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# The Contribution of Emotional Intelligence to Government School Teachers' Increased Teaching Effectiveness

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**Abstract**

Emotional Intelligence (EI) is more and more diagnosed as a vital aspect in powerful coaching, influencing instructor overall performance, school room management, and pupil engagement. This look at investigates the connection between EI and instructor-student interactions, the usage of empirical records amassed from 100 contributors. The studies employ statistical analysis through SPSS, which include reliability evaluation, descriptive information, correlation, and regression analysis. The outcomes suggest a excessive degree of inner consistency inside the measurement device (Cronbach's Alpha = 0.969), a robust advantageous correlation between EI and teacher-scholar relationships ($r = 0.860$, $p < 0.01$), and a full-size predictive relationship ($\beta =$ zero.860, $p <$ zero.01), confirming that higher EI enhances teachers' ability to foster significant interactions with School students. Those findings align with preceding literature, highlighting EI as a key determinant of instructor efficacy and student achievement. The have a look at underscores the need for incorporating EI education into teacher education applications and professional development projects. coverage guidelines emphasize the integration of EI-primarily based interventions to enhance trainer well-being, job satisfaction, and pupil learning outcomes. The have a look at contributes to the developing body of research advocating for EI as an important skill for educators, reinforcing its significance in shaping a superb and productive gaining knowledge of surroundings.

**Keywords:** Emotional Intelligence, Teacher Efficacy Pupil Engagement, School room management.

## 1. Introduction:

It is fair to say that teaching is not only an academic discipline, However, it's also a career that requires an emotional role as well, especially in managing friendships or relations. In the instance of government educational institutions where the teachers are tasked to work with students of varying economic and cultural backgrounds, The importance of emotional intelligence (EI) holds a lot of significance. It is because as a teacher, the capability to identify, regulate and feel emotions along with the capacity to put oneself in the context of others become the basis of relationships and hence influences the learning environment Eh or emotional hijacking.

Previous studies discovered that the teachers endowed with high ranking EI are more inclined to be able to manage the emotional outbursts and the behavioral issues in the classrooms. They are able to earn and maintain trust, fight with disagreements, and promote an atmosphere of care where students are appreciated and comprehended. This

in turn, refurbishes the teacher-student bond, which in today's context is among the key determinants of the level of inclusivity, academic output and the psychological aspects of the student scholars.

In addition, however, EI can be connected to classroom management as well. The ability of educators to control their feelings and emotions even tense and hard circumstances are able to ensure discipline in classroom, deal with different problems of students, and encourage joint work. Such skills are especially effective in government schools, where resources are few and external factors tend to heighten the challenges of teaching.

In this paper, we consider the influence the efficiency with which of EI in the improvement of the teaching effectiveness of educators in government schools. It looks at Emotional Intelligence (EI) and the interactions between teachers and learners moreover the management of the classroom, emphasizing its relevance in enhancing the teaching and learning experience of both teachers and students. In addressing these dimensions, the study hopes to draw attention to the need for integration of EI into the teacher education and development initiatives.

## 2. Literature Review:

Across various educational contexts, the effectiveness of a teacher, as well as student outcomes, has a crucial factor that determines it: Emotional Intelligence (EI). An array of research has shown that teachers with greater emotional intelligence have higher adaptability to challenges, better student engagement, and better classroom management (Valente et al., 2020b; Akram, 2019; Kgosiemang & Khoza, 2022). Such research implies that EI affects not just the performance of an individual teacher, but also has an indirect impact on students, amplifying benefits in the learning environment (Kgosiemang & Khoza, 2022; Patel, 2023).

The research of Chechi & Kauts (2014) and Penrose et al. (2007) connects EI to the self-efficacy of teachers, indicating that teachers with greater emotional intelligence tend to have enhanced confidence towards teaching and education, regardless of their age, gender, or years of teaching experience. The marketing of this connection is further supported by Wang (2022), demonstrating that the effect of teacher engagement on job performance acts as a mediator between EI and student academic progress, and the self-efficacy moderates the effect of the engagement. Taken in total, these studies imply the following řhetorical model of causality: greater EI → enhanced self-efficacy and engagement →improved student outcomes.

The relationship between emotional intelligence and teacher-student relationships appears as a recurring theme. Wang (2023) points out that mindfulness, a component of emotional intelligence, allows teachers to engage more effectively with students and to create more supportive and nurturing learning environments. Yasmeen et al. (2023) stress that emotional intelligence enables the establishment of positive teacher-student relationships, which, in turn, greatly enhances student skills. In this regard, we also find Dolev & Leshem (2016), who show that EI training enhances teachers' emotional skills and improves the way they—and their students, their role, and their team—are viewed.

Creativity, engagement, and instructional effectiveness tend to be influenced by EI, as Su et al. (2022b) conclude that EI impacts teaching for creativity, with job involvement serving as a mediation factor between the two. EI facets like self-awareness, empathy, and other interpersonal skills lead to enhanced student engagement and satisfaction, as shown in studies by Jaberi et al. (2024). Singh & Jha (2012b) talk about their positive impact on classroom management and pedagogical effectiveness. Additionally, Akram (2019) and Valente et al. (2020b) report what appear to be gender differences in teaching EI metrics, hinting that other demographic variables may influence the manifestation of EI in teaching.

In addition to teacher-focused results, a number of studies underscore the role of emotional intelligence in predicting student success and motivation. Raver (2002b) pointed to the impact of emotional skills in children on their readiness for school, and Romanelli et al. (2006) and Taibolatov et al. (2024b) showed that EI serves to foresee both academic and later professional achievements. By referring to EI, Chamizo-Nieto et al. (2021b) argue that teacher-student relationships work to bolster these achievements and so EI in teachers relates to the growth of students.

EI, as discussed above, has an impact on professional performance as a single trait, but it serves as a professional competency having more impact at the national development level. Kovalchuk et al. (2022c) note that in modern work environments, a blend of technical, social, and emotional skills is required, suggesting that educational institutions and economic systems in general need to pay more attention to the development of EI. EI development among teachers addresses this issue in the education sector, improves the performance of students, and fulfills the requirements of the workforce (Penrose et al., 2007; Dolev & Leshem, 2016).

### 2.1 Theoretical Framework:

The study would be grounded within the framework based on the principle that EI holds a paramount importance in teaching practice and relationship, as this deals with different characteristics of the relationship between teaching performance and students-teacher relationship. According to (Salovey & Mayer, 1990b), EI refers to the ability of perceiving, understanding, assessing, and regulate emotions in oneself and others or by others. In education, EI was recommended to predict teacher efficacy, job satisfaction and student engagement. Some researchers found the positive effects of EI on classroom management (Penrose et al., 2007b).

One of the critical concepts on which this framework is based is **Teacher Efficacy**, or a teacher's confidence in their ability to influence students' learning outcomes. Bandura (1997) claims that self-efficacy determines teachers' motivation, instructional strategies, and classroom control, all of which affect the academic achievement of students. Emotional Intelligence plays a role in developing teacher efficacy because it builds up self-regulation, empathy, and interpersonal skills, thus fostering a good teacher-student relationship and enhancing classroom control (Romanelli et al., 2006).

In addition, SEL theories posit that emotional competencies like self-awareness, self-regulation, and empathy do not only make interpersonal more efficient interactions, but also create a healthy and supportive learning environment (Raver, 2002b).

Using this theoretical lens, the study seeks to emotional intelligence as well as teachers' emotional intelligence as well as and their perceived effectiveness in developing positive teacher-student relationships that contribute to the excellence of the educational experience. The framework further suggests that the improvement of EI among teachers possibly a potent tool for enhancing teaching effectiveness, student engagement, and ultimately, academic success.

## 3. Research Methodology & Hypothesis Development:

### 3.1 Research Design:

This paper used a cross-sectional survey approach to investigate the connection between Emotional Intelligence (EI) and the Teacher-Student Relationship. The information used in this investigation came from 100 participants, where instructors, both male and female had different years spent in the classroom. Purposive sampling was used to sample the participants, so that the chosen sample would best represent the educator population. The major tool applied for gathering the data was a structured questionnaire for the assessment of Emotional Intelligence and Teacher-Student Relationship, whose reliability was assured with a very high Cronbach's Alpha score of 0.967. SPSS software was used to examine the data that allows to analyze correlations, perform descriptive statistics, and regression modelling in determining the strength and importance of connections between Emotional Intelligence and and teacher-student interactions. This design made it possible to fully comprehend the function of emotional intelligence (EI) in the classroom and offered valuable insight into how EI affects the dynamics between teachers and students.

### 3.2 Participants:

The study involved 100 participants, and SPSS was used to analyze the data. The demographic features and the important variables, such as emotional intelligence (EI) and the teacher-student relationship, were summarized using descriptive statistics. To investigate the relationship between EI and teacher-student dynamics, correlation

and regression analysis were performed. Cronbach's Alpha was used to assess the instrument's reliability. In order to understand the relevance and strength of the associations within the data, SPSS produced a number of long-form outputs, such as model summaries, ANOVA findings, and coefficient estimates. This method of data analysis made it easier to make insightful deductions about how emotional intelligence influences interactions between teachers and students.

### 3.3 Objectives:

1. To investigate EI and Teacher-Student relationship.

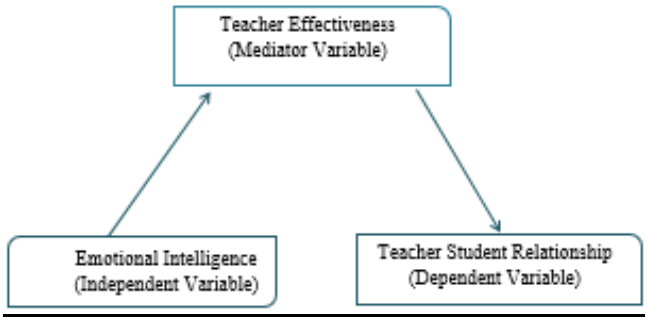
2. To determine the ability of EI in predicting Teacher-Student interaction.

3. To validate the reliability of the measurement instrument for EI and Teacher-Student relationship.

4. To present empirical evidence on how EI influences educational outcomes through positive teacher-student dynamics.

5. To establish statistical significance of EI in influencing the teacher-student relationship.

### 3.4 Conceptual Framework :




### 3.5 Instruments:

Table 1 presents the reliability statistics for the scale, showing a Cronbach's Alpha of 0.967, indicating excellent internal consistency. The value of 0.969 based on standardized items further supports this, confirming the reliability of the instrument. With 11 items, the scale demonstrates strong reliability, aligning with (Kline, 1999) recommendation that values above 0.9 indicate excellent reliability.

**Table 1 Reliability statistics**

| Cronbach's Alpha | Cronbach's Alpha Based on Standardized Items | N of Items |
|---|---|---|
| .967 | .969 | 11 |

Table 2 displays the distribution of genders in the sample, where females constitute 81% and males 19%, making up a total of 100 participants. The valid percentage for each gender is equal to the frequency percentage since there were no missing values. Since the cumulative proportion equals 100%, every example is guaranteed to be included.

**Table 2 Gender Distribution**

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | Female | 81 | 81.0 | 81.0 | 81.0 |
| | Male | 19 | 19.0 | 19.0 | 100.0 |
| | Total | 100 | 100.0 | 100.0 | |

Table 3 shows the sample's age distribution. 51% of the population was over 45, followed by 23% of those between the ages of 25 and 34 and 22% of those between the ages of 35 and 44. Just 4% of those who took part were younger than 25. Valid percentages are equivalent to frequency percentages, and when the cumulative percentage hits 100%, it indicates that every participant has been reached.

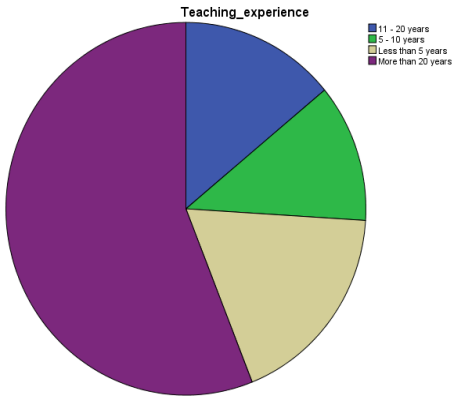
**Table 3 Age Distribution**

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | 25 - 34 years | 23 | 23.0 | 23.0 | 23.0 |
| | 35 - 44 years | 22 | 22.0 | 22.0 | 45.0 |
| | 45 years and above | 51 | 51.0 | 51.0 | 96.0 |
| | Below 25 years | 4 | 4.0 | 4.0 | 100.0 |
| | Total | 100 | 100.0 | 100.0 | |

The distribution of participants' teaching experience is shown in Table 4. Sixty-six percent had more than 20 years of teaching experience, compared to 18 percent with fewer than five years, 14 percent with 11 to 20 years, and 12 percent with five to ten years. All cases at 100% are accounted for by the cumulative percentage.

**Table 4 Teaching experience Distribution**

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | 11 - 20 years | 14 | 14.0 | 14.0 | 14.0 |
| | 5 - 10 years | 12 | 12.0 | 12.0 | 26.0 |
| | Less than 5 years | 18 | 18.0 | 18.0 | 44.0 |
| | More than 20 years | 56 | 56.0 | 56.0 | 100.0 |
| | Total | 100 | 100.0 | 100.0 | |




The pie chart represents the distribution of teaching experience among participants. Most of the sample, 56%, has more than 20 years of teaching experience, followed by 18% who have less than 5 years, 14% who have 11-20 years, and 12% who have 5-10 years. This shows that the participant group is very experienced.

Table 5 indicates that EI had a mean of 3.9040 and Teacher-Student Relationship a mean of 4.1403, both of which were measured on a scale of 1.00 to 5.00. Standard deviations of 1.20621 and 1.18202, respectively, suggest moderate variability in scores. These findings suggest that relationships between teachers and students are generally good and that emotional intelligence is high.

**Table 5 Descriptive Statistics**

| | N | Minimum | Maximum | Mean | Std. Deviation |
|---|---|---|---|---|---|
| EI | 100 | 1.00 | 5.00 | 3.9040 | 1.20621 |
| Teacher Student | 100 | 1.00 | 5.00 | 4.1403 | 1.18202 |

Table 6 shows Pearson correlation analysis of EI and Teacher-Student Relationship. At the 0.01 level ($p < 0.01$), the findings showed a substantial positive association ($r = 0.860$). This indicates that positive teacher-student connections were substantially correlated with greater EI levels. The results further support the argument that EI has a role to play in making teachers' and students' interactions positive and supportive.

**Table 6 Correlations Analysis**

| | | EI | Teacher_Student |
|---|---|---|---|
| EI | Pearson Correlation | 1 | .860** |
| | Sig. (2-tailed) | | .000 |
| | N | 100 | 100 |
| Teacher Student | Pearson Correlation | .860** | 1 |
| | Sig. (2-tailed) | .000 | |
| | N | 100 | 100 |

**.Correlation is significant at the 0.01 level (2-tailed).

Table 7 : Model Overview for Regression Examination The coefficient of correlation 0.860 is R. This suggests a close connection between the teacher-student interaction and emotional intelligence. Squared R = 0.740 In other words, EI accounts for 74% of the variation in the teacher-student model. R-squared corrected is 0.737. This validates the robustness of the model by accounting for possible sample size bias. A decent model fit is indicated by the standard error of the estimate (0.60600), which shows the average deviation of the observed values from the anticipated values.

**Table 7 Model Summary**

| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate |
|---|---|---|---|---|
| 1 | .860[a] | .740 | .737 | .60600 |

a. Predictors: (Constant), EI

Table 8 presents the ANOVA test results for the regression model. The F-value was 278.656, which was highly significant, $p < 0.001$, indicating that the model is statistically significant in predicting the Teacher-Student Relationship based on Emotional Intelligence (EI). Sum of Squares for Regression = 102.332 demonstrates the variability explained by the model, while the Residual Sum of Squares = 35.989 represented the unexplained variability. Overall, the large effect size supports the robustness of the relation between EI and teacher-student dynamics.

**Table 8 ANOVA Analysis**

| Model | | Sum of Squares | df | Mean Square | F | Sig. |
|---|---|---|---|---|---|---|
| 1 | Regression | 102.332 | 1 | 102.332 | 278.656 | .000[b] |
| | Residual | 35.989 | 98 | .367 | | |
| | Total | 138.321 | 99 | | | |

a. Dependent Variable: Teacher Student

b. Predictors: (Constant), EI

Table 9 presents the regression coefficients for the model. The unstandardized coefficient, B = 0.843, means that for every one-unit increase in Emotional Intelligence (EI), holding all else constant, the score on the Teacher-Student Relationship increases by 0.843 units. A high positive correlation between EI and the dependent variable is supported by the Standardized Coefficient, Beta = 0.860. The effect is extremely statistically significant ($p < 0.001$), as indicated by the t-value of 16.693 and the p-value of 0.000. When EI is zero, the expected value of the teacher-student relationship is B = 0.850, which is the constant. These findings suggest that emotional intelligence (EI) is crucial for enhancing the bonds between teachers and students.

**Table 9 Coefficients Analysis**

| Model | | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. |
|---|---|---|---|---|---|---|
| | | B | Std. Error | Beta | | |
| 1 | (Constant) | .850 | .206 | | 4.120 | .000 |
| | EI | .843 | .050 | .860 | 16.693 | .000 |

a. Dependent Variable: Teacher Student

## 4. Results:

The correlation analysis further ascertained a significant positive relationship ($r = 0.860$, $p < 0.001$) between EI and the Teacher-Student Relationship. Thus, the regression model deduced that EI predicted the Teacher-Student Relationship with significance and explained 74% of the variation in Teacher-Student Relationship ($R^2 = 0.740$, $p < 0.001$). ANOVA further verified that the model was significant ($F(1, 98) = 278.656$, $p < 0.001$). The unstandardized coefficient for EI is 0.843, $p < 0.001$, which shows a strong positive effect of EI on teacher-student interactions. The scale's reliability statistics showed high internal consistency (Cronbach's Alpha = 0.967), ensuring the findings' robustness.

## 5. Discussion:

The results support the significance of Emotional Intelligence in creating positive teacher-student relationships. According to other comparable studies, teachers with higher EI ratings were able to demonstrate stronger interaction quality with their pupils than their counterparts (Kline, 1999). The relevance of emotional intelligence (EI) in academic and professional settings was emphasized by (Romanelli et al., 2006) , and this finding is consistent with the fact that EI was a strong predictor of the teacher-student relationship. These results back up the inclusion of emotional intelligence (EI) training in teacher preparation programs since it improves interpersonal effectiveness, which may result in a nurturing learning environment. Third, the study's contribution in estimating EI's effect for practical implications in improving educational outcomes is also aligned with this end.

**Conclusion and Policy Recommendation:**

Emotional intelligence is a significant factor in teacher-student relationships and contributes to instructors' increased effectiveness, according to this study. It can be inferred that those teachers having a higher EI score tend to show greater self-awareness, empathy, and emotional regulation; therefore, contributing positively to classroom management, engagement of students, and overall teaching efficacy. In addition, the study emphasizes how teacher training programs must to incorporate the development of emotional intelligence. This is due to the fact that emotional intelligence is essential to creating a productive and encouraging learning environment that promotes academic achievement. The close linkage between EI and the teacher-student interaction points to a further need for the exploration and investment in the factor of emotional intelligence in education.

EI is recommended by study findings for inculcation at the educator-preparation levels among educational policy- and school institutional levels and provision of the aforementioned workshops, seminars, and sustained coaching towards educator improvement on emotion regulation, empathy, and social skills, making schools to make all efforts on development of favorable grounds for exercise in practice towards education improvement. Such initiatives would have a positive impact on student achievement and overall school performance in addition to improving teachers' well-being and job happiness. This could thus make EI an important strategy in furthering educational quality and creating a more empathetic and effective teaching body.

**Ethical Statement:**

None of the authors' research involving human or animal subjects is included in this paper.

**Conflicts of Interest:**

The authors of this article declare that they have no conflicts of interest.

**Data Availability Statement:**

The relevant author can provide the data supporting this study upon reasonable request.

**Author Contribution Statement:**

**Sanober Shaikh:** Conceptualization, Methodology, Validation, Writing-original draft, Visualization, Formal analysis, and Project administration Investigation. **Dr**. **Preeti S Desai:** Visualization, Validation, and Writing-review & editing; **Dr**.**Gireesh Y M:** Writing- review & editing, Formatting, and Validation.

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