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Does Emotional Intelligence Make You an Effective Teacher? A Study of Higher Education Institutions

Richa Verma^{1*}

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ABSTRACT

The study aims to analyze the impact of Emotional Intelligence (EI) on Teacher Effectiveness (TE). 300 teachers from Management and Engineering Department of Higher Education Institutions participated in this study. The data were analyzed through SMART PLS version 4. Findings revealed that there is a significant relationship between Emotional Intelligence and Teacher Effectiveness. The research offers new insights and suggestions for higher education institutions regarding the significance of hiring new instructors who possess strong emotional intelligence (EI) abilities and conducting training programs to enhance the EI skills of existing educators. The study has implications for teachers and those involved in policy decisions in higher education.

INTRODUCTION

In higher education, a teacher's impact extends beyond merely imparting information. There is an increasing understanding of the importance of emotional intelligence in supporting better teaching and encouraging increased student participation as educational institutions adjust to the changing landscape. According to Mayer and Salovey (1997), emotional intelligence is the capacity to recognize, understand, and control one's own emotions, as well as to perceive and react to those of others. This capacity includes a number of abilities, such as self-awareness, self-control, empathy, and social aptitude. These skills play a crucial role in determining instructional strategies and classroom interactions, thus affecting the learning environment as a whole.

The enormous influence of emotional intelligence on teachers' performance has been revealed in recent studies. In higher education, effective teaching includes both subject matter expertise and the creation of a stimulating and encouraging learning environment. Teachers with high emotional intelligence can better recognize and address their students' emotional requirements.

Self-awareness, self-regulation, empathy, and social skills are just a few qualities that comprise emotional intelligence. This is vital for facilitating successful teaching methods. Researchers have discovered that instructors have a significant influence on education and that their views, attitudes, actions, and practices significantly impact classroom quality and student accomplishment (Muijs & Reynolds, 2002; Reynolds, 1998; Veeraraghavan & Bhattacharya, 1989).

According to Mayer and Salovey (1993), intelligence is the capacity to pay attention to one's own and other people's sentiments to see patterns and draw conclusions from the

data at hand; thus, controlling one's emotions is crucial to becoming a successful teacher (Wangoo, 1984; Madden, 2000). According to Goleman (1995), IQ accounts for 20% of the choice to be successful in life, whereas 80% is predicted by intelligence. He also discovered that the best performance in development and learning could be achieved through balance.

In summary, an effective teacher can be understood as helping develop student skills, learning appropriate study skills, good character, effective decision-making, and changing self-correction (Ryan, 1960). Mokhetsengoane and Pallai (2023) state that teachers are more responsible for shaping students' behavior, and their role in helping students develop physically and mentally, emotionally, and intellectually is high enough and proud.

It is critical to comprehend how emotional intelligence affects teachers' success in higher education for several reasons. The first benefit is that it enables educators and educational institutions to create focused methods for promoting students' emotional well-being, which is strongly related to their academic achievement and sense of fulfillment. The discussion on successful teaching methods and pedagogical innovation in higher education is furthered by examining the connection between emotional intelligence and teacher effectiveness.

In many different educational contexts, the influence of emotional intelligence on teacher effectiveness has been extensively researched; nevertheless, its precise implications in higher education have received less attention. To improve teacher effectiveness and offer strategies for managing emotions, it is crucial to examine the connection between emotional intelligence and teacher effectiveness in higher education settings. This study aimed to address this gap.

¹ Doon University, Dehradun, India

* Corresponding author's e-mail: vermaricha.lko@gmail.com

The specific objective of this study is to investigate the relationship between emotional intelligence and various aspects of teacher effectiveness and to provide recommendations for enhancing teacher effectiveness based on the findings.

The article is organized into five sections. Following this introduction, Section 2 comprehensively reviews of the existing literature on emotional intelligence and its relevance to teaching in higher education. Section 3 outlines the research methodology employed for this study, including data collection procedures and data analysis techniques. Section 4 presents the results and discusses the implications of the research. Finally, Section 5 offers concluding remarks, highlights the study's limitation, and suggests avenues for future research.

LITERATURE REVIEW

Emotional Intelligence

According to Zhoc *et al.*, Chen and Guo and Michinov and Michinov (2022), emotional intelligence is a process of realizing one's own feelings and regulating those emotions with others. This has the potential to be a significant predictor of group task performance. Thorndike (1920) proposed the concept of emotional intelligence (EI) in the 1920s, categorizing it as abstract intelligence, mechanical intelligence, and social intelligence. Later, in the 1980s, various academics further developed the idea of emotional intelligence. In 1990, Peter Salovey and John Meyer invented and coined the term "intelligence." Emotional intelligence, according to Bar-On (1997), is a key factor in predicting a person's success in life, including success at job and personal relationships. He adds that emotional intelligence is "an abstract knowledge, skill, and intelligence that affects the ability to cope with interpretation and the good study of human behavior" and that it is "a person's ability to deal with the needs and anxiety of an environment."

The groundbreaking work of John D. Mayer and Peter Salovey (1990) was originally regarded with skepticism, but Daniel Goleman, a behavioral writer for the New York Times, later came out in favor of it. "Emotional Intelligence" is the phrase people most frequently use and associate with. Emotional intelligence, in the words of Daniel Goleman (1998), is "the ability to recognize our own and others' emotions, support ourselves, and manage ourselves in ourselves and in our relationships." Emotional intelligence distinguishes a skill from academic intelligence or pure intellect as determined by the intelligence quotient.

Maamari and Salloum (2023) explain how the effect of emotional intelligence on teachers in universities increases teaching effectiveness. Teachers' extraversion and leadership significantly affect their effectiveness in classroom teaching (Abu Nasra and Arar, 2020). Teacher effectiveness measures the impact the teacher has on students while discharging their duties (Kim *et al.*, 2019). Mattingly and Kraiger (2018) highlighted the significant and positive impact of EI training on universities' EI

scores. Furthermore, teachers who possess high EI skills can effectively manage their students, develop a healthy teacher-student relationship, cope with workplace stress effectively, and exhibit a boost in positive emotions leading to a learning environment (Maamari and Majdalini, 2019; Martinez-Monteagudo *et al.*, 2019).

Teacher Effectiveness

Gage (1962) defined teacher effectiveness as the influence of a teacher on achieving certain outcomes based on student characteristics, abilities, or characteristics in which outcomes lead to specific strategic goals. Teacher effectiveness can also be explained by teacher performance (Kumar and Rani 2019). Teacher effectiveness is the degree to which a teacher meets students' needs (Medley and Shannon 1994). It is the relationship between the characteristics of the teacher's teaching behavior and the effect on the learning outcomes of classroom teaching (Flanders and Simon, 1969) and teachers' ability to achieve their social goals. Borich and Feuton (1977) identified three types of teacher knowledge - knowledge, performance, and results. Clearly, the success of institutions depends directly on their teachers. The main purpose of education is to improve the effectiveness of teachers.

Emotional Intelligence And Teacher Effectiveness

According to Kim *et al.* (2019), a teacher's effectiveness in the classroom is determined by the influence they had on the pupils while doing their tasks. Maamari and Salloum (2023) showed the high impact of emotional intelligence on teacher effectiveness at the university level and also had the positive relationship with the moderator personality Traits. Mattingly and kraiger (2018), highlight the significant and positive impact of EI training on EI scores in the universities. Further, the teachers who possess high EI skills can effectively manage the students, develop a healthy teacher-student relationship and cope-up with workplace stress in an effective manner and exhibit a boost in the positive emotions leading to learning environment (Maamari and Majdalini, 2019; and Martinez-Monteagudo *et al.*, 2019). Lu and Chen (2023) examine the effects of teachers seniority, emotional intelligence and team member exchange on their job performance. Sharma *et al.* (2023) showed the comparison on the basis of gender of 160 teacher with the respect of emotional intelligence and teacher effectiveness. The EI of teachers influences their results, and a growing body of literature supports this principle (Mérida-López and Extremera, 2017).

Despite the extensive studies on emotional intelligence and teacher effectiveness in different educational settings, there exists a significant gap in research when it comes to understanding its direct implications within the realm of higher education. Most Existing studies primarily focus on exploring emotional intelligence in primary and secondary school environments, resulting in a scarcity of empirical investigations that specifically delve into the

effects of emotional intelligence on teacher effectiveness in higher education.

Conceptual Framework

The following hypotheses were tested to meet the objectives of the study:

Ho1: There is no significant relationship between emotional intelligence and teacher effectiveness among teachers in higher education institutions.

Ho1a: There is no significant relationship between self awareness and teacher effectiveness among teachers in higher education institutions.

Ho1b: There is no significant relationship between empathy and teacher effectiveness among teachers in higher education institutions.

Ho1c: There is no significant relationship between self motivation and teacher effectiveness among teachers in higher education institutions.

Ho1d: There is no significant relationship between emotional stability and teacher effectiveness among

teachers in higher education institutions.

Ho1e: There is no significant relationship between managing relations and teacher effectiveness among teachers in higher education institutions.

Ho1f: There is no significant relationship between integrity and teacher effectiveness among teachers in higher education institutions.

Ho1g: There is no significant relationship between altruistic behavior and teacher effectiveness among teachers in higher education institutions.

Ho1h: There is no significant relationship between self development and teacher effectiveness among teachers in higher education institutions.

Ho1i: There is no significant relationship between commitment and teacher effectiveness among teachers in higher education institutions.

Ho1j: There is no significant relationship between value orientation and teacher effectiveness among teachers in higher education institutions.

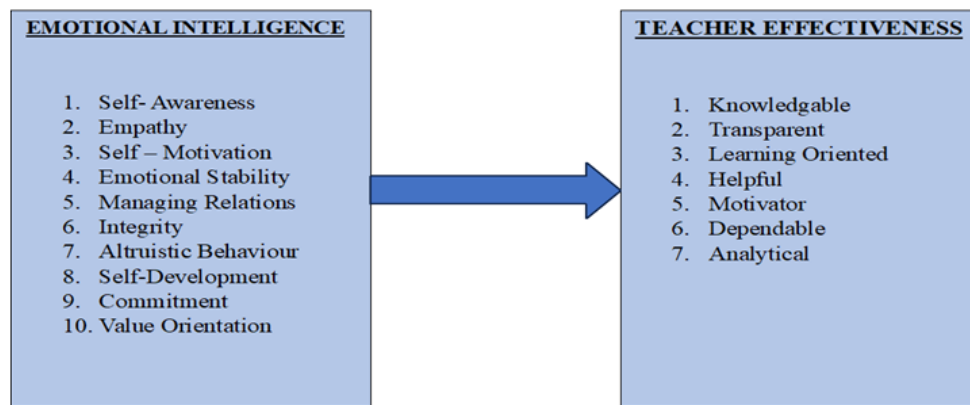


Figure 1: Conceptual Framework

Source: Author

METHODOLOGY

This section outlines the research design, participants, data collection procedures, and statistical techniques employed to investigate the impact of emotional intelligence on teacher effectiveness in the higher education context. The study aimed to gather data from a sample size of 300 participants selected through random sampling technique and who were teaching in management and engineering disciplines within the higher education sector.

Research Design

A quantitative research design was adopted to explore the relationship between emotional intelligence and teacher effectiveness. This design facilitated the collection of quantitative data to analyze the extent of the impact of emotional intelligence on different dimensions of teacher effectiveness.

Participants

The participants of this study consisted of teachers from management and engineering disciplines in higher education institutions. The inclusion criteria required participants to have at least two years of teaching

experience in higher education.

Data Collection Procedures

To collect data, a self-administered questionnaire was utilized. The questionnaire was divided into three sections: Section A captured demographic information, including age, gender, teaching experience, and academic discipline. Section B assessed participants’ emotional intelligence using a validated measurement tool Emotional Intelligence Scales adapted from Anukool Hyde, Sanjyot Pethe, Upinder Dhar(2007) and Section C measured teacher effectiveness, employing a teacher effectiveness scale adapted from Santosh Dhar and Upinder Dhar (2017). The scale consists of 70 items (34 items of emotional intelligence and 36 items of teacher effectiveness) with responses based on 5 point likert scale starting from “1” which represents strongly disagree to “5” strongly agree.

Prior to the main data collection phase, a pilot study was conducted with a small group of teachers(n=150) to assess the reliability and validity of the questionnaire. The questionnaires were distributed electronically using an online survey platform, and participants consent was

retrieved before data collection.

Data Analysis

The collected data were analyzed using appropriate statistical techniques. Descriptive statistics, such as means, standard deviations, and frequencies, were employed to summarize participants’ demographic characteristics, emotional intelligence scores, and teacher effectiveness ratings. The data was first transferred to IBM SPSS and then transferred to Smart PLS version 4 Software.

Ethical Considerations

This study adhered to ethical guidelines and participants were assured of the confidentiality and anonymity of their responses, and their voluntary participation was emphasized throughout the study.

RESULTS AND DISCUSSION

Data were analysed with Smart PLS 4.0 using the PLS method within SEM for path Modeling. To begin with, we have the measurement model, which demonstrates how constructs are generated from measurable variables. The structural model, in contrasts, reveals the interconnections between these concepts. Composite Reliability (CR) & Cronbach’s Alpha for reliability, AVE (average variance extracted), and factor loadings for convergent validity and Discriminant Validity are the ways to assess the measurement’s (or the outer model’s) fitness. The table shows the acceptance level of internal consistency, convergent validity and discriminant validity (Hair *et al.* (1998) and the calculated values of the emotional intelligence scale and teacher effectiveness scales. With respect to Lowry & Gaskin, 2014, Factor Loading

Table 1: Acceptance Level for Structural Model

Measurement	Indices	Acceptance Level	EI Values	TE Values
Internal Consistency	Cronbach's Alpha	A value >0.7 indicates adequate internal consistency and composite reliability	0.959	0.964
	Composite Reliability		0.960	0.965
Convergent Validity	Average Variance Extracted	Value should be 0.5 or higher to ensure convergent validity	0.699	0.794
Discriminant Validity	Fornell-Larcker Criterion	Square root of AVE is greater than the correlations of the latent variable.	0.836	0.891
	HTMT ratio	Value greater than <0.85	0.885	0.885

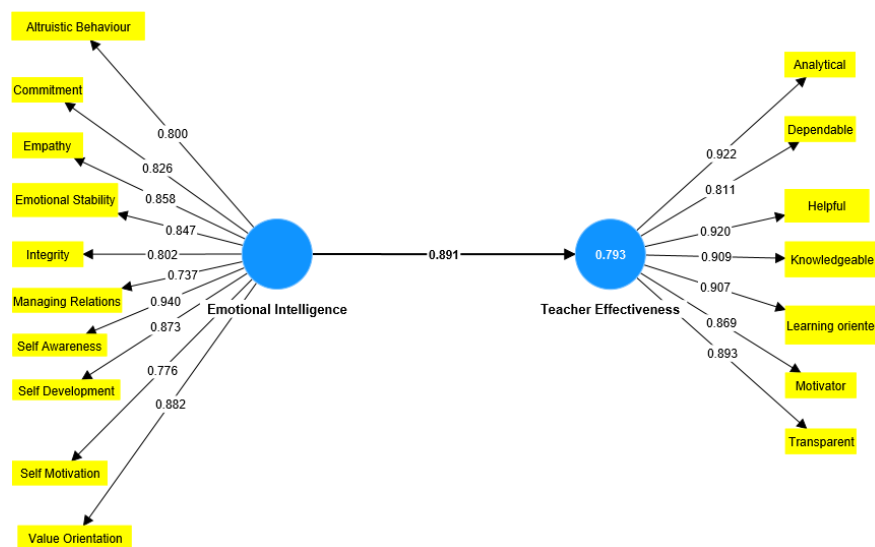


Figure 2: Measurement Model

Source: Author

value should be greater the 0.5. Factor loading of factors of Emotional Intelligence are Altruistic Behaviour 0.800, Commitment 0.826, Empathy 0.858, Emotional stability 0.847, Integrity 0.802, Managing Relations 0.737, Self Awareness 0.940, Self Development 0.873, Self Motivation 0.776, Value Orientation 0.882. Factor Loadings of factors of Teacher Effectiveness are Analytical 0.922, Dependable 0.811, Helpful 0.920, Knowledgeable 0.909, Learning Oriented 0.907, Motivator 0.869, Transparent 0.893.

PLS- SEM was employed to assess the impact of emotional intelligence on teacher effectiveness. Above is the graphical representation, where adjusted R square value is 0.793. In this case, it can be seen that teacher effectiveness is being explained by emotional intelligence to the extent of 79.3% which indicates that emotional intelligence plays an important role in teacher effectiveness. We can observe that emotional intelligence and teacher effectiveness are positively correlated. Thus the null hypothesis is not accepted.

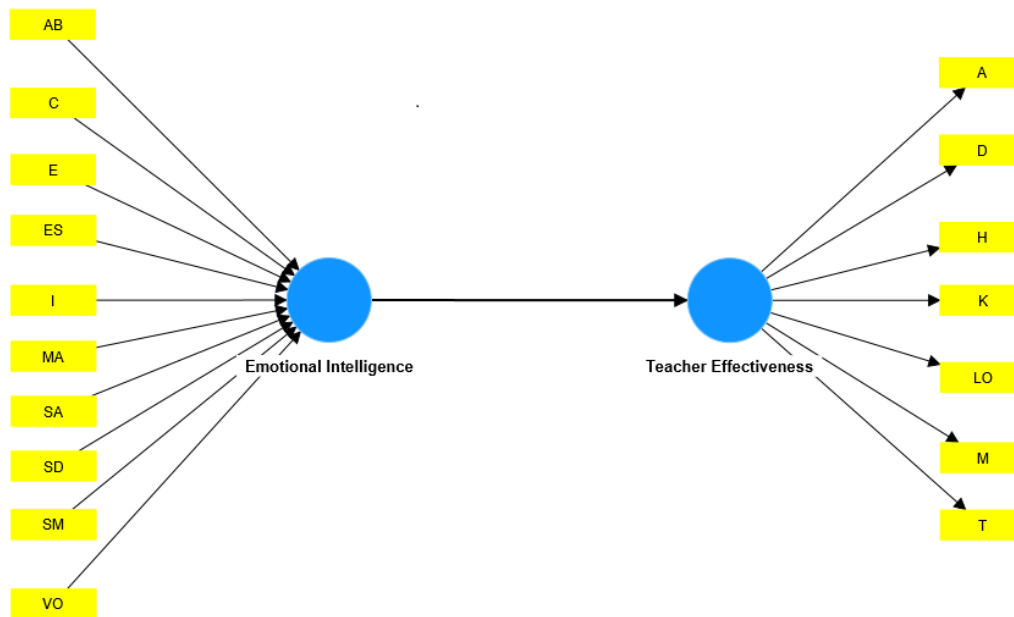


Figure 3: Structural Model

Source: Author

PLS-SEM was employed to assess the impact of sub factor of emotional intelligence (Self Awareness, Empathy, Self Motivation, Emotional Stability, Managing Relation, Integrity, Self Development, Value Orientation, Commitment and Altruistic Behaviour) on teacher effectiveness. It can be seen that teacher effectiveness is being explained by sub factor of emotional intelligence to the extent of 84.3%, 80.1%, 69.2%, 83.5%, 84.6%, 90.3%, 64.9%, 78.9%, 63.1%, and 70.4% respectively. As the value shows, Integrity has the highest impact on teacher effectiveness and Commitment has the lowest impact on teacher effectiveness.

CONCLUSION

The results of this study emphasize how crucial emotional intelligence is for management and engineering professors. Teachers that possess greater levels of emotional intelligence are better able to build rapport with their students, handle disagreements in the classroom, and foster inclusive learning environments. These results support earlier studies done in various educational settings, underlining the importance of emotional intelligence in fostering good teaching habits and improving student outcomes.

The results of this study have applications for professional development and teacher preparation programs in Uttarakhand and beyond. Education institutions may include emotional intelligence capabilities in their training curriculum by considering the significance of emotional intelligence in higher education. This will provide instructors with the knowledge and abilities to foster supportive and interesting learning environments. In order to emphasize the importance of emotional intelligence in teacher effectiveness, policymakers should also consider including emotional intelligence training as a prerequisite for teacher certification.

It is critical to recognize this study's limitations. The research sample was restricted to Uttarakhand-based management and engineering professors, which may have reduced the generalizability of the results to other fields or areas. To gain a deeper grasp of the subject, future study may examine emotional intelligence and teacher effectiveness in other academic fields and learning environments.

RECOMMENDATION

Research shows that teachers with high intelligence are exemplary in all areas of intelligence and performance. It is therefore recommended that education policy makers and administrators hold annual meetings, workshops, and conferences at the state and national levels to encourage teachers in educational Institutions. Ethical rules should be given to teachers with the standards and behaviors set forth in the teaching profession. It is recommended that teachers should attend personal and professional development and training courses on regular basis. Future research may be conducted to understand the effects of emotional intelligence on the academic achievement of students and some contextual variables like gender, type of institution may be added for new insights. Personality trait and

self-efficacy can be tested as mediators in exploring the relationship between EI and TE. This study is limited to the Uttarakhand region. Similar studies should be conducted in other states and countries to expand the results. This study is limited to university teachers.

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