the overall learning environment. Therefore, strengthening emotional intelligence among teachers can significantly contribute to enhancing teaching effectiveness and the quality of education.

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