

12th International HR Conference on “Navigating the Human Capital Management in the Digital Era”,
on 19 and 20 December 2024

Emotional Intelligence and Teaching Effectiveness

Harshini.S, MBA(HR), KSET, (PhD),
Research Scholar, VTU

Dr. Juin Choudhury, MB, MBA(HR), MA(Psychology), PhD Management (IIT)
Professor,
Department of MBA,
Acharya Institute of Technology

Abstract

This study explores the relationship between emotional intelligence (EI) and teaching effectiveness among academicians, emphasizing the interplay of interpersonal and intrapersonal skills in achieving educational goals. By examining how educators analyse and manage their own emotions as well as those of their students, the research aims to highlight the importance of EI in fostering effective classroom management and strong student relationships. The investigation further evaluates whether gender influences emotional intelligence and assesses the role of teaching experience in shaping both EI and instructional efficacy. Findings suggest that higher emotional intelligence correlates with enhanced teaching effectiveness, providing valuable insights for educational practices and professional development.

Keywords: *Emotional intelligence, effectiveness, skills, gender influence*

Introduction:

Emotional intelligence plays a pivotal role in enhancing teaching effectiveness, as highlighted by various studies and research. Academicians bear the responsibility of shaping responsible citizens and guiding the younger generation toward progress and betterment. As influential figures in student's lives, educators have a profound impact on their development. To fulfil this role effectively, academicians must possess emotional intelligence, enabling them to connect with students more meaningfully. By employing effective teaching techniques and serving as role models, educators can create a lasting positive influence on students' lives.

Emotional Intelligence

The ability to recognise, understand, manage and regulate one's own emotion as well as empathise with the emotions of others. In the context of teaching, emotional intelligence is a crucial trait that directly impacts the effectiveness of educators and the overall learning experience of students. It enhances the teacher-student relationship, which helps them to better understand the emotional needs, fears and motivations of the students, a positive relationship with the student helps an academician to foster trust, respect and safe learning as well which further creates a positive learning environment. It encourages effective communication where an academician can be skilled at both verbal and non-verbal communication. It equips the teachers with skills to manage conflicts among students or between students and teachers. The concept of self-awareness and self-regulation which helps them to react in challenging situations, promoting professionalism and fairness in unexpected classroom challenges. Empathy as a core aspect of EI, allows teachers to understand and relate to the diverse experiences of students and colleagues, it helps them to protect an inclusive approach in the classrooms.

12th International HR Conference on “Navigating the Human Capital Management in the Digital Era”,
on 19 and 20 December 2024

Teaching effectiveness

It refers to an academician's ability to facilitate student learning, inspire intellectual growth and foster a positive environment. Effective teaching goes beyond delivering content, it involves understanding student's needs, using appropriate teaching strategies, and promoting holistic development. Students are more likely to achieve academic success when teachers adapt their methods to suit different learning styles. Effective teachers make lessons engaging and interactive and relatable which sparks the curiosity and interest among the students by using real life examples, group activities and technology driven dynamic classroom experience. Effective teaching fosters a safe, inclusive and respectful environment where students feel comfortable sharing ideas and asking questions. It encourages the holistic development of students which helps them thrive both academic and personal settings. By incorporating inclusive teaching methods, teachers reduce learning gaps among students of different abilities, cultures, and backgrounds. Equitable education ensures that every student has an equal opportunity to succeed. When teachers are effective, they establish trust, respect, and rapport with students, promoting a healthy teacher-student relationship. Effective teaching encourages students to become independent learners, promoting the habit of self-reflection and continuous improvement

Objectives

To explore the relationship between emotional intelligence and teaching effectiveness.

To examine the impact of gender on emotional intelligence and its role in effective teaching.

Hypothesis

High level of emotional intelligence and teaching effectiveness are evident among academicians.

A significant relationship exists between emotional intelligence and teaching effectiveness among academicians.

Research Methodology

The research was conducted using a survey-based approach. The study focused on 200 academicians, where 86 male academicians and 114 are female academicians from various colleges in Bangalore which includes both the private sector and government sector teachers. To measure emotional intelligence and teaching effectiveness, two standardized tools were employed: Daniel Goleman's "Emotional Intelligence Scale" (EIS) which constitutes 5 factors and the "Teaching Effectiveness Scale" (TES) designed by Dr. Ponraj which has 40 different items constituted to 5 factors finally. Each participant was asked to independently provide their responses, reflecting their personal beliefs and thoughts, without any collaboration or influence from their colleagues. Descriptive statistics using Karl Pearson co-efficient of correlation to know the relationship between emotional intelligence and teaching effectiveness.

Table 1: Gender wise distribution table

Gender	No of respondents	Percentage
Male	86	43%
Female	114	57%
Total	200	100

The gender wise description clearly interprets that 86 respondents constituting 43% of the sample size are male academicians and 114 respondents constituting 57% of the sample size are female. In this study there are more number of female academicians.

**12th International Conference on “Navigating the Human Capital Management in the Digital Era”,
on 19 and 20 December 2024**

Objective 1:

To explore the relationship between emotional intelligence and teaching effectiveness.

Table 2: Emotional Intelligence Scale

Particulars	Male (N1=86)	Female (N2=11)
Self-awareness	41.23	58.77
Managing emotions	46.24	53.76
Motivating oneself	42	58
Empathy	45.82	54.18
Social skills	45.26	54.74
Total	220.55	279.45

The above table 2, clearly depicts the emotional intelligence according to the gender where the mean scores of 5 factors are considered. The female academicians mean is higher compared to the male academicians with higher emotional intelligence level.

Table 3: Teaching Effectiveness Scale

Particulars	Male (N1=86)	Female (N2=114)
Preparation and Planning	48	68
Classroom Management	42.91	56.81
Knowledge Management	40.16	60.05
Teaching Methodology	42.34	57.56
Interpersonal Qualities	26.86	36.36
Total	200.27	279.02

The above table 3, clearly depicts the teaching effectiveness scale according to gender where the mean scores of 5 factors are considered. The female academicians mean is higher compared to the male academicians with effective teaching methodology.

Objective 2:

To examine the impact of gender on emotional intelligence and its role in effective teaching.

**12th International Conference on “Navigating the Human Capital Management in the Digital Era”,
on 19 and 20 December 2024**

Table 4: Karl Pearson's coefficient correlation between emotional intelligence and teaching effectiveness

Sl no	Variables	Pearson correlation
1	Emotional Intelligence	0.747..
2	Teacher effectiveness	

From the above table we can clearly consider that there is a positive correlation between emotional intelligence and teaching effectiveness among the academicians in Bangalore where ($r=0.747$). There is a significant relationship existing between the emotional intelligence and teaching effectiveness and high level of emotional intelligence and teaching effectiveness is evident among academicians.

Findings:

More number of female academicians responded compared to male respondents.

Though the mean scores related to emotional intelligence and teaching effectiveness are higher in female academicians (number of respondents), the performance of female academicians is higher in self-awareness, motivating themselves and possessing good social skills.

The same is applicable in teaching effectiveness as well, the female academician's performance is better than the male academicians in planning, classroom management and interpersonal relations.

The study clearly depicts that there is a significant relationship between emotional intelligence and teaching effectiveness, the higher the emotional intelligence the better the teaching effectiveness,

Conclusion

Emotional intelligence is an effective determinant of an academician's ability to manage a good interpersonal relationship with students and create a good learning environment. Emotional intelligence would impact on student outcomes and influence on classroom climate which further improves the student's emotional outcome and academic performance. A well maintained emotional balance creates more satisfied jobs and better classroom management, Mindfulness and stress management or professional development techniques can help the academicians to maintain good emotional intelligence and perform better in teaching. This helps a better outcome for both academicians and students.

References:

Raina, S., & Khatri, P. (2015). Emotional Intelligence as Predictor of Teacher Engagement in the Classroom

Singh, M., Malik, S., & Singh, P. (2016). Factors Affecting Learning Performance of Students and Role of Emotional Intelligence

Praney Pandey, Shauli Mukherjee (2023) "A study of teacher's emotional intelligence in relation to their effectiveness" International Journal of Humanities and Social Science Research, vol 9, issue 6.

**12th International Conference on “Navigating the Human Capital Management in the Digital Era”,
on 19 and 20 December 2024**

Jain.P (2000). Education Psychology Professional Application, New Delhi: Dominant Publishers and Distributors.

Salovey, P., & Mayer, J. D. (1990). Emotional intelligence. *Imagination, Cognition and Personality*, 9(3), 185-211. (One of the most cited scholarly articles on EI)

Bar-On, R. (1997). The Emotional Quotient Inventory (EQ-i): A test of emotional intelligence. Multi-Health Systems. (Source for the development of the EQ-i test)

Darling-Hammond, L. (2000). Teacher quality and student achievement: A review of state policy evidence. *Education Policy Analysis Archives*, 8(1), 1-50.

"Applied Emotional Intelligence: The Importance of Attitudes in Developing Emotional Intelligence" – Tim Sparrow & Amanda Knight (2006)

Shulman, L. S. (1987). Knowledge and teaching: Foundations of the new reform. *Harvard Educational Review*, 57(1), 1-22.