

Emotional Intelligence and Teacher Efficacy a Preliminary Study among School Teachers

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Abstract—In this 21st century, education plays a vital role in shaping future leaders of our country. Emotional intelligence contributes significantly to teachers' professional efficiency and classroom management. The present study aims to examine the relationship between emotional intelligence and teacher efficacy among Secondary & Higher Secondary School teachers in Surat District, Gujarat. The sample for the present study comprised fifty teachers selected using the cluster-cum-purposive sampling technique from selected areas of the Surat district. Standardised Scales, namely the Teachers' Sense of Efficacy Scale (TSES) and the Schutte Self-Report Emotional Intelligence Test (SSEIT), were used to collect data. The obtained data were statistically analysed using descriptive and inferential measures, such as Mean, Standard Deviation, and Spearman's Rank Correlation Coefficient. The findings of the study revealed that secondary and higher secondary school teachers in Surat have a high level of emotional intelligence and Efficacy. The results also revealed a positive and significant relationship between emotional intelligence and teachers' efficacy among teachers. Teachers with higher emotional intelligence are more confident and effective in classroom management, instructional strategies, and student engagement. This study emphasises the significant role of emotional intelligence in improving teachers' efficacy.

Index Terms—Emotional Intelligence, School Teachers, Teacher's Efficacy.

I. INTRODUCTION

Education plays an Important role in the development of individuals and advancement of society. Teachers hold a significant position in the educational system, as they influence students' personality their academic growth and learning experiences. Effective teaching not only depends on teachers' academic and pedagogical skills but also on their emotional stability

and interpersonal abilities, as EQ is now a major aspect, according to NEP 2020. In recent years, more emphasis has been placed on the emotional dimensions of teaching, as research consistently reveals emotional factors significantly affect teachers' professional performance, wellbeing, classroom interactions, and instructional effectiveness in educational settings.

The term Emotional Intelligence was developed by Salovey and Mayer (1990), who defined it as “the ability to monitor one's own and others' feelings and emotions, to discriminate among them, and to use this information to guide one's thinking and actions.” Later, Daniel Goleman (1995) popularized the concept and described emotional intelligence as the ability to recognize, understand, and manage one's own emotions and others. Emotional intelligence helps teachers maintain emotional balance, develop healthy interpersonal relationships, reduce anxiety, and create productive learning environment in schools.

Teacher efficacy is another important aspect of education. The concept is +based on the theory of self-efficacy proposed by Albert Bandura (1977), who defined self-efficacy as an individual's belief in their capability to organize and execute actions required to achieve desired outcomes. In the educational context, Megan Tschannen-Moran and Anita Woolfolk Hoy (2001) defined teacher efficacy as a teacher's belief in his or her ability to successfully perform teaching tasks and positively influence student learning. Teachers with high efficacy are generally more confident, motivated, innovative, and effective in their classroom management and instructional practices.

Research studies have indicated that emotional intelligence and teachers' efficacy are positively correlated. Teachers with higher emotional

intelligence are better able to cope with occupational stress, maintain classroom discipline, communicate effectively, and motivate students, which ultimately enhances their sense of teaching efficacy. In the context of the changing educational landscape and the Goal of the National Education Policy 2020, understanding the relationship between emotional intelligence and teachers' efficacy has become more relevant, as the policy emphasizes holistic development, teacher competency, and quality education.

Therefore, the present study aims to examine the relationship between emotional intelligence and teachers' efficacy among school teachers in Surat District, Gujarat.

(Rafaila, 2015) While existing research highlights the impact of Emotional Intelligence (EI) on teacher performance, there remains a need to understand how specific EI domains (self-awareness, self-regulation, self-motivation, empathy, and social skills) influence teacher efficacy within the context of student engagement, instructional strategies, and classroom management. The four domains of emotional intelligence, self-awareness, self-regulation, self-motivation, empathy, and social skills, have a greater impact on teachers' job performance. (Mafuzah Mohamad*, 2016). There is a positive relationship between EI and self-efficacy. (Aysun Gürola *, 2010). (Chan, 2003) Positive mood regulation and utilisation of emotions were found to predict perceived general self-efficacy among non-guidance teachers, whereas empathic sensitivity to others' emotions predicted perceived self-efficacy toward helping others among guidance teachers of the Chinese University of Hong Kong

Despite extensive evidence of a positive connection between Emotional Intelligence (EI) and teacher efficacy, the specific nuances of this relationship, particularly concerning contemporary educational challenges and teacher's Emotional developmental needs in the era of Gen Z students, needs further investigation. Earlier, in the traditional approach, a teacher could scold or punish for being indiscipline, but in today's era of Gen Z, it is up to the teacher to develop new, smart tactics to deal with the kids. Our Responsibility to Children (ORC)' was formed in 2010 to provide teachers with training in modern educational and classroom management practices. The organization focuses on issues commonly faced by

students, including learning difficulties, adjustment problems, emotional concerns, behavioral issues, and family and social challenges. Teachers in Kerala have reported increasing difficulties in managing Generation Z students and maintaining effective teacher-student relationships in present-day classrooms. It has become a customer-proprietor relationship and as we all know, the customer is king. In schools, the students are the customers (George, 2018) An emotionally intelligent teacher can surely handle all the stress and conflicting dilemmas.

While emotional intelligence and teacher efficacy have been extensively studied, there is a notable gap in the literature regarding their interconnectedness, especially within the specific demographic of secondary and higher secondary school teachers in the Indian context. This study addresses this need by investigating this relationship among teachers in Surat District, Gujarat, where educational reforms like NEP 2020 underscore the importance of such localized insights.

II. OBJECTIVES OF THE STUDY

1. To assess the level of emotional intelligence among secondary and higher secondary school teachers in Surat.
2. To examine the level of teachers' efficacy of secondary and higher secondary school teachers in Surat.
3. To study the relationship between emotional intelligence and teachers' efficacy among secondary and higher secondary school teachers in Surat.

III. METHODOLOGY

Sample

The sample of 50 secondary and higher teachers for the present study was selected using a cluster-cum-purposive sampling technique from selected areas of the Surat district. Since the present study was preliminary in nature, a relatively small sample was considered appropriate for obtaining initial insights regarding Emotional Intelligence among school teachers. The Data were collected using a standardized questionnaire.

Variables

Independent variable: Emotional Intelligence

Dependent Variable: Teachers Efficacy

Tool Used

In this research, two standardised tools were used: the Schutte Self-Report Emotional Intelligence Test (SSEIT) and the Teachers' Sense of Efficacy Scale (TSES). The investigator obtained prior permission from the respective authors to use the standardized tools for the present study.

The Schutte Self-Report Emotional Intelligence Test (SSEIT) was developed by Nicola Schutte, Malouff, Hall, Haggerty, Cooper, Golden, and Dornheim (1998) based on the emotional intelligence model proposed by Salovey and Mayer (1990). The scale is designed to measure individuals' emotional intelligence in terms of perception, understanding, regulation, and utilisation of emotions. The scale consists of 33 items measured on a five-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree).

The reliability of instrument was assessed using Cronbach's Alpha. The obtained Cronbach's Alpha coefficient was 0.88, indicating a high level of internal consistency and reliability of the scale.

The Teachers' Sense of Efficacy Scale (TSES) was originally developed by Megan Tschannen-Moran and Anita Woolfolk Hoy (2001) to measure teachers' beliefs regarding their capability to perform teaching-related tasks effectively. The scale assesses teachers' efficacy in areas such as student engagement, instructional strategies, and classroom management. In present study, an adapted version of the TSES was used. The original nine-point response format was modified to a five-point Likert scale ranging from 1 (Nothing) to 5 (A great deal). The items of the scale remained unchanged. Expert opinions were obtained to examine the suitability and appropriateness of the modified response format. Additionally, the reliability of the adapted scale was established using Cronbach's Alpha method through IBM SPSS Statistics. The obtained Cronbach's Alpha coefficient was:

$$\alpha=0.788$$

which indicates acceptable reliability and satisfactory internal consistency of the adapted instrument.

IV. ANALYSIS OF RESEARCH

The researcher assessed the level of Emotional Intelligence among secondary and higher secondary school teachers in Surat. The collected data were analysed using IBM SPSS Statistics 27.0.1 software. Descriptive statistics such as Mean and Standard Deviation, along with Spearman's Rank Correlation Coefficient, were used for data analysis.

The results revealed that the mean scores of Emotional Intelligence items ranged from 3.26 to 4.42. Among the dimensions, managing others' emotions obtained the highest mean score ($M = 4.42$, $SD = 0.88$), indicating a comparatively higher level of emotional intelligence among teachers in that aspect. On the other hand, Perception of emotion recorded the lowest mean score ($M = 3.26$, $SD = 1.12$). The standard deviation values indicate moderate variation in responses among teachers of secondary & higher secondary schools in Surat District.

To examine the level of Teachers' Efficacy among secondary and higher secondary school teachers of Surat, descriptive statistical measures such as Mean and Standard Deviation were employed.

The analysis showed that the mean scores of Teachers' Efficacy items ranged from 4.08 to 4.50, reflecting a relatively high level of teachers' efficacy among respondents. Efficacy in student Engagement obtained the highest mean score ($M = 4.50$, $SD = 0.76$), while Efficacy in Classroom Management obtained the comparatively lowest mean score ($M = 4.08$, $SD = 0.92$). However, all the obtained mean scores fall within the high-level category.

To examine the relationship between Emotional Intelligence and Teachers' Efficacy among secondary and higher secondary school teachers of Surat, Spearman's Rank Correlation Coefficient was applied, as the data were non-parametric in nature.

The correlation analysis revealed that several dimensions of Emotional Intelligence showed positive and statistically significant relationships with dimensions of Teachers' Efficacy. Significant positive correlations were observed between Managing others Emotions and Efficacy in Student Engagement ($r = .300$, $p < .05$), Managing others Emotions and Efficacy in Instructional strategies ($r = .357$, $p < .05$), and EI1 and TE12 ($r = .328$, $p < .05$). Similarly, Managing own Emotions showed significant positive correlations with Efficacy in Student Engagement ($r = .398$, $p < .05$).

.01), Efficacy in Classroom management ($r = .318$, $p < .05$).

Moreover, several other emotional intelligence dimensions, such as Perception of Emotion, utilisation of emotion, also exhibited statistically significant positive correlations with different dimensions of Teachers' Efficacy.

V. CONCLUSION

Overall, the findings suggest that secondary and higher secondary school teachers of Surat District have a moderate to high level of Emotional Intelligence. This indicates that teachers are generally capable of understanding, managing, and utilising emotions effectively in educational settings. Notably, the highest mean score in 'managing others' emotions' suggests a strength in interpersonal emotional regulation, which is crucial for classroom dynamics.

The findings indicate that teachers possess a high sense of efficacy in classroom management, instructional strategies, and student engagement. This suggests that the teachers are confident in performing their professional responsibilities effectively.

The statistically significant positive correlations, particularly between Managing others Emotions and Efficacy in Student Engagement ($r = .300$, $p < .05$), and Managing own Emotions with Efficacy in Student Engagement ($r = .398$, $p < .01$), underscore the practical importance of emotional intelligence. These findings suggest that teachers who effectively manage their own and others' emotions are more confident in captivating student interest and fostering active participation, directly impacting teaching efficacy. This deeper insight extends beyond a general correlation, highlighting specific pathways through which EI enhances teaching practice. Therefore, the study concludes that Emotional Intelligence plays a significant role in enhancing Teachers' Efficacy among secondary and higher secondary school teachers of Surat.

There are certain limitation in the study the relatively small sample size of 50 teachers limits the generalizability of these findings beyond the specific population studied in Surat District. Future research should aim for larger and more diverse samples to enhance external validity. Secondly The study only shows the relationship between Emotional Intelligence and Teacher Efficacy and does not prove causation

because the data were collected at one time only. Further long-term studies may provide deeper understanding of this relationship.

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