

## THE ROLE OF EMOTIONAL INTELLIGENCE IN EFFECTIVE TEACHING A COMPREHENSIVE TEACHER TRAINING APPROACH

**Dr. Anuradha Sharma**

Education

Satyam College of Education Sonipat

[idanusanjay7768@gmail.com](mailto:idanusanjay7768@gmail.com)

### Abstract

---

*The bright indicator of a teacher's efficacy in the classroom is their level of emotional intelligence. Investigating the association between instructors' emotional intelligence (EI) and teaching effectiveness (TE) was the main goal of this research. Character development should be the cornerstone of a society when people's goodness is torn apart by violence, selfishness, and uncontrollable emotions in daily life. Our kids need to learn how to read people's emotions, respect their needs, be kind to one another, be compassionate, and practise self-control. These are characteristics that have been shown to provide advantages and are valued in all human communities. Controlling one's emotions allows one to see things from another person's point of view, which promotes tolerance and accepting of diversity. These abilities are essential in a democratic environment that is becoming more diverse. This may result in the development of a peaceful and respectful community where residents coexist. The pre-post, quasi-experimental design research used in this work was carried out to assess the benefits of a 56-hour "Emotional Intelligence" training programme. The concept was created and researched in an effort to meet the rising need on educators to practise and establish "emotionally intelligent" learning environments. In this research, 106 educators from ten Indian primary schools took part. The results showed that from the start to the finish of the course, there was an increase in emotional intelligence and empathic care. Subsequent regression analysis revealed that empathy at the conclusion of the course was predicted by both emotional expression and control. Reflective tasks completed by participants revealed improvements in emotional intelligence, emotional control, self-awareness, and empathy.*

**Keywords:** *Effective Teaching, Emotional Intelligence, Teacher Training, Correlations.*

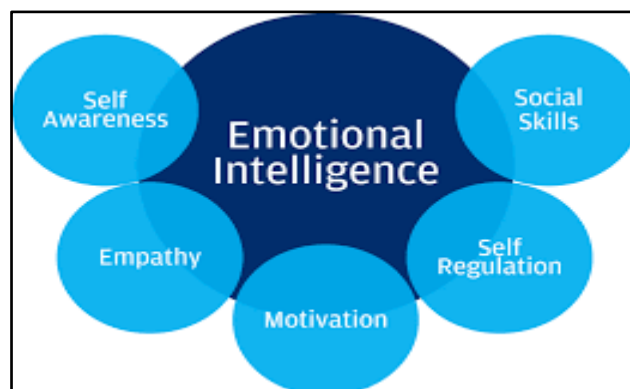
---

## 1. Introduction

The emotional domain of instructors is vital to the growth of their pupils, since teaching is a challenging profession requiring a wide range of competences and skills. Educators who need to encourage scholastic splendor and advance in their vocations should have emotional intelligence (EI). The capacity to distinguish, fathom, and evaluate feelings impacts emotional intelligence (EI) and impacts conduct. While instructors with low EI have more anxiety at work but are less successful, those with high EI have less anxiety at work but are less effective. In schools, emotional intelligence (EI) is a key component of leadership, creativity, collaboration, and dedication. Since EI and teacher effectiveness are correlated, educators should concentrate on developing classroom routines and exercises that support students in managing their emotions in relation to expectations and objectives. Research at the secondary school level is required to investigate the relationship between TE and EI in the Lahore division.

### 1.1 Understanding Emotional Intelligence

Emotional intelligence is the capacity to perceive, comprehend, direct, and manage emotions. It was first presented in 1964, and Daniel Goleman's book Emotional Intelligence helped to popularise it. The abilities and characteristics of EI influence leadership performance. While some research believe EI may be learned, others believe it is natural. The Emotional Quotient (EQ) and trait model are examples of EI models.



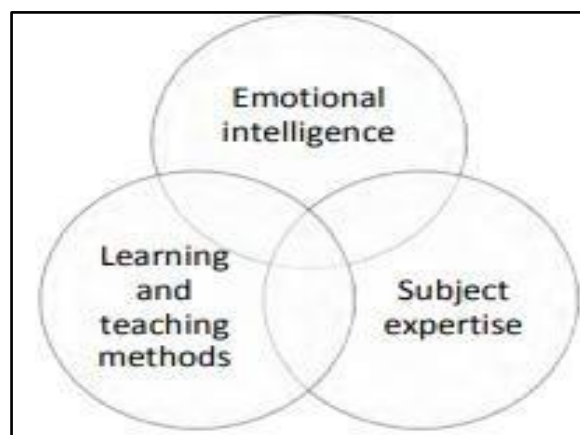
**Figure 1:** Emotional Intelligence

Recent studies have examined the neuroscience of emotional intelligence and emotion recognition. Studies show a correlation between high EI and successful occupational

performance, even if it is not causal. EI and empathy are often associated since it involves having personal experiences. Among executives looking to become better, EI development techniques are becoming more and more common. The legitimacy of EI in contrast with level of intelligence and the Large Five-character qualities is addressed by some. Numerous EI measures remain relevant even when IQ and personality are taken into account, according to meta-analyses.

### 1.2. The Significance of Emotional Intelligence in Teaching

Children's character development depends heavily on their emotional intelligence. It entails controlling connections, holding onto emotional impulses, and interpreting the feelings of others. Teachers mould students' characters by teaching them empathy and self-control. To achieve this, educators must get training in emotional intelligence. Models of emotional intelligence are present both within and outside of schools. People who succeed intellectually tend to be more emotionally capable, according to research.



**Figure 2:** Rol of EM in teacher's performance

This study assesses the ability to figure out individuals on a more profound degree of teacher educators in the Barak Valley in Assam. All people from the get-together, paying little brain to geography or direction, showed typical ability to see the value in anybody on a more profound level. Students could cultivate their ability to see the value in individuals on a significant level, and different purposes for living have different accomplishment necessities. To succeed, instructors need to major areas of strength for have knowledge. With the utilization of interactive abilities, mindfulness, self-administration, and social mindfulness, the review measures the capacity to appreciate anyone on a profound level of instructor

teachers. It likewise takes a gander at how geographic area — provincial versus metropolitan — and orientation influence the capacity to understand people on a deeper level.

## 2. Literature Review

**Brackett and Katulak (2006)** stress the value of emotional intelligence (EI) in the classroom and suggest that instructors and students get skill-based training. They contend that raising educators' emotional intelligence (EI) may result in better classroom management, stronger bonds between students and teachers, and higher academic achievement. The authors stress the need of include emotional intelligence (EI) training in teacher education programmes so that teachers have the skills they need to successfully negotiate the challenging emotional terrain of the classroom.

**Chan (2006)** According to the research, there is a negative relationship between EI and burnout, indicating that instructors who score higher on EI also tend to be less burned out. The results emphasise how important it is to attend to educators' mental health in order to prevent burnout and foster work satisfaction in the teaching environment.

**Chang (2009)** examines teacher burnout from an assessment viewpoint, emphasising the emotional labour associated with teaching. The research investigates the relationship between teachers' experiences of burnout and their views and assessments of their workplace. The research offers insights into methods for avoiding and managing teacher burnout by recognising the emotional labour that comes with teaching, eventually enhancing teachers' well-being and work satisfaction.

**Chechi (2012)** investigates the connection between instructional efficacy and emotional intelligence (EI). The research looks at how instructors' emotional intelligence (EI) skills affect their methods of education, ways to manage the classroom, and how students connect with each other. The results imply that instructors with greater EI are better able to manage the emotional demands of the profession, which leads to better instruction and more student involvement.

**Clarke (2010)** The research evaluates how EI training affects team dynamics, project results, and project managers' leadership abilities. The results emphasise the value of EI abilities in the context of project management by indicating that EI training enhances project performance and effective leadership.

3. Materials and Method

3.1. Sample and procedure

This blended model, pre-post semi trial research is supported by a diary concentrate on that is intelligent. A 56-hour course on emotional intelligence was attended by 200 teachers from 10 primary schools in central India.

Throughout the 14-week programme, the instructors were expected to maintain a reflective notebook. Instructors presented an intelligent last task three months after the course finished. The research was voluntary and anonymous to participants. Of the participants, 25% were men and 75% were women. A little over 60% have a BEd, 25% have a BA, and 15% have an MA. 20% are single, 50% are divorced, and around 65% are married.

Table 1: Education Level of The Teachers

EDUCATION LEVEL	PERCENTAGE
BEd	60%
BA	25%
MA	15%

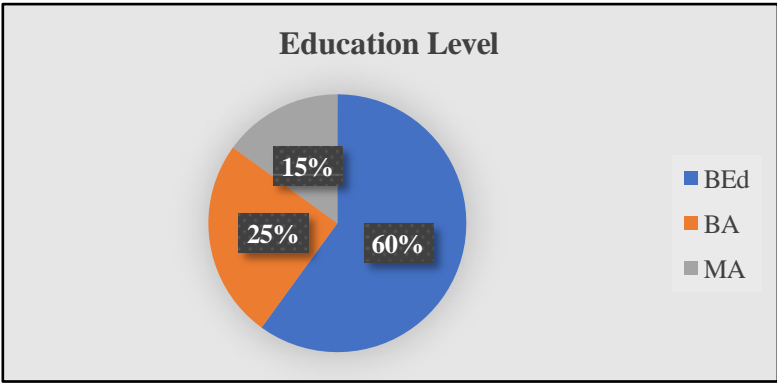
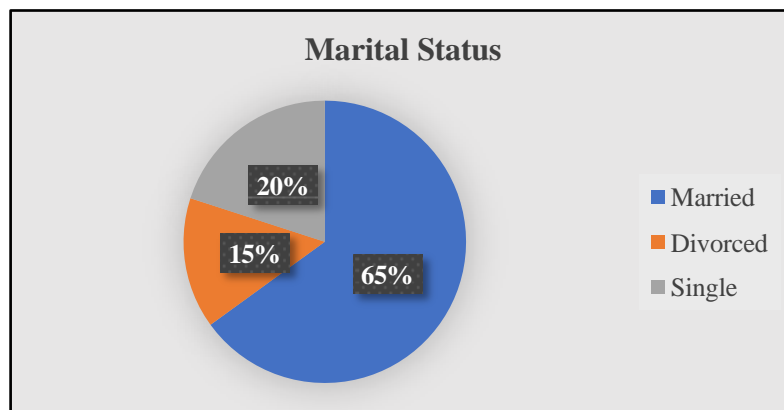


Figure3: Graphical presentation of TheEducation Level of The Teachers

Table 2: Marital Status of The Teachers

MARITAL STATUS	PERCENTAGE
Married	65%
Divorced	15%
Single	20%



**Figure 4:** Graphical presentation of The Marital Status of The Teachers

### 3.1.1. Emotional intelligence scale

Considering the Salovey and Mayer perspective, Schutte et al. made the 33-thing Schutte Self-Report The ability to figure out people on a more profound level Test, a self-uncovering assessment of the capacity to grasp individuals on a more profound level. Likert scales, with values going from 1 (not all around portrayed) to 5 (very much depicted), are utilized to grade the test things. This trait test of emotional intelligence (EI) has subscales for evaluating and expressing emotions, controlling emotions, and using emotions that have acceptable internal dependability.

### 3.1.2. The Interpersonal Reactivity Index

One strategy for estimating compassion is the Interpersonal Reactivity Index (IRI). It has 28 things and a 5-point Likert scale for scoring. Four subscales comprise the IRI: perspective taking, imagination, empathic worry, and personal suffering. Test-retest and internal reliability of the subscales are both good, with internal reliability ranging from .71 to .77. The

IRI subscales' internal reliability in one research varied from .72 to .79. The IRI is effective for evaluating empathy since its test-retest and internal reliabilities have been shown to be good.

### 3.3.3. Reflective questionnaire

The study used the approach proposed by Shoffner, Shapiro, and Darby to examine instructors' learning via reflective writing. Before answering, participants were asked to write down their expectations, describe a challenging student, express their feelings, and exercise moderation. They also spoke about how they help kids learn and control their emotions. At the midterm, educators were approached to survey the course satisfied and its effect. Following the instruction, students were expected to consider how they had learned on their own, describe the student they had first portrayed, and explain how they would control their emotions and actions. Three months after the course, participants gave a reflective final project in which they described how the training affected their teaching and student interactions. The goal of the study was to comprehend how instructors learn.

## 4. Results And discussion

A matched models t-test was used to quantify the students' ability to grasp individuals on a more profound level from the very start of the course to the fulfilment. The ability to see the value in anybody on a more profound level mean toward the completion of the course ( $M = 143.09$ ,  $SD = 15.43$ ) was significantly higher than close to the beginning ( $M = 130.17$ ,  $SD = 5.51$ ) ( $t = -4.054$ ;  $p < .001$ ), as demonstrated by the data. Furthermore, from the very outset to the consummation of the course, every one of the three subscales of the ability to grasp individuals on a more profound level (enunciation, rule, and the board) showed a critical climb in the revelations ( $p < .06$ ).

**Table 3:** Implies, standard deviation, and t-trial of five "IRI" and four "SSREIT" parts by season of reaction (previously/in the wake of preparing,  $n = 200$ ).

	Before		After			
Factor	M	SD	M	SD	t	p
Fantasy (FS)	26.28	5.51	26.59	5.37	-1.177	.288
Empathic concern (EC)	31.30	3.76	31.62	3.36	-1.879	.446
Perspective taking (PT)	27.50	4.44	28.30	3.60	-3.322	.013
Personal distress (PD)	20.97	4.86	20.38	4.94	2.566	.116
Empathy index	112.94	11.82	113.66	9.82	-1.364	.323



Expression of emotion	52.16	6.88	53.38	6.88	-3.551	.112
Regulation of emotion	40.52	5.95	40.87	5.88	-2.284	.142
Management of emotion	39.78	5.18	40.96	5.19	-4.220	.111
Emotional Intelligence	130.17	5.51	143.09	15.43	-4.165	.111

Two empathy subscales changed considerably from course start to finish, but the overall empathy index did not ( $p > .06$ ). The training led to increased perspective-taking ( $M = 27.50$ ,  $SD = 4.44$ ) and decreased personal discomfort ( $M = 20.97$ ,  $SD = 4.86$ ) ( $t = -3.211$ ,  $p < .01$ ;  $M = 20.38$ ,  $SD = 4.94$ ). Toward the finish of the course, a different relapse investigation anticipated sympathy by the three capacities to understand individuals on a deeper level part to more readily figure out the relationship. Various relapse was utilized to see whether the three abilities to appreciate people on a deeper level part foresee sympathy.

The relapse investigation showed  $R^2 = .27$ ,  $F(2296) = 22.54$ ,  $p < .001$ . The capacity to understand anyone at their core was fundamentally anticipated by articulation ( $\beta = .59$ ,  $p < .001$ ) and guideline ( $\beta = -.21$ ,  $p < .06$ ), however not by feeling the executives. End-course information uncovered feeling articulation and guideline anticipated compassion. Pearson connection was utilized to analyze the connection among "IRI" and "SSREIT" polls when the course. The two tables demonstrate comparative connection qualities and bearings. The main distinctions between the two arrangements of estimations are (1) the relationship between's demeanor of feelings and individual trouble (sympathy scale) turned out to be adversely huge after the course (.167) and (2) the connection between's guideline of feeling and the general compassion list became non-critical (.248) All associations in the two tables are great aside from individual distress.

#### 4.1. Reflective questionnaires

Intelligent substance gathered toward the beginning, midterm, and end of the course was broke down and eventually summed up into principal subjects to additional comprehension specialists might interpret the formative cycles that instructors experienced from the very start to the furthest limit of the course and 90 days after the fruition of the course. The schedule that was assembled presents those thoughts, and afterward a few cases:

**Table 4:** Utilizing different relapse investigation, the three parts of the ability to appreciate



Exploring Innovation Research Methodologies in a Variety of  
Multidisciplinary Fields and Their Prospective Future Impact  
February 2024

167 | Page

people on a deeper level survey (SSEIT) might be utilized to foresee compassion.

Factor	B	SE B	$\beta$
Expression of emotion	0.96	0.22	0.60***
Regulation of emotion	-0.55	0.31	-0.32*
Management of emotion	0.06	0.29	0.14
$R^2$		0.27	
$F_{(2296)}$		22.54***	

**Table 5:** Prior to the course, Pearson correlations between the components on the "IRI" and "SSREIT" questionnaires (n = 200)

Factor	Expression of Emotion	Regulation of Emotion	Management of Emotion	Emotional Intelligence
Fantasy (FS)	0.489***	0.228	0.314**	0.383***
Empathic concern (EC)	0.568***	0.523***	0.493***	0.588***
Perspective taking (PT)	0.588***	0.489***	0.447***	0.588***
Personal distress (PD)	-0.139	-0.368***	-0.379***	-0.288**
Empathy index	0.638***	0.345**	0.356**	0.528***

**Table 6:** Pearson connections between's the "IRI" and "SSREIT" poll parts after the course (n = 200).

Factor	Expression of emotion	Regulation of emotion	Management of emotion	Emotional intelligence
Fantasy (FS)	0.512***	0.241	0.329**	0.422***
Empathic concern (EC)	0.567***	0.463***	0.452***	0.566***
Perspective taking (PT)	0.586***	0.455***	0.444***	0.579***
Personal distress (PD)	-0.278*	-0.491***	-0.448***	-0.437***
Empathy index	0.605***	0.248	0.289**	0.457***

#### 4.2. Beginning of the course

Most participants sought educational materials to understand and manage problematic students. Some instructors wanted to learn how to manage challenging circumstances, while

others wanted to know how their emotions effect kids. "I realise working with people requires lifelong self-improvement". Some participants don't believe this course will help or educate them. During training, introspection and personal effort raised concerns. I caved in to my worries and didn't sign up for this course at the start of the year, thinking it would help me confront my fears and failing. Teachers were fatigued, annoyed, lonely, indignant, and unprepared to teach kids with LD, ADHD, and other behavioural disorders. Although I want to confront the difficulties, I don't feel ready. "How can teachers teach 40 kids alone? Many youngsters need my help." "Dissatisfied teachers make it hard to help frustrated students. "

#### **4.3. During the course**

Instructors expressed the course substance and procedure raised mindfulness. "During the course I thought of myself as crying, fretful, and overpowered with feeling." "I battled with internal world ideas as classes went on". Analysts showed instructors were more mindful. They communicated more and had less internal life tension. "The course set off a surge of feelings, recollections, and qualms in me and made me think like both a teacher and an understudy". Members additionally said the program encourages consideration, which frequently prompts close to home eruptions and troublesome inquiries. As the course proceeded and members were presented to different wellsprings of data, their own and proficient cognizance, comprehension of the educators' interaction, and concerns started to blur. "Relating to the subject from two different and polar points of view (student and educator) helped me understand the importance of revealing and working through the educator's own discovery, development, and awareness before educating others". Participants also learn how emotional talents, teaching ability, and student emotions relate: "I am learning to accept criticism without being hurt, to try and analyse experience in a reflective and practical way". The training connected personal awareness with professional consolidation as an instructor for me. I believe the material helps me understand and manage educational challenges that used to bother me. Believe in and experience the power of these tools and information gives me confidence and capacity".

#### **4.4. The end of the course**

In the wake of preparing and composing their last reflections, teachers comprehended the huge cycle they had attempted and perceived their own sentiments. They understood the

course's methods and recognised their strengths. Different courses use different resources. This course started well, but it must be sustained to turn knowledge into power, according to most participants. "The course helped me breathe deeply and relax in difficult situations". "Even if I don't have an immediate solution, I know that stopping, thinking, seeking advice, working through the emotions, and making a plan is best". "I think I've learned to forgive myself and give constructive criticism after mistakes". I figured out how to clarify some things and search inside all through preparing. I asked why I was angry. I figured out how to inhale profoundly and control feelings". Repeatingly going through my sentiments as a restorative system and the capacity to think simultaneously and know about my limits are capacities I educated in the studio and wish to create.

#### **4.5. In the last intelligent survey**

90 days after the preparation, 75% of educators consider and utilize "the capacity to appreciate people on a deeper level device" in their instructing. They grasp their feelings, yet control and help are troublesome, and they need to learn. "I frequently respond rapidly, unfit to pause and think - however basically I know and trust it will improve". End of day, I can't help thinking about how I feel? How was instructing today? I treated understudies how? Associates? I presently grasp my sentiments. "The preparation began well, yet instructors need profound language abilities". 82% of educators knew the troublesome understudy and were hopeful.

### **5. Conclusion**

The research investigates how an emotional intelligence training programme affects the emotional competencies of elementary school teachers. The emphasis is on emotional intelligence and empathy, two concepts that are essential for educators. Following the training, the study revealed a substantial increase in empathy, a reduction in personal stress, and increases in emotional intelligence aspects. Empathy barely little increased despite the training model's use of an experienced interactive teaching approach. Moreover, that is the very thing the assessment found albeit the ability to comprehend individuals on a significant level and compassion were comparative when the readiness, there was a critical connection between the ability to grasp people on a significant level and individual bother. The examination additionally found that at the finish of the course, compassion was anticipated by

the articulation and tweak of emotions. The preparation incorporates intelligent reflection, and the outcomes loan confidence to the idea that emotional change might happen even for a brief time. The study adds to the expanding corpus of research on improving teachers' emotional intelligence and incorporating emotions into the teaching and learning processes.

## References

1. Brackett, M. A., & Katulak, N. A. (2006). *Emotional intelligence in the classroom: Skill-based training for teachers and students*. In
2. Chan, D. W. (2006). *Emotional intelligence and components of burnout among Chinese secondary school teachers in Hong Kong*. *Teaching and Teacher Education*, 22, 1042–1054.
3. Chang, M. L. (2009). *An appraisal perspective of teacher burnout: Examining the emotional work of teachers*. *Educational Psychology Review*, 21, 193–218.
4. Chechi, K. V. (2012). *Emotional intelligence and teaching*. *International Journal of Research in Economics & Social Sciences*, 2, 297–304.
5. Clarke, N. (2010). *The impact of a training programme designed to target the emotional intelligence abilities of project managers*. *International Journal of Project Management*, 28, 461–468.
6. Cohen, A. D. (2006). *Social, emotional, ethical, and academic education: Creating a climate for learning, participation in democracy, and well-being*. *Harvard Educational Review*, 76, 201–237.
7. Cooper, B. (2004). *Empathy, interaction and caring: Teachers' roles in a constrained environment*. *Pastoral Care in Education*, 4, 12–21.
8. Darby, A. (2008). *Teachers' emotions in the reconstruction of professional self-understanding*. *Teaching and Teacher Education*, 24, 1160–1172.
9. Ergur, D. O. (2009). *How can education professionals become emotionally intelligent?* *Procedia – Social and Behavioral Sciences*, 1, 1023–1028.

Exploring Innovation Research Methodologies in a Variety of  
Multidisciplinary Fields and Their Prospective Future Impact  
February 2024

171 | Page

10. Fletcher, I., Leadbetter, P., Curran, A., & O'Sullivan, H. (2009). *A pilot study assessing emotional intelligence training and communication skills with 3rd year medical students. Patient Education and Counseling*, 76, 376–379.
11. Hackett, P. T., & Hortman, J. W. (2008). *The relationship of emotional competencies to transformational leadership: Using a corporate model to assess the dispositions of educational leaders. Journal of Educational Research & Policy Studies*, 8, 92–111.
12. Hen, M., & Walter, O. (2012). *Sherbone Developmental Movement (SDM) teaching model in Higher Education. Support for Learning*, 27, 11–19.
13. J. Ciarrochi & J. D. Mayer (Eds.), *Improving emotional intelligence: A practitioners guide* (pp. 1–27). New York, NY: Psychology Press/Taylor & Francis.
14. Jennings, P. A., & Greenberg, M. T. (2009). *The prosocial classroom: Teacher social and emotional competence in relation to student and classroom outcomes. Review of Educational Research*, 79, 1491–1525.
15. Lopes, P. N., Salovey, P., Côté, S., & Beers, M. (2005). *Emotion regulation abilities and the quality of social interaction. Emotion*, 5, 113–118.

\*\*\*\*\*