

## RELATIONSHIP BETWEEN EMOTIONAL INTELLIGENCE AND TEACHER EFFECTIVENESS AT SECONDARY LEVEL

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### **Abstract**

*The relationship between emotional intelligence (EI) and teacher effectiveness has garnered significant attention in educational research. Building successful learning environments and encouraging student achievement require emotional intelligence, which is the capacity to identify, comprehend, and control one's own emotions while also having empathy for others. This study was quantitative in nature descriptive in method and survey technique was use to collect data. The total population is all government secondary schools in district Kotli was 1227. The researchers selected 300 students as a sample through simple random sampling technique. A questionnaire was used in this research. After ensuring validity and reliability the researchers personally visited the sample and collected the data. The collected data were analysed using the mean, frequency, percentage, standard deviation and Pearson's correlation using statistical package for social sciences (SPSS). Through the detailed analysis, it can be concluded that emotional intelligence is significantly related to teacher effectiveness, with all p-values indicating a moderate correlation. It is recommended that fostering emotional intelligence in teachers can improve classroom management, student -teacher relationship and overall teaching performance.*

**Keywords:** Emotional Intelligence, Teacher Effectiveness, Secondary School Students.

### **INTRODUCTION**

Human traits are such a mixed bag as they shape who we are and how we act, think, and interact with others. It's interesting to note that these traits don't just pop up out of nowhere. They're influenced by a mix of our genes, the environment we grow up in, and the cultures we're part of. It shows that while our genes might set the stage for certain characteristics, it's our surroundings that really bring them to life (Smaldino et al., 2019). Take resilience and empathy, for instance. They're not just things we inherit; they're also shaped by our early experiences and the social circles we find ourselves in. This all ties back to the biopsychosocial model, which suggests that our biological, psychological, and social factors all work together to shape our behaviour. Emotions like awe, appreciation, trust, self-importance, and delight? They can change in intensity and meaning, depending on the situation (Leys et al., 2020). These positive emotions are really important—they can influence how we do at work, how we build relationships, and even our

overall health and lifespan. Typically, we experience these good vibes in safe, comfortable environments, which pushes us to seek out new opportunities or build on what we've already achieved. When we find those resources, they stick around longer than just that fleeting emotional high and contribute to our growth. Plus, feelings like those can broaden our perception, spark creativity, and enhance our social understanding. They're all interconnected in ways that really impact significant life outcomes (Fredrickson, 2001).

Emotional intelligence can lead to better relationships, improved decision-making, and overall mental health. People with high emotional intelligence tend to have stronger social skills, empathy, and the ability to resolve conflicts. They're also better at managing stress and anxiety, which contributes to a healthier mindset (Petrides & Furnham, 2001). Emotional intelligence also boosts academic and professional performance. It helps folks set goals, motivate themselves, and tackle challenges head-on, which can lead to success both personally and professionally. In the workplace, emotional intelligence is a huge asset because it enhances leadership, teamwork, and communication skills (Shengyao et al., 2024).

Now, let's shift gears to the teaching profession. Teaching is a multifaceted and challenging process. To be effective, educators need a range of skills and competencies. The abilities teachers bring to the table are vital for the intellectual, emotional, and physical growth of their students. They really care about nurturing their students' emotional development, too. So, innovative approaches to managing emotions are super important for teachers. When teachers have emotional intelligence, they practice it in their teaching, which often leads to a more successful career overall. These teachers tend to be positive communicators, thoughtful, and adaptable, and they bring optimism to their classrooms. For students to thrive academically, it's crucial for teachers to have strong emotional intelligence (EI) along with effective teaching methods.

When it comes to imparting knowledge and influencing behaviour, a teacher's emotional intelligence (EI) is key. It helps reduce stress and enables educators to handle tough situations with challenging students. Teaching is an emotional journey—it's about managing and understanding students' emotions while communicating effectively to create the right learning environment. Teachers with high EI can help students cultivate positive feelings, self-esteem, and self-perception. When teachers handle their emotional intelligence well, students tend to be more motivated to learn and perform better. In fact, there's a positive link between a teacher's emotional intelligence and their success in teaching (Brackett, Rivers, & Salovey, 2011).

### **Objectives of the Study**

1. To identify the emotional intelligence, present in secondary level students.
2. To examine the teacher effectiveness at secondary school level.
3. To explore the relationship between emotional intelligence and teacher effectiveness at secondary level.

### **Research Questions**

1. What are the key emotional intelligence traits exhibited by secondary level students?
2. What is the teacher effectiveness at secondary school?
3. What is the relationship between emotional intelligence and teacher effectiveness at the secondary school level?

### **Literature Review**

#### **Emotion**

Emotions are fascinating as they're a mix of different things happening all at once. When we feel something, our bodies change — like our heart rate or how tense our muscles are. And it's

not just physical; our minds start evaluating what's going on, and we get these personal feelings about ourselves or the situation around us. Take joy, for instance. When someone feels happy, it's like everything lights up. They might smile, have pleasant thoughts, and feel a warm glow inside. Plus, interestingly enough, their blood pressure might drop, and they might feel more inclined to reach out to others. These emotional reactions can be triggered by real changes in our environment or even just how we perceive things (King, 2020).

### **Emotional Intelligence**

Back in the 1990s, Goleman introduced this term "emotional intelligence" in his research, and that's when it really made its way into the literature. He argued that emotional intelligence—well, it's actually a better predictor of success in life than what we usually think of as intelligence, like IQ. It's all about being aware of your own feelings and the emotions of others. Being able to recognize, understand, and manage these emotions while dealing with people around you. From what we've seen in our research, it's pretty clear that emotional intelligence is a vital skill for teachers. It shows how they can grasp their own feelings and those of their students or clients when they're interacting with them. Interestingly, the term actually popped up way back in the 1960s, initially in the realms of literary criticism and psychotherapy (Zeidner, et al., 2012).

Then, just a couple of years later, emotional intelligence was described as a kind of social insight that's different from general intelligence. It's about being able to keep track of your own emotions and those of others, and then using that information to steer your thoughts and actions. In a way, it's not just about knowing stuff; it's about how you apply that knowledge in real-life situations and attitudes, which can really shape how effective your emotional intelligence is. A person with high emotional intelligence can handle emotionally charged information well. Unlike traditional views of intelligence, emotional intelligence opens doors to being and doing things in varied ways. Salovey and Mayer (1990) were the first to really define it as this kind of social insight that sets itself apart from regular smarts. Basically, it's about using what you know to guide your thoughts and actions while also being aware of your own emotions and those of others (Van Rooy & Viswesvaran, 2004).

### **Effectiveness of Teachers**

When we talk about teacher effectiveness, it's really all about how well teachers can hit those high notes consistently in their teaching. An effective teacher isn't just good at lecturing; they actually build up their skills in teaching methods, keep their content clear, and, most importantly, create positive vibes with their students. A teacher who knows their stuff, understands different ways to teach, and is familiar with various assessment tools? Yeah, that's the kind of effectiveness we're looking at. Plus, there's this expectation that these effective teachers will create a supportive and engaging learning environment in their classrooms. It's all about making that space where students can thrive (Burroughs et al., 2019).

### **Qualities of effective teacher**

Effective teachers really know their stuff. They have a solid grasp of their subject and know how to share that knowledge with students in a way that makes sense. You see, subject matter expertise isn't just about knowing the facts—it's also about understanding how to teach those facts. It's all about the content and pedagogical knowledge, basically the "how" and "what" of teaching. Research suggests that a great teacher is one who understands different teaching strategies and knows how to plan lessons effectively (Akiba, LeTendre, & Scribner, 2007).

Good teachers are the ones who really get the importance of engaging every single student. Assessing how students are doing is super important in the whole teaching and learning process.

They know there are different types of assessments out there—like formative, summative, and diagnostic. Each of these has its own traits. To keep everything on track, they use a mix of assessment methods to gauge how well students are performing. This isn't just about the teachers; it's a two-way street. Both teachers and students look back at their performance and get feedback based on those assessments. It's really important for educators to pick the right assessment strategy that fits each student's needs (Aaronson, Barrow, & Sander, 2007).

### **Emotional Intelligence and Teacher Effectiveness**

Being a great teacher is about more than just knowing your stuff. Sure, expertise in a subject matter, but it's really about understanding your students too. They need to feel like the curriculum speaks to them, like it actually fits their interests and needs. And honestly, that's where a teacher's emotional intelligence comes into play. It's very important—not just for teaching effectively but also for helping students grow emotionally. To support each student's academic journey and their emotional growth, too (Baumert et al., 2010).

Now, let's talk about what makes emotional intelligence so vital in teaching. Sure, a teacher's ability to communicate is key—way more important than just having all the technical skills down pat. You can know a lot about a subject and be organized, but that alone doesn't cut it. It's all about decision-making, leadership, and being open and honest. Building trust and teamwork, being committed and creative, and bringing a spark of innovation—those are all deeply tied to emotional intelligence. Good teachers know how to create a warm classroom atmosphere, get students engaged in learning, and share their passion for ideas and connections. They encourage their students to become better learners (Schutte et al., 2007).

But let's not kid ourselves—lesson planning is just one slice of the teacher's pie. There's so much more to juggle: organizing activities, keeping track of paperwork, buying supplies, setting schedules, trying out new ways to communicate, and, of course, inspiring students with both words and actions. And then there are the bumps in the road—like disagreements with the administration, not-so-great pay (especially for newbies), tricky parent-teacher dynamics, students who are just not motivated or disciplined, plus the stress of decision-making and all the extra responsibilities piling up. Teachers with high emotional intelligence seem to handle all this stress way better than their less emotionally savvy colleagues. They tend to feel more satisfied with their jobs and have healthier physical and mental states, which really helps them shine in their roles. When teachers apply emotional intelligence, it can boost their effectiveness and lower their stress levels at work. Those who are emotionally intelligent often find better ways to cope with all the challenges that come their way in the school environment (Petrides & Furnham, 2001).

### **RESEARCH METHODOLOGY**

The main goal of this study was to explore how emotional intelligence relates to teacher effectiveness among secondary school students in Kotli, AJ&K. It was a quantitative study, focusing on descriptive research methods. The researchers looked at a population of 1,227 male and female students in the city of Kotli in Azad Jammu and Kashmir. From that, they narrowed it down to a sample of 300 students from a government secondary school. Now, the questionnaire they used was divided into two parts: one on emotional intelligence and the other on teacher effectiveness. For the emotional intelligence section, they relied on a standardized tool developed by Suzanne Farmer and her team back in 2013. This part was broken down into two dimensions: personal self-evaluation and relational self-evaluation, which included a total of 30 statements. On the other hand, the section about teacher effectiveness was crafted by the researchers themselves and contained 15 statements. Both sections utilized a five-point Likert scale to gauge

responses. To ensure the questionnaire was up to snuff, two educational experts validated it. Before rolling it out fully, they conducted a pilot test by distributing the questionnaire to 20 students from the target population. For analyzing the data, they used the Statistical Package for the Social Sciences (SPSS), looking at mean scores, frequencies, and percentages. To dig deeper into the link between emotional intelligence and teacher effectiveness, they also performed a correlational test.

## Results

**Table 1**

### *Emotional Intelligence: Personal Domain of Self-Assessment*

S. No	Statements	SA	A	N	D	SDA	Mean	SD
1	I sense when my energy is low, and take a break to “recharge”.	27	47	71	82	73	3.42	1.261
2	I pay attention to the physical sign of an emotional response.	38	56	68	94	49	3.17	1.253
3	I admit my mistakes and apologize.	34	61	80	66	59	3.18	1.279
4	I wait until I have all the pertinent information before expressing my opinion	38	52	70	80	60	3.24	1.302
5	I let go of sadness, anger or fears from the past and I can move on	46	64	73	74	43	3.01	1.285
6	I realize that as a person, I have strengths and weaknesses.	48	49	68	68	67	3.19	1.376
7	I take time for quiet reflection.	38	68	67	76	50	3.10	1.289
8	I know I am not perfect, but value who I am.	34	69	67	77	53	3.15	1.276
9	I can usually identify the feeling of emotion I am feeling when an event occurs	37	60	79	75	49	3.13	1.259
10	I know my values and goals	38	76	66	74	46	3.05	1.274
11	I can stop long enough to consider my emotions.	49	60	78	65	48	3.01	1.310
12	I often reframe my initial interpretation of an emotion	41	60	70	81	48	3.12	1.284
13	I am good at managing my moods and try not to bring negative emotion to work.	36	68	68	75	53	3.14	1.285
14	I regulate how much I “open up” with people.	37	60	67	81	55	3.19	1.291
15	I neither bury my anger nor let it explode	31	60	89	72	48	3.16	1.214

Table 1 shows results of emotional intelligence in terms of personal domain of self-assessment. The means value of each statement lies between 2.5 to 3.5, which indicates that the respondents partially agreed with all the statements.



**Table 2**

***Emotional Intelligence: Relational Domain of Self-Assessment***

S. No	Statements	SA	A	N	D	SDA	Mean	SD
1	I am interested in discovering the emotional makeup of others	50	55	75	69	51	3.05	1.328
2	I generally have an accurate idea of how another person perceived me during a particular interaction	38	62	61	76	63	3.21	1.329
3	I create an environment where people can say what is on their mind.	34	54	78	83	51	3.21	1.245
4	I can easily meet and initiate conversation with new people.	44	57	71	58	70	3.18	1.371
5	I have a number of people I can turn to and ask for help when I need it	39	70	76	64	51	3.06	1.284
6	I am interesting helping people grow and develop.	38	71	67	70	54	3.10	1.301
7	I can engage with a person in a way that help me “size up” that person’s mood based on non-verbal signals”.	49	67	79	64	41	2.94	1.280
8	I can deal sensitively with others when they are in emotional state.	35	76	69	61	59	3.11	1.305
9	People usually feel inspired after talking with me.	45	66	74	79	36	2.98	1.252
10	I can show empathy and match my feelings to those of another.	36	64	78	74	48	3.11	1.254
11	I am comfortable expressing my viewpoints without being pushy.	35	61	69	64	71	3.25	1.332
12	I focus my full attention when I listen to another person.	41	55	56	79	69	3.27	1.360
13	People generally like me, even if they don’t always agree with me.	34	54	83	77	52	3.20	1.245
14	I can effectively persuade others to adopt my point of view without correcting them.	40	66	70	77	47	3.08	1.279
15	I believe that people can find common ground and work out problem together	45	60	75	72	48	3.06	1.297

Table 2 shows results of emotional intelligence in terms of relational domain of self-assessment. The means value of each statement lies between 2.5 to 3.5, which indicates that the respondents partially agreed with all the statements.

**Table 3**

***Teachers Effectiveness***

S. No	Statements	SA	A	N	D	SDA	Mean	SD
1	My teacher explains lessons clearly.	51	57	71	61	60	3.07	1.369
2	My teacher makes learning interesting.	31	66	79	81	43	3.13	1.210

3	My teacher helps students to understand difficult concepts.	45	63	67	59	66	3.13	1.370
4	My teacher uses different teaching methods	37	76	74	67	46	3.03	1.260
5	My teacher creates a positive classroom environment.	33	67	70	77	53	3.17	1.267
6	My teacher encourages students to participate in school activities.	39	62	64	67	68	3.21	1.349
7	My teacher motivates the students for learning.	38	65	60	81	56	3.17	1.310
8	My teacher boosts students to ask questions.	35	67	85	69	44	3.07	1.228
9	My teacher provides regular feedback.	46	69	62	72	51	3.04	1.329
10	My teacher assesses the student progress fairly.	49	58	69	71	53	3.07	1.338
11	My teacher helps the students to improve their weaknesses.	48	62	72	67	51	3.04	1.325
12	My teacher support student's specific needs.	42	58	66	81	53	3.15	1.309
13	My teacher knows students' achievement's	38	78	49	82	53	3.11	1.319
14	My teacher stay updated on new teaching methods.	35	60	83	56	66	3.19	1.304
15	My teacher shares their knowledge with students.	45	65	72	65	53	3.05	1.320

Table 3 shows results of teachers' effectiveness. The means value of each statement lies between 2.5 to 3.5, which indicates that the respondents partially agreed with all the statements.

**Table 4**

*Correlation between Emotional intelligence and teacher effectiveness*

Pearson's Correlation	Mean	SD	Sig	R
Personal Domain	3.15	1.20	.000	.456
Teachers' Effectiveness	3.10	1.56		
Agreeableness	3.12	1.23	.000	.444
Teachers' Effectiveness	3.10	1.56		

Table 4 indicates that the correlation between emotional intelligence (personal domain and relational domain) and teacher effectiveness. The results indicate significant relationship, as all p values for both cases are .000. The personal domain mean (3.15) and std. deviation (1.20) and relational domain has mean (3.12) and std. deviation (1.23). Additionally, personal domain and relational domain were significantly linked with the teacher effectiveness having mean (3.10) and SD (1.56). Furthermore, the values of  $r=.456$  and  $r=.444$  indicate a moderate and positive relationship among variables.

## CONCLUSION

It is concluded the students emphasize the importance of self-care, including taking breaks to recharge, paying attention to emotional responses, admitting mistakes, apologizing, waiting for information before expressing opinions, letting go of past emotions, and valuing one's strengths and weaknesses. They also emphasize the importance of recognizing emotions, understanding values and goals, and reevaluating initial interpretations.

Furthermore, the students are interested in understanding others' emotional states, have a good understanding of how others perceive them, and can create a supportive environment for open communication. They are adept at initiating conversations, assisting in personal growth, and can "size up" moods based on non-verbal cues. They are empathetic, comfortable expressing their viewpoints without being pushy, and focus on listening. They are generally liked, even if they disagree, and can effectively persuade others to adopt their viewpoint without correcting them. They believe in finding common ground and resolving problems together.

Students viewed that their teachers effectively explain lessons, make learning interesting, help students understand complex concepts, use various teaching methods, create a positive classroom, encourage participation, motivate, provide regular feedback, assess progress fairly, supports students' needs, and stay updated on new teaching methods.

## RECOMMENDATIONS

The study suggests that students may practice mindfulness and self-reflection techniques to enhance their emotional intelligence. They may also be trained in non-verbal communication skills through role playing, observational exercises, and active listening. Teachers may use diverse teaching methods like interactive activities, multimedia group work, and hands-on learning to cater to different learning styles and enhance student engagement.

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