

Study of emotional intelligence and occupational self-efficacy leadership style on teaching effectiveness among secondary school teachers

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Abstract- His study showed that there is a positive connection among female teachers between emotional intelligence and self-efficacy, leadership style and teaching performance. A move towards developing emotionally intelligent teachers is to set up teacher education curricula so as to enable teachers to improve their efficiencies in the right direction, to adopt various techniques to develop an acceptable leadership style and to incorporate all the teaching skills needed for teaching to be successful. This is the non-cognitive. The qualifications, competences and skills acquired in this way allow teacher trainees to meet environmental requirements and pressures. The directors, administrators and appointment committees should strive to select and encourage emotionally intelligent teachers. These teachers will spend time building confidence relationships, addressing topics with students that are fundamental to their life and encouraging them to be more responsive and proficient in all areas of treatment. In order to accomplish this purpose, authorities should put teachers in the priorities list of high self-efficiency, high initiating structure, high esteem and high instructional efficacy, while selections and promotions as such teachers should also be emotionally intelligent. These teachers can be predicted to boost personal and professional performance

Keywords- emotional, self, teachers, school

I. INTRODUCTION

In several leading organisations, emotional intelligence is used as a crucial predictor of future work success. Emotional intelligence allows one to solve challenges using reasoning and emotions and versatility in various situations (Elias et.al, 2004). Intelligence constitutes just about 20% of the achievement of the individual in life. The balance of 80 percent can be traced to emotional intelligence (Goleman, 1996). We suffer from occupation syndrome and the prediction of personal and professional relationships has become complicated for us. Our stress and relentless life and job stresses make us very irritable. Diversities among people have faced problems that involve versatility and adaptability in our communications. Rude attitudes, the propensity of subordinate workers to accuse and manipulate, derogatory role models, rising incomparability, potential uncertainties, pessimism and escapism among

employees, need for more with fewer money and needs to be more persuasive and calmer are increasing.

Teachers are continually under pressure throughout their lives. They have to contend with students of all sorts, students of varying moods, plaintiffs, pessimists and escapists. Emotional intelligence allows them to react tactfully and thoughtfully to certain students. Emotional intelligence is the capacity to harmonise individuals with the world (Goleman, 1995).

Thus, the production of emotional awareness, emotional memory, emotional perception and emotional learning, which are fundamental to our comprehension (Steve Hein, 2005), both in students and in teachers, is crucial. The present study aims to study emotional intelligence in relation to work efficiency, leadership style and teaching effectiveness of high school teachers.

1.0.1 Describing 'emotional awareness' 1.0.

Goleman (1995) described emotional intelligence as inclusive of the capacity to empower one's self in anger, regulate desires and delays in pleasure and sympathy and hope. "In his book »To work with emotional intelligence« (1998), he defined it as the ability to consider one's and others' emotions and motivate oneself and others. It contained 25 emotional abilities, which can be divided into five clusters. This is the following.:

- Self-awareness cluster: emotional self-awareness, accurate self-assessment, self-confidence.
- Self-regulation cluster: self-control, trustworthiness, conscientiousness, adaptability, innovation.
- Self-motivation cluster: achievement orientation, commitment, initiative, optimism.
- Empathy cluster: empathy, organizational awareness, service orientation, developing others, leveraging diversity.
- Social skills: leadership, communication, influence, change catalyst, conflict management, building bonds, team capabilities, collaboration and cooperation.

Emotional intelligence is the capacity for perceiving feelings, accessing and producing emotions to sustain the thinking, knowing emotional and emotional awareness, and reflectional emotional control to facilitate emotional and intellectual

development (Mayer & Salovey,1997). Mayer and Salovey identified these divisions in a 1997 publication and gave a comprehensive picture of their theories. These industries vary from more simple psychological processes to more integrated psychological processes. The lowest branch involves the basic capacity to interpret and express feelings. The highest degree is the conscious and reflective control of emotion.

- Perception Appraisal and Expression of Emotion
- Emotional Facilitation of Thinking
- Understanding and Analyzing Emotions; Employing Emotional Knowledge
- Reflective Regulation of Emotions to Promote Emotional and Intellectual Growth

The Four branches of emotional intelligence:

Perception, Appraisal and Expression of Emotion			
Ability to identify emotion in one's physical states, feelings, and thoughts,	Ability to identify emotions in other people, designs, artwork, etc. through language, sound, appearance, and behavior.	Ability to express emotions accurately, and to express needs related to those feelings.	Ability to discriminate between accurate and inaccurate, or honest vs. dishonest expressions of feeling.
Emotional Facilitation of Thinking			
Emotions prioritize thinking by directing attention to important information.	Emotions are sufficiently vivid and available that they can be generated as aids to judgment and memory concerning feelings.	Emotional mood swings change the individual's perspective from optimistic to pessimistic, encouraging consideration of multiple points of view.	Emotional states differentially encourage specific problem-solving approaches such as when happiness facilitates inductive reasoning and creativity.
Understanding and Analyzing Emotions; Employing Emotional Knowledge			
Ability to label emotions and recognize relations among the words and the emotions themselves, such as the relation between liking and loving.	Ability to interpret the meanings that emotions convey regarding relationships, such as that sadness often accompanies loss.	Ability to understand complex feelings: simultaneous feelings of love and hate or blends such as awe as a combination of fear and surprise.	Ability to recognize likely transitions among emotions, such as the transition from anger to satisfaction of from anger to shame.

1. Emotional identification, perception and expression
 - The ability to perceive and identify emotions in faces, tone of voice, body language
 - The capacity for self-awareness: being aware of our own feelings as they are occurring.
 - The capacity for emotional literacy. Being able to label specific feelings in our self and others; being able to discuss emotions and communicate clearly and directly.
2. Emotional facilitation of thought
 - The ability to incorporate feelings into analysis, reasoning, problem solving and decision making.
 - The potential of our feelings to guide us to what is important to think about
3. Emotional understanding
 - The ability to solve emotional problems.

II. RELATED WORK

Dolev and Leshemb (2016) carried out an analysis to analyse the effect in Israel of a teacher-centered EI instruction. The research was completed in a single school for two years, with group sessions and personal instruction. The research used a hybrid approach, pre-post EQ-i measurement and semi-structuring interviews. All participants in this study were twenty-one teachers, 4 males and 17 females, aged between 33 and 64. All the teachers were seasoned teachers who had spent at least five years teaching at the school. The results indicate the participants' impression that the training programme improved their EI abilities, as described by the Bar-On model. Most participants have incorporated these skills into their intimate, technical and community personalities and have altered their behaviours.

A research was conducted by Adilogullari, Ulucan and Senel (2014) to examine the connection between emotional intelligence and teachers' professional burnout. The survey included 563 high school teachers in the town centre of the province of Kirsehir. Schutte Emotional Intelligence Scale - Short version by David Chan and Maslach adapted

Farzadnia (2014) examined emotional intelligence (EI) and conflict management styles for secondary school teachers in Tehran, defining conflict management styles for teachers. 108 teachers underwent a comprehensive analysis. Two examples, "Siberia Shrink" for EI and "Robbins" for types of conflict management, collected the results. The findings of the Pearson Product Moment correlation found that conflict management styles had a substantial and positive relationship

to emotional intelligence and the style of co-operation among teachers.

In their research, Jabbari and Homayoun (2014) explored the possible association between EFL burnout and the EI in the cities of Shiraz and Marvdasht, Iran. They also tested whether EI would predict burnout. For this, 100 EFL teachers employed in private language institutes in Shiraz and Marvdasht have filled out EI and burnout surveys. Maslach Burnout Invention-Survey Educator's (MBI-ES) (Maslach, Jackson, & Leiter, 1996) was used to gather data on teacher burnout. The "Bar-On EI test" (Bar-On, 1997) was used for analysis of language teachers' IE. The findings revealed that the burnout of teachers was adversely associated with IE. In addition, it was seen that EI may be a burnout predictor.

Zamir, Hina and Zamir (2014) published a survey in order to study prospective teachers' personality and emotional intelligence. The population included all B.Ed. And M.Ed. And M.Ed. Students enrolled in public and private sector colleges in 2012 and graduated from Rawalpindi and Islamabad institutions. 120 prospective teachers were randomly chosen from different universities and institutes. The MBTI inventory developed by Isabel Briggs Myers and Katherine Briggs was used for measuring four dimensions of personalities including: Extroversion(E), Introversion(I), Sensing(S)/Intuition(N), Thought(T)/Feeling(F), Judging(J)/Perceiving(P).

The attitude type of prospective teachers. The Emotional Intelligence Test (SSEIT,1998) of Schutte Self Report was used to measure the emotional intelligence level. The findings revealed that the sample group had a high degree of emotional intelligence. This study finds that ISTJ is the dominant form of personality among potential teachers.

El-Sayed, El-Zeiny, Adeyemo(2014) explored the correlation among faculty members between job tension, emotional intelligence and self productive behaviour. The research was performed by descriptive correlation design in the Faculty of Nursing, Zagazig University, Egypt. A convenience sample of 91 faculty members serving at the Zagazig University faculty was hired for the academic year 2011-2012. Four data collection instruments were used: demographic data questionnaire, emotional intelligence scale, general scale for self-efficacy, and workplace stress scale. Schutte et al. created the Emotional Intelligence Scale (EIS). GSES was created by Schwarzer and Jerusalem to test the self-efficacy of faculty members. Hassan and Hassan created the Occupational Stress Scale (OSS) and updated the researchers to quantify the variety of stressful work circumstances among faculty members. The results of the study show that the majority of

faculty members endured high stress while emotional intelligence and self-efficacy were low. The workplace stress was adversely correlated with the emotional maturity and self-efficacy of faculty members.

Gupta (2014) was attempting to research the emotional maturity of teachers in the service of men and women. The study sample consisted of 500 in-service teachers (N = 500) split into two male and female classes. The data were obtained from the Punjab and Chandigarh colleges. Hyde, Pethe and Dhar (2002) were used to find emotional intelligence among subjects. The level of emotional maturity of male and female teachers has not been shown to vary significantly.

In his research, Hans Mubeen and Rabani (2013) analysed the degree of emotional intelligence among private teachers in Muscat, Oman Sultanate. The study stressed the importance of emotional intelligence in personal, academic and professional life. success. The academic staffs who were teaching in management and engineering programs were stretch method to improve the image quality at low cost at the same time. Threshold id reduced from the histogram by using adaptable threshold. This method reduces the color cast and enhances the image contrast. The computation consumption is low in the proposed method. taken up for the study. The data The standardised questionnaire was received. Dhar. Dhar. U. ,Pethe. ,Pethe. S., Hyde.A., Emotional Intelligence scale(2005) has been used. There were issued hundred questionnaires. The study described emotional intelligence-related phenomena within private institutions teaching in the Oman sultanate. The outcome revealed that private educational institutions teaching emotional intelligence at the Sultanate of Oman are reasonably high. Two aspects of EI, such as value orientation and self-awareness, were found to be high in contrast to the other EI factors of Emotional Intelligence. The poor Empathy score was not very low compared to the higher EI score.

Kappagoda (2013) studied the connection of emotional intelligence with five-factor personality model of Sri Lankan English teachers. The data was obtained by random means from 470 teachers: 58 from the North Central Province, 250 from the Western Provinces and 162 from the South. The English teachers administered a questionnaire with two instruments to gauge their emotional intelligence and five-factor personality model. The findings found that the mental maturity of the English teacher associated strongly and favourably with the forms of extraversion, coincidence and responsiveness of interactions but did not correlate significantly with consciousness and neuroticism. It can be concluded that emotional intelligence affected English teachers' five-factor model of personality.

Mashhady(2013) investigated the relationship between emotional intelligence (EI) and self-efficacy in 71 Iranian EFL

institutes. The researcher used Bar-On EI assessments to evaluate language teachers EI (Bar-On, 1997). A Persian edition of 90 elements of the EI scale has been used. The short version of an Instructor Sense of Effectiveness (Tschannen-Moran and Woolfolk Hoy, 2001) was used in this analysis. A population sheet was also administered. The results showed that EFL teachers' EIs had a significant and optimistic relationship with their self-efficacy, as well as a substantial disparity in the self-efficacy of teachers. Another portion of the findings revealed substantial variations in the EI and self-efficacy of teachers as regards demographic-matrimonial status and years of learning experience. This strategy resolves the dilemma of mobility and simultaneously preserves the contact network. It uses Kruskal algorithm to choose a path and Euclidean to calculate a radius. This approach provides a secure underwater communication network.

Maharana (2013) analysed the relational comprehension of Madhya Pradesh's higher secondary school students. The study included 100 teachers. Hyde and Pethe's (2001) emotional intelligence scale was developed and structured for data collection. The findings revealed that emotional intelligence is independent of ethnicity, school form, age and period of experience. The level of emotional maturity for the above category was the same.

Thilagavathy(2013) published a high school teacher report on adaptation and emotional intelligence. This research has been performed in Tiruvarur, Tamil Nadu district and the survey approach has been used. Out of a total of 250, 150 were men and 100 were female teachers, 122 were rural teachers and 128 were urban school teachers, and 131 were government teachers and 119 were private school teachers. It was observed that an important disparity occurs between male and female teachers' emotional intelligence and that there is no major difference between rural and urban teachers. Adjustment and emotional intelligence has also been shown to have a positive linear relation.

During his research, Walter and Marcel(2013) explored the possible contribution of four measures – IT, self-efficacy in teaching (TSE), psychometric tests and preparation stages. The study community consisted of 100 university teachers in northern Israel. Self-report EI was analysed using the 33-point, self-report questionnaire of SREIT (Schutte et al., 1998) that technically assessed different aspects of EI based on Mayer, Salovey and Caruso's four-tier EI model (2000). TSE was assessed by Dellinger's (2001) questionnaire, which tested the confidence of teachers in their abilities to carry out particular teaching tasks. As a surrogate measure of cognitive capability the researchers used the psychometric test scores (or their mix score – a measured counterpart used in college entrance

procedures in Israel). Teaching abilities is evaluated by recording the assessments of students performed in the field by their teachers using an assessment form. The assessment was focused on teaching components which measure the lesson output of student teachers on a weekly basis. Estimated depth. The findings of this approach showed that TSE highly predicts adequate teaching skills as well as good academic achievement and acts as the mediator between EI, teaching skills and academic performance.

Valverde and Rey (2013) undertook a study aimed at evaluating teacher education and their understanding of the value of emotional intelligence in three main areas: awareness, preparation and role of emotional intelligence in education. Data collection was carried out by a parallel task of the Teacher's University Master's education programme in which 226 students completed a questionnaire. Results from the EI sector revealed that only 33% of participants reported the emotional intelligence concept, 71.2% found that the construction of emotional intelligence was scientifically accurate and 77.4% of the teachers thought it could be built through training and development. With respect to the field of teaching, 80.1% of the teachers never earned training in this field during their academic careers, but 75.7% felt that it should be collected as a vital skill in their careers. With respect to IE, 90 percent claimed that emotional intelligence is really necessary for contact with students and that if they had emotional intelligence abilities, their potential success would be higher. Based on the data, teachers had undergone inadequate instruction in emotional skills and more than half of the participants did not know the emotional intelligence concept. But they did view gaining specific training in this field favourably, as these skills played a very significant role in teacher learning and can be helpful in coping effectively with tough circumstances, for example when students challenge the teacher's authority.

Siyamaknia, Tabrizi and Zoghi (2013) have tried in their research to investigate the connection between emotional intelligence and high school and university self-efficacy of the EFL teachers. To this end 102 teachers in eastern and west Azerbaijan, Iran, from local universities and high schools were chosen as examples of this study. The Bar-On Emotional Quotient Inventory (EQ-i) and Bandura's Instructor Self-Efficacy Scale were used for collecting the appropriate details. Results showed that there is a significant relationship between teachers' emotional intelligence and their self-efficacy beliefs.

2.1 Analysis of findings on teaching effectiveness

Parsons, Williams, Burrowbridge & Mauk (2011) presented adaptability as an important component of reading teacher effectiveness. They illustrated how effective teachers adapt

their instruction to enhance student learning. **Liakopoulou (2011)** found that most teachers seemed to associate their effectiveness at work with both personal traits and "didactic and pedagogical skills", as well as pedagogical knowledge. **Brewer (2010)** indicated that conceptions of effective music teaching can be analyzed by grouping beliefs about skills, characteristics, and knowledge of effective music teachers, and thus contents of role-identities, into three broad categories: (a) personal skills and qualities; (b) teaching skills and knowledge; and, (c) musical skills and knowledge. **McCall (2008)** conducted a study to compile a list of effective secondary science teacher Qualities. The results of the research indicated that students highly value teachers who are both passionate about the subject taught and passionate about their students. Science students prefer teachers who teach science in a way that is both interesting and relevant to the student. **Malikow(2006)** found that Personality characteristics most often cited by the students for teacher effectiveness were: challenging/had reasonably high expectations ,sense of humor, enthusiastic, creative, caring, explains complicated material well and flexible instructional style. **Gourneau(2005)** stated that the five frequently discussed attitudes and actions of effective teachers included: a genuine caring and kindness of the teacher, a willingness to share the responsibility involved in a classroom, a sincere sensitivity to the students' diversity, a motivation to provide meaningful learning experiences for all students, and an enthusiasm for stimulating the students' creativity. **Thompson, Greer & Greer(2004)** indicated that there are twelve common characteristics that emerged as central to what students conceptualize as good teaching. These twelve characteristics were-displaying fairness, having a positive outlook, being prepared, using a personal touch, possessing a sense of humor, possessing creativity, admitting mistakes, being forgiving, respecting students, maintaining high expectations, showing compassion, and developing a sense of belonging for students. There is a strong link between what students characterize as good teaching and what the research reports as the traits of effective teachers. **Minor (2002)**found that characteristics such as student centered and effective classroom behaviour, competent instruction, enthusiasm for teaching, knowledge about subject and profession underlined effective teaching. **Bulger , Mohr & Walls(2002)** described the Four Aces of Effective Teaching (Outcomes, Clarity, Enthusiasm, and Engagement) as a conceptual framework for increased self-reflective practice among teachers in higher education. **Khwaja(2002)** argued that indetermining effectiveness of science teachers, whilst teachers' subject knowledge and understanding is important, other factors include teachers'":

1. Attitude to the subject;
2. Ability to select appropriate and enjoyable experiences for the pupils, although this has been linked to the teacher's own subject knowledge and understanding;
3. Ability to connect one area of subject learning with others;
4. View of his role as a teacher and hence teaching style;
5. Interactions with pupils in the lesson, this includes identifying misconceptions, giving appropriate explanations.

IV CONCLUSION

Emotional intelligence is negatively related to job performance among male teachers, while emotional intelligence is positively related to work self-efficacy among female teachers. Emotional maturity is not related to the effectiveness of male teacher education strategies, while the female teacher has a favourable relationship to the effectiveness of educational strategies. Emotional intelligence is negatively linked to productivity of male teacher management in the classroom while female teachers have optimistic emotional intelligence linked to efficiency for classroom management. Emotional comprehension is negatively correlated with the performance of male teachers' participation of pupils, while emotional experience for female teachers is positively linked to the success of their involvement. Compared to extremely self-efficient male teachers, male teachers with moderate self-effectiveness have high emotional intelligence. Compared with female teachers with modest to poor self-efficacy in practise, extremely self-efficient woman teachers have a high degree of emotional intelligence.

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