



A Study of Teaching Effectiveness and Emotional Intelligence of Secondary School Teachers

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ABSTRACT

The present study investigated the relationship between teaching effectiveness and emotional intelligence among secondary school teachers in the context of the National Education Policy (NEP) 2020. A descriptive–correlational research design was employed, and data were collected using standardized tools to measure emotional intelligence and teaching effectiveness. Statistical analysis revealed a significant positive relationship between emotional intelligence and teaching effectiveness, indicating that emotionally intelligent teachers tend to demonstrate higher levels of teaching effectiveness. Further analysis showed that effective teachers possess significantly higher emotional intelligence compared to less effective teachers. These findings highlight the importance of emotional competencies such as empathy, emotional regulation, and interpersonal skills in enhancing classroom practices and instructional quality. The study underscores the relevance of integrating emotional intelligence into teacher education and professional development programmes to improve teaching effectiveness at the secondary school level. The results support NEP 2020’s emphasis on holistic teacher development and socio-emotional competence, suggesting that strengthening emotional intelligence among teachers can contribute to improved educational outcomes.



INTRODUCTION

Teaching effectiveness has emerged as one of the most critical determinants of student learning outcomes, particularly at the secondary school level where learners undergo significant cognitive and emotional development. In recent decades, research in educational psychology has emphasized that effective teaching extends beyond pedagogical knowledge and instructional skills; it increasingly depends on a teacher's ability to understand, regulate, and express emotions in ways that promote positive classroom climates. Emotional Intelligence (EI), defined as the capacity to perceive, understand, regulate, and utilize emotions constructively (Salovey & Mayer, 1990; Goleman, 1995), is therefore considered foundational for effective classroom functioning.

In the Indian context, where classrooms are often characterized by large student numbers, diverse learner backgrounds, and high academic expectations, the emotional demands on teachers are substantial. Consequently, understanding the relationship between secondary school teachers' Emotional Intelligence and their teaching effectiveness is essential for teacher training, policy development, and school improvement efforts.

Teaching Effectiveness

Teaching effectiveness is widely recognized as a central determinant of student learning, academic achievement, and overall school quality. In contemporary educational systems, effective teaching encompasses not only mastery of subject matter but also the ability to create meaningful learning experiences, manage diverse classrooms, use appropriate pedagogical strategies, and foster positive teacher-student relationships. According to Stronge (2018), teaching effectiveness involves a combination of instructional planning, professional commitment, classroom management, and interpersonal skills that collectively contribute to enhanced student outcomes.

In the Indian context, the importance of teaching effectiveness has been further accentuated by the National Education Policy (NEP) 2020, which emphasizes learner-centred pedagogy, competency-based instruction, and holistic development. NEP 2020 highlights that teachers must be equipped with strong pedagogical, interpersonal, and reflective competencies to address the needs of diverse learners and to shift from rote-based teaching to experiential, inquiry-driven learning. The policy places the teacher at the heart of educational reforms and stresses continuous professional development, performance-based assessments, and restructured teacher education programmes to strengthen teaching quality across school levels.



At the secondary school stage, where adolescents undergo significant cognitive, emotional, and social transitions, teaching effectiveness plays a crucial role in shaping academic motivation, critical thinking, and personal growth. As schools increasingly demand learner engagement, classroom innovation, and inclusive practices, understanding and enhancing teaching effectiveness remains a national priority aligned with NEP's vision of transforming the Indian education system.

Emotional Intelligence

Emotional intelligence (EI), a concept introduced by Salovey and Mayer (1990) and popularised by Goleman (1995), refers to the ability to perceive, understand, regulate, and express emotions in ways that facilitate 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 essential in social and professional environments. Within educational settings, EI has gained prominence as a critical attribute for teachers, given their role in managing emotionally dynamic classrooms and interacting with students of diverse backgrounds.

Research has consistently shown that teachers with higher emotional intelligence are better able to maintain constructive classroom climates, manage stress, communicate effectively, and foster supportive teacher–student relationships. These competencies contribute to improved instructional delivery, enhanced student engagement, and reduced behavioural issues, thereby influencing overall teaching effectiveness (Jennings & Greenberg, 2009; Brackett et al., 2010).

The NEP 2020 also indirectly underscores the relevance of emotional intelligence by advocating for socio-emotional learning (SEL), holistic education, and the development of 21st-century skills among both students and teachers. The policy emphasizes teachers' socio-emotional competence as a prerequisite for creating safe, inclusive, and emotionally supportive learning environments. Moreover, NEP's vision for teacher education—particularly through the Integrated Teacher Education Programme (ITEP)—promotes the development of reflective, empathetic, and emotionally aware educators capable of nurturing student well-being while maintaining professional excellence.

Given these priorities, emotional intelligence emerges as a foundational competency that not only supports personal well-being and professional growth but also contributes significantly to effective teaching practices. Exploring Emotional Intelligence among secondary school teachers is therefore crucial for understanding how emotional competencies may enhance or predict teaching effectiveness in alignment with NEP 2020 reforms.



Need for the Study

The intersection of teaching effectiveness and emotional intelligence has become a significant focus in contemporary educational research, particularly in secondary education where teachers must navigate both academic demands and complex student emotions. While teaching effectiveness emphasises the ability to structure learning, manage classrooms, and facilitate academic growth, these skills increasingly depend on teachers' capacity to understand and respond to emotional cues—both their own and those of their students. Emotional intelligence, therefore, functions as a foundational competency that strengthens the relational and behavioural aspects of teaching, enabling educators to create environments that support engagement, motivation, and resilient learning. In classrooms marked by diversity, large enrolments, and varied socio-emotional needs, the synergy between these two constructs becomes particularly relevant.

Within the framework of India's National Education Policy (NEP) 2020, the integration of emotional competence into professional teaching standards gains further significance. The policy envisions schools as holistic, learner-centred spaces where teachers serve not only as knowledge facilitators but also as mentors who nurture emotional well-being, critical thinking, and social awareness. This vision implicitly positions emotional intelligence as a catalyst for achieving higher levels of teaching effectiveness, especially at the secondary level where adolescents benefit from stable, empathetic, and reflective educators. Understanding how EI contributes to effective teaching can therefore guide teacher preparation programmes, inform in-service training, and support the development of emotionally resilient teaching practices aligned with NEP's goals. This makes the exploration of the relationship between emotional intelligence and teaching effectiveness both timely and essential for strengthening India's educational landscape.

STATEMENT OF THE PROBLEM

A Study of Teaching Effectiveness and Emotional Intelligence of Secondary School Teachers.

Objectives

The study has been designed to attain the following objectives:

1. To identify the effective and less effective teachers teaching secondary classes.
2. To compare their emotional intelligence.
3. To examine the relationship between teaching effectiveness and emotional intelligence



Hypotheses of the Study

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

Definition of Key Terms

Teaching Effectiveness: Teaching effectiveness..... is concerned with relationships between the characteristics of teacher teaching acts and their effect on the educational outcomes of class-room teaching (Flanders & Simon, 1969)

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

Secondary School: Secondary school is defined as school having classes up to Std. X.

Secondary School Teacher: A teacher teaching any subject in classes VI to X.

RESEARCH DESIGN

Descriptive method of educational research has been used to study teaching effectiveness in relation to emotional intelligence of secondary school teachers in the study. Correlational study has been conducted to find out the relationship between teaching effectiveness and emotional intelligence of the teachers.

Population: The population of the study comprised of the trained teachers (both male and female) teaching classes VI through in coeducation schools located in urban and rural areas of Gurgaon district of state of Haryana. The sample consisted of 203 teachers having at least 2 years of service and teaching classes VI through X.

Tools Used: The following tools were used for the study

The Teacher Effectiveness Scale (TES) by Dr. Pramod Kumar and Dr. D. N. Mutha *for self rating of teaching effectiveness*



Teacher Rating Scale constructed by R.C Deva (1978) has been used for obtaining Principals' rating of teaching effectiveness

Student Rating of Teaching Effectiveness Scale (SROTES) constructed by Dr. Shashikala Deshpande

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

DATA ANALYSIS, DISCUSSION AND RESULTS

The data for the study has been analysed and interpreted in accordance with the objectives of the study as follows

1. To identify the effective and less effective teachers teaching secondary classes

To attain this three inventories viz., Teachers' effectiveness scale, Teachers' Rating scale and Students' Rating of Teaching Effectiveness score have been used as a criterion for selection of effective and less effective teachers. The mean and S.D's for the combined scores were calculated (i.e. 536.716 and 42.022). Those who were found to have obtained scores equal to or above+1 SD were designated as Effective teachers (N=24). Similarly the reverse category, those teachers whose scores fell at or below their mean on the test -1 S.D. were treated as Less Effective teachers (N=32)

TABLE 1

	Teaching Effectiveness of Secondary School teachers
N	203
Mean	536.716
S.D.	42.022

The combined distribution of teaching effectiveness scores followed a **normal pattern**, with most teachers scoring in the mid-high range (540–580).

No extreme outliers or abnormal patterns were observed, indicating a **consistent performance trend** across the sample.

Emotional Intelligence of Effective and Less Effective Secondary School Teachers

The distribution of emotional intelligence scores of teachers has been presented in Table 2



The Means and S.Ds of emotional intelligence of the sub-groups of effective and less effective secondary school teachers are computed and the significance of their mean difference is given in Table 2.

The null hypothesis (H_{O1}) is stated as follows:

H_{O1} : There is no significant difference between emotional intelligence of effective and less effective secondary school teachers.

TABLE 2

Means and S.Ds of Emotional Intelligence of Effective and Less Effective 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 of significance
Emotional intelligence of less effective teachers	32	70.28	9.27			

The above Table 2 shows that the mean of emotional intelligence of effective teachers is higher than the mean of less effective teachers. The 't' value is significant at 0.01 level. This shows that the mean emotional intelligence of effective teachers is significantly higher than mean of emotional intelligence of less effective teachers. Therefore, the null hypothesis H_{O1} is rejected.

Therefore it is concluded that the emotional intelligence of effective teachers is significantly higher than the less effective teachers of secondary school level.

Since teaching involves teachers' effective interaction with the pupils, it is important for the teacher to possess the emotional intelligence to enable him to recognize the emotional state of his students and to respond to the emotions present in them in order to teach effectively.

Significance of Relationship between Teaching Effectiveness and Emotional Intelligence.

The Null Hypothesis (H_{O2}) is stated as follows:



HO₂: There is no significant relationship between teaching effectiveness and emotional intelligence of secondary school teachers.

TABLE 3

Significance of relationship between teaching effectiveness and emotional intelligence of secondary school teachers

	N	Df	Pearson 'r' value	Significance
Teaching effectiveness	203	201	0.374	significant at 0.01 level of significance
Emotional intelligence	203			

Table 3 shows that the value of correlation coefficient calculated from the scores of teachers in the teaching effectiveness and emotional intelligence came to be 0.374, significant at 0.01 level.

It indicates that the degree of relationship between teaching effectiveness of teachers and their emotional intelligence is highly significant. Emotional intelligence of the teachers needs to be developed in order to make improvement in the teaching effectiveness of teachers.

Rastegar (2009) reported a positive significant correlation between perceived emotional intelligence and self efficacy of teachers ($r=0.5$)

Findings of the Study

1. The average performance of teaching effectiveness of the male and female teachers belonging to rural and urban areas was found to be high. Most of the teachers scored high in the Teaching Effectiveness Rating Scales. There was homogeneity in the effectiveness scores of teachers i.e. low amount of individual difference in the scores of male and female teachers was found. Most of the teachers of both sexes appeared to be equally effective in their job.
2. The *t*-test results revealed a significant difference in emotional intelligence between effective and less effective secondary school teachers. Effective teachers ($M = 81.67$, $SD = 6.85$) scored significantly higher in emotional intelligence than 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 key distinguishing factor contributing to teaching effectiveness.



3. The Pearson's correlation coefficient between teaching effectiveness and emotional intelligence of secondary school teachers was found to be **0.374**, which is **positive and statistically significant at the 0.01 level**. This indicates a **moderate, meaningful positive relationship** between the two variables.

The null hypothesis is rejected. The result reveals that teachers who possess higher emotional intelligence tend to demonstrate higher levels of teaching effectiveness.

This relationship suggests that emotional competencies such as self-awareness, empathy, emotional regulation, and interpersonal skills are associated with better instructional practices, superior classroom management, stronger student engagement, and productive teacher–student relationships. Thus, emotional intelligence can be considered an important predictor or contributing factor to effective teaching at the secondary level.

Educational Implications of the Study

1. Need for Integrating Emotional Intelligence into Teacher Education

The significant positive correlation demonstrates that emotional intelligence is not merely a personal trait but a **professional competency** essential for effective teaching. Teacher education programmes, including those designed under NEP 2020 and ITEP, should incorporate structured modules on emotional regulation, empathy development, and interpersonal communication.

2. Professional Development and In-Service Training

Schools should organise **continuous professional development (CPD)** programmes that focus on enhancing teachers' emotional intelligence. Workshops on stress management, reflective practices, conflict resolution, and socio-emotional learning (SEL) can directly enhance classroom effectiveness.

3. Improved Classroom Climate and Student Engagement

Teachers with stronger emotional intelligence are more capable of building **supportive, inclusive, and emotionally safe classrooms**. Training teachers in Emotional Intelligence can improve student engagement, reduce behavioural issues, and support adolescent well-being—critical in secondary school settings.

4. Enhancing Teaching Effectiveness through EI-Focused Interventions



As Emotional Intelligence contributes significantly to teaching performance, schools should consider EI assessments as part of internal evaluation, mentoring, and leadership development processes. Coaching or counselling support for teachers can help enhance their emotional competencies, thereby improving instructional quality.

5. Policy Relevance to NEP 2020

NEP 2020 emphasises socio-emotional learning, holistic teacher preparation, and positive school culture. The findings reinforce this direction by demonstrating that **emotional intelligence directly supports teaching effectiveness**, aligning with NEP's mandate to build emotionally competent, empathetic, and reflective educators.

6. Support for Teachers' Emotional Well-Being

The relationship highlights the need to prioritise **teachers' emotional well-being**. Providing mental health resources, reducing workload stressors, and promoting cooperative interaction among colleagues can strengthen teachers' emotional capacity, positively influencing teaching outcomes.

7. Implications for School Leadership

School administrators should recognise emotional intelligence as a key factor in teacher performance. Leadership practices such as mentoring, collaborative culture building, and supportive supervision can help strengthen both Emotional Intelligence and teaching effectiveness among staff.

CONCLUSION

The present study examined the relationship between teaching effectiveness and emotional intelligence among secondary school teachers. The findings revealed a statistically significant and positive relationship between emotional intelligence and teaching effectiveness, indicating that teachers with higher levels of emotional intelligence tend to be more effective in their instructional roles. Furthermore, the comparative analysis demonstrated that effective teachers possess significantly higher emotional intelligence than less effective teachers. These results confirm that emotional competencies such as self-awareness, emotional regulation, empathy, and interpersonal skills contribute meaningfully to classroom effectiveness.

The findings of the study are particularly relevant in the context of the National Education Policy (NEP) 2020, which emphasises holistic education, socio-emotional learning, and teacher professionalism. The



results underscore the need to view emotional intelligence as an essential professional competency rather than a peripheral personal trait. Enhancing teachers' emotional intelligence can lead to improved classroom climate, stronger teacher–student relationships, and better learning outcomes. The study thus concludes that emotional intelligence plays a vital role in strengthening teaching effectiveness at the secondary school level and should be systematically incorporated into teacher education and professional development programmes.

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