

Effect of teachers' emotional intelligence and personality on teaching effectiveness (Gender based)

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Abstract

The current study will aim at understanding the effects of personality and emotional intelligence on the teaching effectiveness of teachers in NCR. This quantitative study was conducted by collecting primary data using different tests developed by different researchers. As teachers play a very important role in nurturing the best to the world. Every country wants to attain the best of education system which shall not be possible without the presence of a teacher. There are many traits that affect the teaching of which personality and emotional intelligence are a part. They both characterize how a teacher would behave and get the best out of the students and in what manner. Both traits play their own differential roles in teaching effectiveness. However, we could observe that emotional intelligence amongst the teachers played a little dynamic role in the effectiveness of their teachings due to various factors.

Keywords: *Personality, teaching effectiveness, emotional intelligence, teachers, teaching pedagogy.*

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Introduction

Education is known to be the most important assistance of a livelihood. Towards the journey of knowledge education plays a very important role. It is always seen that every country strike towards getting the best education system. And in a country like India education plays a very important role. The most important aspect on the face of education is the “teachers”. Without a quality teacher, it is really difficult to enhance the growth of the education system of any country. Children are interested to the care of teacher and are therefore the secret duty of teacher to impart the right type of education and to make them good citizens.

There can be many aspects of being a good teacher and a good teacher might also have a different definition for different people. Personality of a teacher and the effectiveness to which she or he will work please a very important role to gain the maximum from the curriculum. In today’s era a teacher needs to be up to the mark to be letting the students learn the best in this competitive environment. This directly or indirectly also leads to the change in the adjustment result in affecting mental health and these results in their effectiveness in teaching. The present study will help to find

out if there is any effect of personality and emotional intelligence on the mental health adjustment and the teaching effectiveness of a teacher. The result therefore if found to be positive which means if there is any relationship between the personality and emotional intelligence on the effectiveness of teaching further suggestions and changes can be made on teachers point of view .

Teaching Effectiveness

A teacher is the most important factor in the learning process (Goh, 2014). It is only the teacher who is considered in the effective learning strategies which are to be applied (Kudryashova *et al.*, 2016). There always lies a large number of variations in our teachers as their teaching is assessed only by the characteristics of a teacher (Baier *et al.*, 2019). Teachers are considered as the centre of the process in which teaching and learning are involved (Warner and Palmer, 2018).

Teachers also play a very important role in developing the personalities of a student (Sayani, 2015). Generally a teacher can behave in the way they are guided by their conscience, Caring about the upholding of social ethics and being a personal figure who has knowledge of the problems of

humanity, democracy, Peace and tolerance.

In short we can see teachers are the most influential part of a student's life they teach the basics to the students which are withhold with the students throughout their lives. We can say that if you want to improve the achievement of a student we need to improve the quality in the teacher (Adewale, 2013).

Personality

There are four competencies, personality competence is very important to be studied for the growth and development of the character because personality traits are more sedentary nine and it will continuously affect how a student is learning since the character of a teacher will influence students achievement. (Davies, 2010). The personality is the competency to mean because it is the foundation of teachers to develop the other competencies. As a research on personality (Gonez, 2017), that a teachers personality can be the base to the current knowledge for the small groups and the aspects a student is made to learn theories. It is important that we understand that developing a teachers personality goes side-by-side while we are developing all the other aspects of teacher professionalism (Latipah *et al.*, 2020). It is

seen that the expectations of teacher is different for different individual teacher with high level of expectations deliver more achievement among students (Flanagan *et al.*, 2020). Though we can see that a teacher's personality will be changing throughout their life (Kim and Sasaki, 2017). A more particular personality trait will contribute to a more particular effective teaching style (Fabbro *et al.*, 2020) experienced teachers Show higher level of teaching effectiveness than the teachers with less number of teaching experience (Yazdanipour and Fakharzadeh, 2020).

Emotional Intelligence

Emotional intelligence is basically how a person perceives, understands, evaluate emotions and control them. (Fernandez-Abascal and Martin-Diaz, 2015) It can be said as the ability to recognize how one is feeling and have emotions and distinguish them (Gong *et al.*, 2019 and Serrat, 2017). It is the knowledge to process the emotions and the ability by which your emotions can be used to regulate your behavior (Pekaar *et al.*, 2017)

Emotional intelligence has different domains and competencies which can be as self-awareness, self-management and

relationship management (Goleman and Boyatzis, 2017) .Self-awareness basically refers to knowing how to understand one's emotions and how they will be affecting others. It teaches you how to adapt different situations, focus on achieving goals (Goleman and Boyatzis, 2017) .Social awareness can be believed as the ability to understand others while relationship management comprises the ability to influence and mentor others by maintaining higher level of emotional intelligence (Goleman and Boyatzis, 2017).

Review of literature

Emotional intelligence and teaching effectiveness

The benefits and effects of emotional intelligence have been explored for decades and there have been results which may vary depending on how the variables had been involved. In the recent study it was seen that emotional intelligence develops mental emotional physical health and well-being of teachers (Fernandez-Abascal and Martin-Diaz, 2015). Emotional intelligence helps in facilitating the development of the competencies among the teachers in accordance to their psychological health success in their teaching which gives them

positive student outcomes. (Vesely *et al.*, 2013). Further it was seen that teachers with higher level of emotional intelligence give a positive impact on their job outcomes and satisfaction (Wong *et al.*, 2010).A higher level of emotional intelligence among the teachers give in higher level of success in the teaching and efficacy (Kocoglu, 2011). Emotional intelligence also shoe impact on the work efficiency, motivation, job satisfaction and behavior amongst the employees (Gutierrez *et al.*, 2016), while in others, Emotional intelligence affects psychological capital and job performance (Mohamad and Jais, 2016). Recently, Fernandez-Abascal and Martin-Diaz (2019) found that EI develops empathy. The studies in the past have shown a relationship between emotional intelligence, subjective well-being and self-efficacy (Hong, 2012; Koydemir and Schlutz, 2012; Maher *et al.*, 2012; Lane and Wilson, 2011; Mapfumo *et al.*, 2012; Windle, Bennett, and Noyes, 2011; Abebe and HaileMariam, 2011). Emotional Intelligence basically helps an individual to control his or her emotions in the society. It acts as a differentiating attribute for different individuals in different situations (Navas and Vijayakumar, 2018).

Personality and teaching effectiveness

Alhebaishi (2019) there is a need to understand the emotions of a teacher because it can either enhance or inhibit the teacher's ability to teach students effectively. A teacher training is programmed to teach them in a varied environment with all different kind of individuals. Students and teachers must develop a bond where they feel comfortable talking about their emotions and reaching out (Savas *et al.*, 2014). Concerned about how the role of teachers will be replaced with modern technologies the Indonesian Ministry of Education launched a discourse on strengthening learning through innovation by giving the larger portion to the teachers only. Teachers play a very important role in developing the personality of the students. Student reflects what they are being taught (Lian *et al.*, 2020). Personality traits happen to be more sedentary, therefore it is important to understand that what a teacher is following will be preached to the students (Knebel *et al.*, 2020). Teachers who showcase a personality of higher level of expectation are more successful in fetching more from students (Kaiser *et al.*, 2017). Teachers who are fond of their personalities and know how

well to demonstrate and represent them will be used as example by the students (Sholehuddin and Waluyo, 2019). A strong personality teacher will deliver lessons a little more strongly and in turn students will feel happy and comfortable in learning those lessons (Friesen, 2012).

Objective of the study

The present research intends to achieve following objectives: -

1. To study the relationship between personality and teaching effectiveness among school teachers.
2. To study the relationship between emotional intelligence and teaching effectiveness among school teachers.
3. To find out gender difference in emotional intelligence and personality among school teachers.

Hypotheses of the study

The following hypotheses have been formulated based on the literature and to achieve the above stated objectives.

H1. There will be a positive relationship between personality types and teaching effectiveness among school teachers.

H2. There will be a positive relationship between emotional intelligence and teaching effectiveness among school teachers.

H3. There is no gender difference in emotional intelligence among school teachers.

H4. There is no gender difference in personality types among school teachers.

Research methodology

Sample

The approach of this study is a quantitative type of phenomenology, which investigates the personality of teachers and their emotional intelligence in their natural setting as a teacher, and then interprets it. The present study is a descriptive type of study. With dependent variables as personality, emotional intelligence and teaching Effectiveness and independent variable being the gender. For the purpose of study, the data has been collected primarily from the teachers in NCR. The total number of respondents were 100, out of which 50 were male and 50 were female teachers from various schools as per availability. Convenience sampling method was applied to choose the sampling units. Form filling was done in structured and systematic manner with prior permission.

Instrument and procedure

Data was collected from the teachers currently teaching in various schools in a span of about 6 months .The data then collected, was studies and analyzed with the help of scoring techniques mentioned for each test. Furthermore, the data was analyzed with the help of correlation, arithmetic mean, standard deviation and analysis of variance (ANOVA).

The tools used for data collection are as under:-

1. Personality - Extrovert-Introvert Personality test by P.F Aziz and Rekha Gupta (2001)
2. Emotional Intelligence - Emotional Intelligence Scale (EIS) by Anukool Hyde, Sanjyot Pether, Upindar Dhar (2002).
3. Teaching Effectiveness - Kulsum Teacher Effectiveness scale (2000)

Analysis and interpretation

In order to examine the results, the data collected were analyzed using various statistical methods. These methods helped us draw the effect of each trait differently. To understand the significant relation among the variables correlation table was generated and further more to investigate the significant difference in the variables under this study ANOVA was utilized.

Analysis for Emotional Intelligence

Emotional Intelligence of the teachers may vary with respect to gender which needs to be analysed further. For understanding the variation and dispersion in the *Emotional Intelligence* of teachers across gender, first the descriptive of the respondents along with its dispersion have been calculated and depicted in the table 1 below.

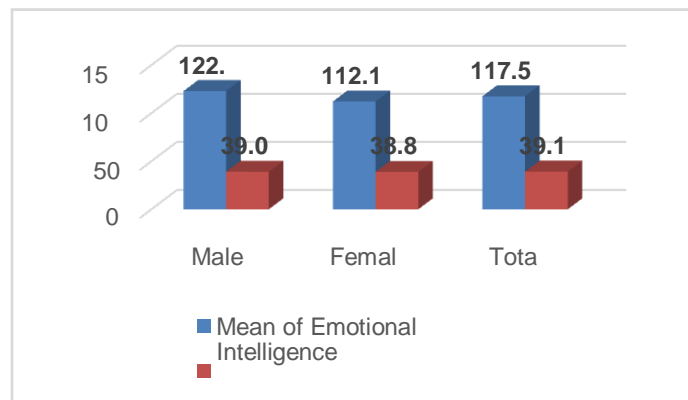
Table 1. Descriptive statistics of the emotional intelligence among gender

Gender	Mean	SD
Male	122.9	39.07
Female	112.12	38.85
Total	117.51	39.14

Source: Primary survey

Below is the graphical representation of mean and SD of emotional intelligence among the gender.

Figure 1. Graphical representation of mean and SD of emotional intelligence among the gender



As per table 1 and figure 1, the mean of emotional intelligence among the male teachers is (Mean = 122.6, SD = 39.07), slightly higher than that of the female teachers (Mean = 112.12, S.D. = 38.85) which depicts that the overall emotional intelligence bends a little higher towards the male teachers. This also mean that the male teachers have learnt a little more to acknowledge and understand feelings in others and that they appropriately respond to others effectively applying the information and energy of emotions in daily life and work. Emotional intelligence is the ability to monitor one's own and other's feelings and emotions to discriminate among them, and to use this information to guide one's thinking and action.

Analysis for Personality

Personality of the teachers may vary with respect to gender which needs to be analysed further. For understanding the variation and dispersion in the personality of teachers across gender, first the descriptive of the respondents along with its dispersion have been calculated and depicted in the table 2 below.

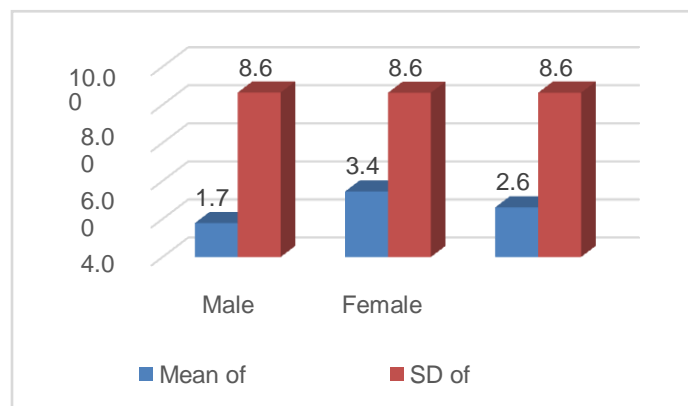
Table 2. Descriptive statistics of the personality among gender

Gender	Mean	SD
Male	1.78	8.64
Female	3.44	8.62
Total	2.61	8.63

Source: Primary survey

Below is the graphical representation of mean and SD of emotional intelligence among the gender.

Figure 2. Graphical representation of mean and SD of personality among the gender



As per table 2 and figure 2 it can be observed that the mean of personality among the female teachers higher (Mean = 3.44, SD = 8.62) than of the male (Mean = 1.78, S.D. = 8.64) which means that the females hold strong characteristic patterns of thoughts, feelings, and behaviors that make a person unique. In other words, it makes the females what they are. They very well know how they affect others and how they understand and view themselves as well as the pattern of inner and outer measurable traits, and the person-situation interaction.

Analysis for Teaching Effectiveness

Teaching effectiveness of the teachers may also vary with respect to gender which needs to be analysed further. For understanding the teaching effectiveness across gender, first

the descriptive of the respondents along with its dispersion have been calculated and depicted in the table 3 below.

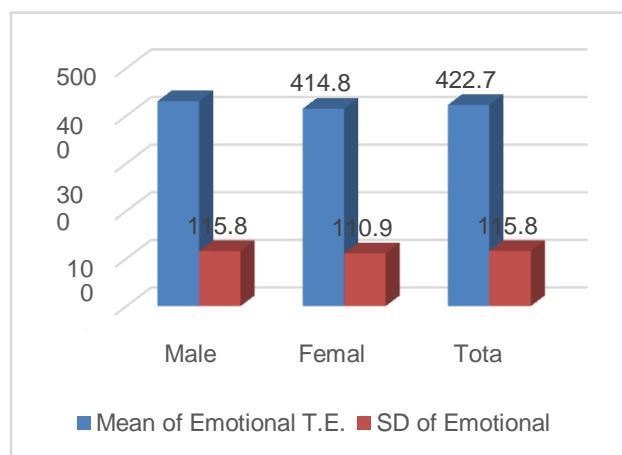
Table 3. Descriptive statistics of the teaching effectiveness among gender

Gender	Mean	SD
Male	430.66	115.82
Female	414.82	110.96
Total	422.74	115.82

Source: Primary survey

Below is the graphical representation of mean and SD of emotional intelligence among the gender.

Figure 3. Graphical representation of mean and SD of teaching effectiveness among the gender.



As shown in table 3 and figure 3, the mean of male teacher's teaching effectiveness

(Mean = 430.66, S.D. = 115.82) is slightly higher than that of the female teachers (Mean = 414.82, S.D. = 110.96) which depicts that the overall teaching effectiveness as per results is higher with the male teachers than that of the female teachers. This states that male teachers generally have more educational aspirations. It is further added that conceptualism of the top and bottom anchoring points with the help of the picture of a ladder that was quite familiar to the teachers, was thought to be much easier and meaningful with the male staff as per observation. The standard deviation of the male teachers is higher than the female teachers in the Teaching Effectiveness.

Correlation results

The correlation value between the teaching effectiveness and emotional intelligence is 0.090 which presents a positive sight of relation. This means that as per the data received both these traits go hand in hand. Therefore, hypothesis 2 is supported as per the result of the study. The more is the emotional intelligence the more happens to be the teaching effectiveness.

It represents how the emotional intelligence of a teacher can help them gather more

effectiveness in their teaching patterns or styles. It is important for teachers to have more knowledge of how they are supposed to interact with the students and understand them to produce more positive results with them.

The correlation between personality and teaching effectiveness is negative which presents that somewhere they both do not go hand in hand. They both might have their own importance at various levels but when it comes to being together they both do not function together. Therefore, it can be

concluded from the results that hypothesis 1 stands invalid as the analysis shows different results than what has been theorized initially.

It might not be compulsory that the personality of a teacher defines the effectiveness in his teaching. This might be possible that the effectiveness in one's teaching ability is not directed by the way they represent themselves but by the way or the level of intellectual knowledge they present with the kids.

Table 4. Correlation among three variables with gender

	Emotional Intelligence	Personality	Teaching Effectiveness	Gender
Emotional Intelligence	1			
Personality	-.090	1		
Teaching Effectiveness	.090	-.037	1	
Gender	-.138	.097	-.069	1

Source: Primary survey

Inferential analysis

The following section represents inferential analysis comprising ANOVA to investigate the significant difference in the variables under study.

Table 5. One-way ANOVA for gender with respect to emotional intelligence and personality

Study Variables		SS	df	MS	F
Emotional Intelligence	Between Groups	2905.21	1	2905.210	1.914
	Within Groups	148785.78	98	1518.222	
	Total	151690.990	99		
Personality	Between Groups	68.89	1	68.890	0.924
	Within Groups	7308.90	98	74.581	
	Total	7377.790	99		

Source: Primary survey

Note: ** $p < 0.05$

As depicted in Table, there is no significant difference in Emotional Intelligence among the male teachers and female teachers with f value (1.91) which is no significant at 0.05 level of significance. It means that hypothesis 3 is retained. For personality, the value of f (.924) is non-significant, at 0.05 level. So, there is no significant difference between male and female teachers in their personality. It infers that hypothesis 4 is retained. So, there is no gender effect on Emotional Intelligence and Personality in working environment of a school. This state's how the gender remains constant or unaffected by the professional ability of an individual. The gender only defines some sphere of the individual and be rational at

work. The gender difference stands nil in the case of emotional intelligence and personality. They both remain unaffected by the gender type of an individual.

Conclusion

In the present era of constant development in the science field which aims at improving the lifestyle, which in turn affect the competition level of the total scenario. All of the changes in the total scenario have left a lot of change in the level of adjustments which also affects the mental health which in turn results in affecting the effectiveness of the teaching. The research work done was to find out whether the personality of the teacher and emotional intelligence also affects the adjustment, teaching effectiveness and the mental health of the teacher. If we can find out that there is any

impact of any of the mentioned feels particular suggestions can be given. This will result in better relationships between the student and the teacher and how effectively we can increase the quality of education.

Emotional intelligent has emerged as a crucial factor in the due course of time for a successful teaching. Emotional intelligence can help in giving useful vision for the future increasing the enthusiasm and also achieving all the organizational development goals. Therefore we can see if we incorporate emotional intelligence there is going to be a good level of teaching. It becomes really important for a teacher to interact more with the students to understand their needs and desires and trying to help them accomplish the goals of their life. All this is primarily easier to attain if we can touch this right bar of emotional intelligence. Emotional intelligence will not only target to achieve a good level of education and a brighter future for the students but also will make the student teacher relationship more beautiful and understanding.

Personality and emotional intelligence have turned up to be a very fascinating subject for many researchers. They both can be defined

in so many ways therefore it becomes hard to come up with one working definition. Emotional intelligence and personality can be said as a process in which a teacher tries to influence the students to establish and accomplish the goals. Teacher is certainly the mediator for a student dreams. A perfect blend of emotional intelligence and the personality can help the teacher make the student understand about their goals a little better. Both when combined together can motivate the followers and get the job done at the later stages rewarding them or punishing them according to the performance. Though it is rightly said that emotional intelligence and personality or a continuous process, they keep growing and developing with each be a passing phase. A reward given by a teacher helps you to attend your future goals a little more.

Effective emotional intelligence and personality can carefully help in planning the goals of the organization, also helps in dictating routing the necessary staff, trying to organize them and also closely supervising the plans which need to be initiated and executed in the best possible manner. A successful blend of both goes beyond the teaching of plans and task. It envisions the

future and gives proper direction for the organization.

Certainly an effective teacher mobilize all its means and human resources, they inspire the entire organization to support the mission with all the enthusiasm and zest. When an organization faces a difficult moment it is the emotional intelligence and the personality of the leader that can help attain a solution for the problem. Because At this time the teachings of the leader will have to be quite strong to meet the followers follow them.

Personality of an individual holds a lot of importance in today's scenario. It has to judge how and what the teacher is going to teach to the student. However we can also see that personality lacks a little behind when it comes to teaching effectiveness because a student gathers the knowledge of what is being taught the other than how the teacher look and present themselves to the students. Do the gap in the correlation is a little small but still we can perceive by saying that personality is important but not as much as the emotional intelligence. After analysis, it was found that teachers will high emotional intelligence were having less occupational stress (happens due to low

results of students) and more teacher effectiveness, whereas, teachers with low emotional intelligence were having more occupational stress (happens due to low results of students) and less teacher effectiveness. Thus, emotional intelligence was found to be helpful in reducing occupational stress of teachers and enhancing their effectiveness in teaching.

The result of the study indicated that student engagement was predicted significantly by school teacher's intrinsic motivation and extrinsic motivation. While teacher's intrinsic motivation has also a direct and positive influence on student engagement, their intrinsic motivation is the most important predictor of student engagement. Teacher's intrinsic motivation also has a strong and significant positive effects on their intrinsic motivation. Therefore, the principals should be to enhance the intrinsic motivation for teachers to teach effectively and at the same time to supply some extrinsic rewards.

Teacher's emotional intelligence means that persons must have a self-awareness that enables to recognize feelings and manage people's emotions. Role of teacher's restructuring the society is invincible. Emotional intelligence and personality of

teachers is necessary both in general for their own wellbeing and for effectiveness and quality in carrying out teaching. But emotional intelligence holds an upper hand.

Limitation of the study

The present study is conducted only in few schools and therefore, the findings of the study cannot be extended to other areas, but can be referred for research work. There was certainly some limitation of the time due to which the study could not be more elaborated and detailed. There were recorded instances where the teachers were not comfortable for filling the forms due to their personal reasons. And few teachers who have filled the forms might as well have been biased in filling these forms. The data is only collected from NCR.

Future research directions

There always remains a scope to further analyses or study on a given topic by considering the various tangents of the groups being studied. The researchers can take into account few factors for elaborating on the topic like the study can also be conducted by the teaching institutions to know how well the teaching is affected by the emotional intelligence and personality factors. The topic can also be understood as a comparative study

of teaching effectiveness in relation to personality factors, emotional intelligence and other psychological variables such as academic performance, educational qualification, aspiration, job satisfaction, attitude and socio-economic status etc. of the teachers being trained on various available platforms. These various psychological aspects mentioned can be studied at various levels from school to graduation and post-graduation. There can as well be various factors like the age, location, level of study, etc. which can be studied and identified differently as we have studied gender in this research.

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