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A STUDY OF TEACHING EFFECTIVENESS AND EMOTIONAL INTELLIGENCE OF SENIOR SECONDARY SCHOOL TEACHERS

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ABSTRACT:

The present study examined the relationship between teaching effectiveness and emotional intelligence of Senior Secondary school teachers in the context of the National Education Policy (NEP) 2020. A descriptive-correlational research design was adopted, and data were collected using standardised instruments to measure emotional intelligence and teaching effectiveness. Statistical analysis revealed a significant positive relationship between emotional intelligence and teaching effectiveness, indicating that teachers with higher emotional intelligence generally demonstrate higher levels of teaching effectiveness. Further analysis also revealed that effective teachers have significantly higher levels of emotional intelligence than less effective teachers.

These findings underscore the importance of emotional competencies such as empathy, emotional regulation, and interpersonal skills in strengthening classroom behavior and teaching quality. The study highlights the relevance of integrating emotional intelligence into teacher education and professional development programs to improve teaching effectiveness at the Senior Secondary level. The results support the NEP 2020's emphasis on holistic teacher development and social-emotional competence and indicate that strengthening emotional intelligence in teachers can contribute to better educational outcomes.

Keywords: Emotional intelligence, teaching effectiveness, Senior Secondary school teachers, NEP, data analysis, correlational studies

1. Introduction:

Teaching effectiveness has emerged as one of the most important determinants of student learning outcomes, especially at the Senior Secondary level where learners undergo significant cognitive and emotional development. In recent decades, research in educational psychology has highlighted that effective teaching is not limited to subject knowledge and teaching skills; it increasingly depends on a teacher's ability to understand, manage, and express emotions in a way that

fosters a positive classroom environment. Emotional Intelligence (EI), defined as the ability to recognize, understand, regulate, and constructively utilize emotions (Salovey & Mayer, 1990; Goleman, 1995), is therefore considered fundamental to effective classroom management.

In the Indian context, where classrooms often have large student populations, diverse backgrounds, and high academic expectations, emotional demands on teachers are high. Understanding the relationship between Senior Secondary school teachers' emotional intelligence and their teaching effectiveness is therefore crucial for teacher training, policy development, and school improvement efforts.

Teaching Effectiveness:

Teaching effectiveness is considered a central determinant of student learning, academic achievement, and overall school quality. In contemporary educational systems, effective teaching involves not only mastery of subject matter but also the creation of meaningful learning experiences, management of diverse classrooms, use of appropriate pedagogical strategies, and the fostering of positive teacher-student relationships. According to Stronge (2018), teaching effectiveness involves a combination of instructional planning, professional commitment, classroom management, and interpersonal skills, which together contribute to improved student outcomes.

In the Indian context, the importance of teaching effectiveness has been further reinforced by the National Education Policy (NEP) 2020, which emphasizes learner-centered learning, competency-based instruction, and holistic development. The NEP 2020 underlines that teachers must possess strong pedagogical, interpersonal, and reflective capacities to address the needs of diverse learners and transition from rote-based teaching to experiential and inquiry-based learning. The policy places teachers at the center of educational reforms and emphasizes strengthening teaching quality at all school levels through continuous professional development, performance-based assessment, and restructured teacher education programs.

At the Senior Secondary level, where adolescents undergo significant cognitive, emotional, and social changes, teaching effectiveness plays a crucial role in shaping academic motivation, critical thinking, and personal development. As demand for learner engagement, classroom innovation and inclusive practices in schools grows, understanding and strengthening teaching effectiveness remains a national priority in line with the NEP's vision of transforming the Indian education system.

Emotional Intelligence:

Emotional intelligence (EI), introduced by Salovey and Mayer (1990) and popularized by Goleman (1995), refers to the ability to recognize, understand, manage, and express emotions in a way that facilitates positive interpersonal relationships and effective decision-making. Emotional intelligence encompasses competencies such as self-awareness, empathy, emotional regulation, motivation, and social skills—all of which are crucial in social and professional settings. In educational

contexts, EI has been recognized as a vital attribute for teachers due to their role in interacting with students from diverse backgrounds and managing emotionally dynamic classrooms.

Research consistently demonstrates that teachers with higher emotional intelligence are better equipped to maintain positive classroom environments, manage stress, communicate effectively, and foster supportive teacher-student relationships. These abilities contribute to improved instructional delivery, increased student engagement, and reduced behavioral problems, thereby impacting overall teaching effectiveness (Jennings & Greenberg, 2009; Brackett et al., 2010).

The NEP 2020 also implicitly underscores the relevance of emotional intelligence by supporting social-emotional learning (SEL), holistic education, and the development of 21st-century skills—for both students and teachers. The policy considers teachers' social-emotional competence as a prerequisite for creating safe, inclusive, and emotionally supportive learning environments. Furthermore, the NEP's vision for teacher education through the Integrated Teacher Education Programme (ITEP) encourages the development of reflective, empathetic, and emotionally aware teachers who can nurture student well-being while maintaining professional excellence.

Given these priorities, emotional intelligence emerges as a foundational competency that not only supports individual well-being and professional development but also significantly contributes to effective teaching practices. Therefore, studying emotional intelligence among Senior Secondary school teachers is essential to understand how emotional competencies can strengthen or predict teaching effectiveness in line with the NEP 2020 reforms.

2. Need for the Study:

The interplay between teaching effectiveness and emotional intelligence has become a crucial topic in contemporary educational research, particularly in the field of Senior Secondary education, where teachers face not only academic expectations but also the complex emotional needs of students. While teaching effectiveness emphasizes the ability to structure learning, manage classrooms, and facilitate academic progress, these skills are increasingly dependent on teachers' ability to understand and respond appropriately to emotional cues, both their own and those of their students. Thus, emotional intelligence acts as a foundational competency, strengthening the relational and behavioral aspects of teaching and enabling teachers to create environments that support engagement, motivation, and resilient learning. The synergy between these two concepts becomes particularly relevant in classrooms characterized by diversity, larger student numbers, and varying socio-emotional needs.

Within the framework of India's National Education Policy (NEP) 2020, the integration of emotional competence into professional teaching standards gains even greater significance. The policy envisions schools as holistic, learner-centered spaces where teachers are not merely knowledge providers but also guides who nurture emotional well-being, critical thinking, and social awareness. This vision implicitly establishes emotional intelligence as a driving factor for achieving higher levels

of teaching effectiveness, especially at the Senior Secondary level, where adolescents particularly benefit from stable, empathetic, and reflective teachers.

Therefore, understanding how emotional intelligence contributes to effective teaching can guide teacher preparation programs, inform in-service training, and support the development of emotionally robust teaching practices aligned with the objectives of the NEP. Therefore, studying the relationship between emotional intelligence and teaching effectiveness is timely and crucial for strengthening India's educational system.

3. STATEMENT OF THE PROBLEM:

A study of teaching effectiveness and emotional intelligence of Senior Secondary school teachers.

4. Objectives:

This study was conducted to achieve the following objectives:

1. To identify effective and less effective teachers teaching in Senior Secondary classes.
2. To compare the emotional intelligence of effective and less effective teachers.
3. To study the relationship between teaching effectiveness and emotional intelligence.

5. Hypotheses of the Study:

1. There is no significant difference in the emotional intelligence of effective and less effective Senior Secondary school teachers.
2. There is no significant relationship between the teaching effectiveness and emotional intelligence of Senior Secondary school teachers.

6. Definitions of Key Terms:

Teaching Effectiveness:

Teaching effectiveness refers to the relationship between the characteristics of a teacher's teaching behaviors and their impact on the educational outcomes of classroom teaching (Flanders & Simon, 1969).

Emotional Intelligence:

Emotional intelligence is operationally defined as the scores obtained through the administration of Mangal's Emotional Intelligence Inventory developed by Dr. S. K. Mangal and Dr. (Mrs.) Shubhra Mangal.

Senior Secondary School:

A Senior Secondary school refers to a school where classes are conducted up to class X.

Senior Secondary School Teacher:

A Senior Secondary school teacher is a teacher who teaches any subject from class VI to X.

7. RESEARCH DESIGN:

This study employed the descriptive method of educational research to study the relationship between teaching effectiveness and emotional intelligence of Senior Secondary school teachers. A

correlational study was conducted to determine the relationship between teaching effectiveness and emotional intelligence.

8. Population:

The population of the study included trained teachers (both male and female) teaching classes VI to X in co-educational schools located in urban and rural areas of the Ghaziabad district of Uttar Pradesh state.

9. Sample:

The sample included 203 teachers who had at least two years of teaching experience and were teaching classes VI to X. from Ghaziabad District

10. Tools Used:

The following tools were used in the study:

1. Teacher Effectiveness Scale (TES) developed by Dr. Pramod Kumar and Dr. D. N. Mutha for self-assessment of teaching effectiveness.

Tools related to measuring teaching effectiveness:

The Teacher Rating Scale developed by R. C. Deva (1978) was used by principals to assess teaching effectiveness. The Student Rating of Teaching Effectiveness Scale (SROTES) developed by Dr. Shashikala Deshpande was used to assess teaching effectiveness through students.

2. Mangal's Emotional Intelligence Inventory (MEII) developed by Dr. S. K. Mangal and Mrs. Shubhra Mangal was used to measure the emotional intelligence of the teachers.

11. Data Analysis, Discussion, and Results:

The data related to the study were analyzed and interpreted in accordance with the objectives of the study as follows:

1. Identification of Effective and Less Effective Teachers Teaching in Senior Secondary Classes:

To achieve this objective, three scales—Teacher Effectiveness Scale, Teacher Rating Scale, and Student Evaluation Score of Teaching Effectiveness—were used as criteria for selecting effective and less effective teachers. The mean and standard deviation (S.D.) of the combined scores were calculated, which were found to be 536.716 and 42.022, respectively.

Teachers who scored +1 standard deviation or more above the mean were categorized as effective teachers ($N = 24$). Similarly, teachers whose scores were -1 standard deviation or less below the mean were considered less effective teachers ($N = 32$).

1. Teaching Effectiveness of Senior Secondary School Teachers

(Teaching Effectiveness of Senior Secondary School Teachers)

$N = 203$

Mean = 536.716

Standard Deviation (S.D.) = 42.022

Result:

The combined distribution of teaching effectiveness scores was found to be normal, with most teachers' scores falling between the middle-to-high range (540–580). No extreme outliers or unusual trends were found in the study, indicating that there was overall consistency and stability in the performance of the teachers included in the sample.

Emotional Intelligence of Effective and Less Effective Senior Secondary School Teachers

(Emotional Intelligence of Effective and Less Effective Senior Secondary School Teachers)

The distribution of teachers' emotional intelligence scores is presented in Table 2.

Emotional Intelligence of Effective and Less Effective Senior Secondary School Teachers

The mean and standard deviation (S.D.) of the emotional intelligence of the subgroups of effective and less effective Senior Secondary school teachers were calculated, and the significance of their mean difference is presented in Table 2. The null hypothesis (H_0) was formulated as follows:

H_0 : There is no significant difference in the emotional intelligence of effective and less effective Senior Secondary school teachers.

Table-2

Mean and Standard Deviation of Emotional Intelligence of Effective and Less Effective Senior Secondary School Teachers

Variable	N	Mean	S.D.	df	't' value	Significance
Emotional Intelligence of Effective Teachers	24	81.67	6.85	54	5.28	Significant at 0.01 level
Emotional Intelligence of Less Effective Teachers	32	70.28	9.27	—	—	—

Interpretation of Table-2

Table-2 clearly shows that the mean score of emotional intelligence of effective teachers is higher than that of less effective teachers. The obtained t value was found to be significant at the 0.01 level. This leads to the conclusion that the average emotional intelligence of effective teachers is significantly higher than that of less effective teachers. Hence, the null hypothesis H_0 is rejected.

Thus, it is concluded that at the Senior Secondary level, effective teachers possess significantly higher emotional intelligence compared to less effective teachers. Since the teaching–learning process involves effective interaction between teachers and students, it is essential for teachers to have emotional intelligence so that they can recognize students' emotional states and respond appropriately, thereby facilitating effective teaching.

Significance of the Relationship between Teaching Effectiveness and Emotional Intelligence

The null hypothesis (H_0) was formulated as follows:

Table-3

Significance of the Relationship between Teaching Effectiveness and Emotional Intelligence of Senior Secondary School Teachers

Variable	N	df	Pearson's <i>r</i>	Significance
Teaching Effectiveness	203	201	0.374	Significant at 0.01 level
Emotional Intelligence	203			

Table-3 indicates that the correlation coefficient obtained between teaching effectiveness and emotional intelligence scores is 0.374, which is statistically significant at the 0.01 level. This shows that the strength of the relationship between teachers' teaching effectiveness and their emotional intelligence is meaningful. Therefore, the development of emotional intelligence is essential for improving teaching effectiveness.

Rastegar (2009) also reported a positive and significant correlation ($r = 0.5$) between teachers' trait emotional intelligence and self-efficacy.

12. Findings of the Study:

The average teaching effectiveness of male and female teachers from rural and urban areas was found to be high. Most teachers obtained high scores on the teaching effectiveness scale. Homogeneity was observed in teachers' effectiveness scores, indicating low individual variability between male and female teachers. The majority of teachers of both genders appeared to be equally effective in their teaching roles.

The results of the t-test revealed a significant difference in emotional intelligence between effective and less effective Senior Secondary school teachers. The emotional intelligence of effective teachers ($M = 81.67$, $SD = 6.85$) was found to be significantly higher than that of less effective teachers ($M = 70.28$, $SD = 9.27$). The obtained t value (5.28) was significant at the 0.01 level, leading to the rejection of the null hypothesis. This finding indicates that emotional intelligence is a major discriminating factor contributing to teaching effectiveness.

The Pearson correlation coefficient between teaching effectiveness and emotional intelligence of Senior Secondary school teachers was found to be 0.374, which is positive and statistically significant at the 0.01 level. This indicates a moderate but meaningful positive relationship between the two variables. Accordingly, the null hypothesis was rejected. The result suggests that teachers with higher emotional intelligence generally demonstrate higher levels of teaching effectiveness.

This relationship indicates that emotional competencies such as self-awareness, empathy, emotional regulation, and interpersonal skills are associated with better teaching behavior, effective classroom management, stronger student engagement, and healthier teacher-student relationships. Thus, emotional intelligence can be considered an important predictor or contributing factor to

effective teaching at the Senior Secondary level.

13. Educational Implications of the Study:

Integration of Emotional Intelligence in Teacher Education

The significant positive correlation indicates that emotional intelligence is not merely a personal trait but a professional competency essential for effective teaching. Teacher education programs implemented under NEP 2020 and ITEP should include structured modules focusing on emotional regulation, empathy development, and interpersonal communication.

Professional Development and In-service Training

Schools should organize continuous professional development (CPD) programs aimed at strengthening teachers' emotional intelligence. Workshops on stress management, reflective practice, conflict resolution, and social-emotional learning (SEL) can directly enhance classroom effectiveness.

Improvement in Classroom Climate and Student Engagement

Teachers with high emotional intelligence are more capable of creating supportive, inclusive, and emotionally safe classrooms. Training teachers in emotional intelligence can increase student engagement, reduce behavioral problems, and promote adolescent well-being, which is particularly crucial at the Senior Secondary level.

Enhancing Teaching Effectiveness through EI-focused Interventions

Since emotional intelligence significantly contributes to teaching performance, schools should consider incorporating EI assessment into internal evaluation, mentoring, and leadership development processes. Coaching or counseling support for teachers can enhance their emotional competencies and improve teaching quality.

Policy Relevance to NEP 2020:

NEP 2020 emphasizes social-emotional learning, holistic teacher preparation, and a positive school culture. The findings of this study reinforce this direction by demonstrating that emotional intelligence directly supports teaching effectiveness and aligns with NEP's objective of developing emotionally competent, empathetic, and reflective teachers.

Support for Teachers' Emotional Well-being

The observed relationship highlights the need to prioritize teachers' emotional well-being. Providing access to mental health resources, reducing workload-related stress, and promoting collaborative peer interactions can strengthen teachers' emotional capacities, thereby positively impacting teaching outcomes.

Implications for School Leadership

School administrators should recognize emotional intelligence as a key factor in teacher performance. Leadership practices such as mentoring, fostering a collaborative culture, and supportive supervision can enhance both emotional intelligence and teaching effectiveness among teachers.

Conclusion:

The present study examined the relationship between teaching effectiveness and emotional intelligence among Senior Secondary school teachers. The findings clearly indicate a positive and statistically significant relationship between emotional intelligence and teaching effectiveness, suggesting that teachers with higher emotional intelligence are more effective in their teaching practices. Additionally, comparative analysis revealed that effective teachers possess significantly higher levels of emotional intelligence than less effective teachers.

These results confirm that emotional competencies such as self-awareness, emotional regulation, empathy, and interpersonal skills make a meaningful contribution to classroom effectiveness. The findings are particularly relevant in the context of the National Education Policy (NEP) 2020, which emphasizes holistic education, social-emotional learning, and teacher professionalism.

The results underscore that emotional intelligence should be viewed not as a Senior Secondary personal attribute but as an essential professional competency. Strengthening teachers' emotional intelligence can lead to improved classroom environments, stronger teacher-student relationships, and enhanced learning outcomes. Therefore, the study concludes that emotional intelligence plays a vital role in strengthening teaching effectiveness at the Senior Secondary level and should be systematically integrated into teacher education and professional development programs.

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