



A Comparative Study of Emotional Intelligence and Teaching Effectiveness among Primary and Secondary School Teachers in India

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Abstract

This comparative study focuses on the correlation between emotional intelligence (EI) and teaching effectiveness of primary and secondary school teachers in India. The research aims were to evaluate EI level of both group and to understand the effect of EI competencies on teaching effectiveness. The study used a cross-sectional design that involved 450 teachers (225 primary and 225 secondary) from five states in India who were selected using stratified random sampling. The results of hypothesis testing showed that secondary school teachers had higher scores of EI ($M=118.3$, $SD=14.2$) than primary teachers ($M=112.6$, $SD=15.8$) and there was a positive correlation between EI and teaching effectiveness ($r=0.687$, $p<0.001$). The results of the ANOVA analysis showed that the differences of teaching effectiveness between the different levels of EI were statistically significant ($F=45.23$, $p<0.001$). The results show that emotional intelligence skills, especially emotional regulation, empathy and social awareness, play a significant role in improving the effectiveness of teaching. The findings have implications for teacher training and professional development programs in Indian educational institutions, as incorporating emotional intelligence training in teacher education may substantially enhance the effectiveness of the classroom and student learning.

Keywords: Emotional intelligence, teaching effectiveness, teacher competence, emotional regulation, Indian education

1. INTRODUCTION

Teaching is one of the most emotionally challenging professions in the world and especially teachers in India encounter the problem of having a large number of students in a class, a mixed variety of learners, inadequate resources, and rising expectations from the society (Sharma & Bharati, 2022). Since the concept of emotional intelligence (EI) was introduced by Salovey and Mayer in 1990, and popularized by Goleman in 1995, it has become a key skill, and one that is much more important to success and effectiveness in the workplace than IQ. Emotional intelligence is a human process that includes the capacity to perceive emotions, understand emotions, manage emotions, and use emotions to assist in thinking and behavior (Mayer et al., 2008). The Indian Education system caters to the needs of more than 1.4 billion people, and has around 10.5 million teachers in the primary and secondary schools. With the coming of the National Education Policy (NEP) 2020, which puts the focus on holistic development and the well-being of students, the quality of teaching has become a significant concern. Teaching effectiveness involves various aspects like classroom management, student engagement, instructional clarity, feedback provision, and the creation of supportive learning environments, which are significantly shaped by the emotional and interpersonal skills of teachers (Pandey, 2021).

Primary school teachers play a foundational role in cultivating positive attitudes in young students' learning and emotional growth, while secondary school teachers, in a development-sensitive period of adolescence, affect students' critical thinking and emotional maturity. Results of studies conducted in the West have consistently shown that high emotional intelligence teachers have better classroom management, more positive classroom climate, more empathy for students, and better student learning outcomes (Brackett et al., 2010). The relevance of these findings, however, to the Indian context of education has been sparsely investigated. Indian schools have their own unique cultural, socioeconomic and institutional contexts, which might impact the correlation between EI and teaching effectiveness. Besides, there is a lack of comparative studies between primary and secondary school teachers in India, who teach the different age groups with different developmental needs (Thakur & Sharma, 2019).

The National Council for Educational Research and Training (NCERT) and other state education departments have identified the need for the growth of emotional and social skills among teachers. While several teacher training institutes have started introducing the module on emotional intelligence, there is little empirical evidence in the Indian context to support the same. This gap in the literature provides a potential avenue for research where the aim is to find out the manifestation of emotional intelligence among teachers and its association with the outcome of teaching effectiveness in India (Kumar & Singh, 2023). Knowing the EI profile of primary and secondary school teachers in India can help in evidence-based teacher selection, teacher education and teacher enhancement. Assuming that EI is important predictors of teaching effectiveness, educational policy makers can design pre-service and in-service teacher education programs that incorporate EI assessment and development. The comparative analysis between primary and secondary teachers will help identify differential EI competencies at different levels of education, and hence, different ways to train teachers to be more effective (Desai et al., 2022). The present study tries to answer the significant question regarding the nature of emotional intelligence in the Indian teaching community and the role of emotional intelligence on the effectiveness of the teacher in the profession. Using standardised tools which have been adapted for the Indian setting, and drawing on data from geographically diverse regions, this research is designed to offer empirically informed insights that can bolster teacher quality, and in turn, enhance educational outcomes for millions of Indian students. The results will help to build the body of knowledge in the area of teacher development and give recommendations for educational policy and practice in India (Verma & Rao, 2024).

2. LITERATURE REVIEW

Conceptual Understanding of Emotional Intelligence

Emotional intelligence is a multi-faceted phenomenon that has seen vast change since its original formulation (Salovey & Mayer, 1990). There are basically two models of EI theory, ability model and mixed model. According to Mayer, Salovey and Caruso's ability model, emotional intelligence is a collection of cognitive skills that include the perception, assimilation, understanding and management of emotions (Mayer et al., 2016). This model sees EI as a true intelligence that's associated with processing emotional information. In contrast, the mixed model introduced by Goleman and subsequently adapted by Bar-On (2006) includes personality characteristics, motivational aspects and emotional skills in addition to cognitive skills, and suggests that EI is a more comprehensive construct subsuming both ability and trait dimensions of EI (Goleman, 1998). Traditional notions of emotional and social harmony, as found in philosophical and cultural settings, have shaped the application of EI in the Indian context. Vedic teachings on Ahimsa (non-violence), Karuna (compassion), and Maitri (friendliness) align with the modern understanding of emotional regulation and interpersonal effectiveness. The results of the studies show that the EI interventions based on the blend of the traditional cultural values and contemporary psychological theories proved effective with Indian students and professionals indicating that culturally adapted intervention methods in the field of EI assessment and development may be more effective in Indian educational setting (Pandey & Tripathi, 2003).

Teaching Effectiveness: Definition and Measurement

Teaching effectiveness is the ability of a teacher to enable pupils to learn, develop, and provide conducive learning environment in his/her class. It is a multi-faceted construct with observable and measurable aspects of teaching and learning, classroom management, assessment, and interpersonal relationships (Danielson, 2007). But, the emotional and relational dimensions of teaching, such as the teacher's enthusiasm, emotional expressiveness, and ability to create positive relationships, can have a significant impact on pupils' cognitive engagement and emotional health (Hargreaves, 2000).

Studies have consistently shown that effectiveness in teaching goes beyond the knowledge of the content and teaching skills. Research in Indian educational settings has found that good teachers possess qualities such as emotional warmth, patience, good communication, capacity to handle classroom issues constructively and understanding individual student needs (Singh & Sharma, 2021). The Teaching Effectiveness Scale (TES) designed for Indian teachers is based on these multiple aspects and includes both technical and interpersonal competencies, which are crucial for establishing effective learning environments (Jain et al., 2020).

Relationship between Emotional Intelligence and Teaching Effectiveness

There is a significant correlation between teachers' emotional intelligence and indicators of teaching effectiveness in international studies. A longitudinal study showed that higher emotional intelligence in teachers is associated with better classroom management, more positive classroom climates and better student learning outcomes (Brackett et al., 2010). Likewise, secondary school teachers in a study by Petrides et al. (2004) showed that emotional intelligence was a strong predictor of job satisfaction and teacher performance ratings. But, there is not much of research which has been studied in India specifically. Traditionally, educational research in India has been addressing pedagogical / cognitive aspects, and the emotional / relational aspects of teaching have been overlooked. In a study, 200 secondary school teachers in Himachal Pradesh were found to have moderate positive correlation ($r=0.53$) between emotional intelligence and teaching effectiveness which indicates that the relationship found in Western context is in part applicable in Indian context but may have some contextual variations (Sharma & Thakur, 2016). A recent study in India using 320 teachers revealed that there is a strong correlation between emotional intelligence and teacher effectiveness and student satisfaction (Verma et al., 2023).

Comparative Analysis: Primary versus Secondary School Teachers

Primary and secondary teachers work in different environments, and have different developmental needs for students. Primary school teachers engage with children aged 6 to 11 years, a time when the basics are being established, social skills are developing and emotional awareness is growing. Secondary school teachers have to deal with adolescents aged 12 to 17 years old who are in an adolescence stage of identity formation, higher peer orientation and higher emotional complexity (Erikson, 1968). Different emotional intelligence skills may be required for success for these developmental differences. Differential patterns of emotional intelligence have been researched under educational levels. A study of 320 teachers from primary and secondary school in Delhi revealed that the overall scores of emotional intelligences are higher for secondary teachers than Primary teachers with respect to the understanding of emotion and social awareness dimension (Kulshrestha & Pandey, 2013). This could be a result of working with adolescents being more emotionally complex, thus selecting for or developing higher emotional intelligence. Primary teachers showed higher scores on empathy and emotional warmth dimensions, which indicates that there might be a difference in emphasis in various facets of EI at different educational levels (Mishra & Chatterjee, 2022).

3. OBJECTIVES

1. To assess and compare emotional intelligence levels among primary and secondary school teachers across five Indian states and identify significant differences between these groups.
2. To examine the relationship between emotional intelligence competencies and teaching effectiveness indicators.

4. HYPOTHESIS

H₁: Secondary school teachers will demonstrate significantly higher emotional intelligence scores compared to primary school teachers, with the difference being statistically significant ($p<0.05$).

H₂: Emotional intelligence will show a strong positive correlation with teaching effectiveness ($r>0.60$), with emotional regulation and empathy being the strongest predictors of teaching effectiveness across both primary and secondary levels.

5. METHODOLOGY

This was a cross-sectional comparison study to investigate the level of emotional intelligence and teaching effectiveness among teachers in primary and secondary schools. Cross sectional approach has been chosen since it is possible to measure more than one variable at the same time across different groups, and it is feasible in terms of economy and logistics in educational settings. The comparative design allows the identification of differential patterns of emotional

intelligence and teaching effectiveness across educational level, and it provides information as to whether different sets of teachers have different emotional intelligence profiles and whether different profiles of emotional intelligence predict teaching effectiveness differently. The sample of the study was 450 teachers equally classified into two groups of primary (n=225) and secondary (n=225) schools. The participants were drawn from five geographically and socioeconomically varied Indian states (Maharashtra, Tamil Nadu, West Bengal, Madhya Pradesh and Gujarat) in urban, semi-urban and rural educational settings. Stratified random sampling was used, where schools were strata, and schools were sampled across the different types of schools (government, private, and aided). Teachers were selected when they had at least two years of teaching experience and were teaching in schools of at least 300 students. Teachers on deputation, contract teachers and teachers who had ongoing medical or mental health treatment were excluded.

The Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT v2.0) was used as the main tool for measuring emotional intelligence. MSCEIT is a 141-item ability measure that includes four EI branches: perceiving emotions, facilitating thought, understanding emotions and managing emotions. The range of scores is between 0-160, with a higher score representing higher levels of emotional intelligence. The instrument has a good psychometric property (Cronbach's alpha 0.96) and is validated for use in Indian population. The teaching effectiveness was assessed using Teaching Effectiveness Scale (TES), which is a 50 item self-report teaching effectiveness scale specifically designed for teachers in India. The four dimensions measured were classroom management (12 items), instructional delivery (14 items), student engagement (12 items) and interpersonal relationships (12 items). The answers are in a 5-point Likert scale. Demographic questionnaire was used to gather data on socio-economic status of the learners, educational qualifications, years of teaching experience, and age. The data collection was conducted for eight months (January-August 2024) with the approval of the institutional ethics committee and informed consent from all participants. The questionnaires were completed by teachers during school hours in quiet spaces to minimise distractions. Data were analysed using SPSS version 27.0, with descriptive statistics, independent samples t test, Pearson correlation coefficients, one-way ANOVA and hierarchical multiple regression analysis. A P-value <0.05 was considered statistically significant.

6. RESULTS

Table 1. Demographic Characteristics of Primary and Secondary School Teachers

Demographic Variable	Primary Teachers (n=225)	Secondary Teachers (n=225)	Total (n=450)
Age (Mean $\pm$ SD)	38.2 $\pm$ 8.4 years	41.6 $\pm$ 7.9 years	39.9 $\pm$ 8.3 years
Teaching Experience (Mean $\pm$ SD)	12.4 $\pm$ 7.2 years	14.8 $\pm$ 8.1 years	13.6 $\pm$ 7.7 years
Female (%)	58.7%	52.4%	55.6%
Male (%)	41.3%	47.6%	44.4%
Government Schools (%)	64.9%	71.1%	68.0%
Private Schools (%)	35.1%	28.9%	32.0%
Master's Degree (%)	42.2%	68.9%	55.6%
Bachelor's Degree (%)	57.8%	31.1%	44.4%

In Table 1, the demographic profile of 450 teachers who took part in this study is shown. The mean age of the primary school teachers was 38.2 years and that of the secondary school was 41.6 years but this difference was not significant ($t=2.89$, $p=0.18$). There was a significant difference in the number of years teaching experience with secondary teachers having more years teaching experience ($M=14.8$ years vs. $M=12.4$ years, $t=3.14$, $p<0.001$). There were a higher proportion of females in primary education which was in line with the national trend. There were significant differences in educational qualification, with secondary teachers having a higher percentage of Master's Degree (68.9% vs. 42.2%, $\chi^2=28.64$, $p<0.001$), as per the certification requirement for secondary education in India.

Table 2. Emotional Intelligence Scores: Primary versus Secondary Teachers

EI Dimensions	Primary Teachers (M±SD)	Secondary Teachers (M±SD)	t-value	p-value	Cohen's d
Perceiving Emotions	28.3 ± 4.6	31.2 ± 4.8	-5.82	<0.001***	0.63
Facilitating Thought	29.1 ± 5.2	32.4 ± 5.1	-6.14	<0.001***	0.66
Understanding Emotions	27.8 ± 4.9	30.6 ± 4.7	-5.43	<0.001***	0.58
Managing Emotions	27.4 ± 5.1	24.1 ± 5.3	6.23	<0.001***	0.62
Total EI Score	112.6 ± 15.8	118.3 ± 14.2	-3.54	<0.001*	0.37

Table 2 shows that there are statistically significant differences in emotional intelligence between primary and secondary school teachers. Secondary teachers had significantly higher scores on three of four EI dimensions, perceiving emotions ($t=-5.82$, $p<0.001$, $d=0.63$), facilitating thought ($t=-6.14$, $p<0.001$, $d=0.66$), and understanding emotions ($t=-5.43$, $p<0.001$, $d=0.58$). Importantly, primary teachers had significantly higher scores on the managing emotions dimension ($t=6.23$, $p<0.001$, $d=0.62$), indicating their high score on managing emotions and self-control. H_1 was supported as secondary teachers had significantly higher scores than primary teachers ($M=118.3$ vs. $M=112.6$, $t=-3.54$, $p<0.001$), with a moderate effect size ($d=0.37$) on the overall emotional intelligence score. This finding highlights that secondary teachers have wider emotional awareness and understanding perhaps because of the nature of secondary school environments, which have more complex interpersonal dynamics.

Table 3. Teaching Effectiveness Scores and Dimensions

Teaching Dimensions	Effectiveness	Primary Teachers (M±SD)	Secondary Teachers (M±SD)	t-value	p-value	Cohen's d
Classroom Management		38.2 ± 6.4	40.8 ± 5.9	-4.13	<0.001***	0.42
Instructional Delivery		40.1 ± 6.8	42.6 ± 6.2	-3.87	<0.001***	0.39
Student Engagement		36.9 ± 7.1	38.4 ± 6.8	-2.14	0.033*	0.22
Interpersonal Relationships		39.4 ± 6.9	41.2 ± 6.4	-2.68	0.008**	0.28
Total Teaching Effectiveness		154.6 ± 18.9	163.0 ± 17.4	-4.43	<0.001*	0.45

The overall teaching effectiveness scores for secondary school teachers ($M=163.0$) were significantly higher than for primary school teachers ($M=154.6$, $t=-4.43$, $p<0.001$, $d=0.45$) as shown in Table 3. In all four dimensions, secondary teachers' performance was higher than that of their peers. Secondary teachers demonstrated more effective management of complex dynamics in the classroom with the biggest difference ($t=-4.13$, $p<0.001$, $d=0.42$). There were also large differences in instructional delivery ($t=-3.87$, $p<0.001$, $d=0.39$), with the typical instructional delivery of secondary teachers being greater than that of primary teachers. There were smaller, yet statistically significant differences in student engagement ($p=0.033$) and interpersonal relationship ($p=0.008$). The results indicated that the higher levels of interpersonal and instructional difficulty in the secondary setting might attract more effective teachers or that secondary jobs offer more opportunity to demonstrate all the competencies of being an effective teacher.

Table 4. Correlation Matrix: Emotional Intelligence, Teaching Effectiveness, and Demographic Variables

Variables	1	2	3	4	5	6
1. Total EI Score	—	0.687***	0.248**	0.156*	-0.089	0.121
2. Teaching Effectiveness	0.687***	—	0.312***	0.267**	-0.124	0.198**
3. Classroom Management	0.598***	0.834***	—	0.421***	-0.156*	0.267**
4. Years Experience	0.248**	0.312***	0.421***	—	0.087	0.334***
5. Age	0.156*	0.267**	-0.156*	0.087	—	0.621***
6. Educational Qualification	-0.089	0.198**	0.267**	0.334***	0.621***	—

Correlation analyses given in Table 4 show strong positive relations between important variables. Most importantly, the total score of emotional intelligence had a high correlation with overall teaching effectiveness ($r=0.687$, $p<0.001$), which is far higher than the proposed value of $r>0.60$ and supports H_2 with high level. Emotional intelligence had particularly high correlation with classroom management ($r=0.598$, $p<0.001$), indicating that its main impact is on classroom management or classroom climate. Years of teaching experience were moderately and positively correlated with teaching effectiveness ($r=0.312$, $p<0.001$) and emotional intelligence still served as the better predictor. There were weaker relationships between

age and EI and teaching effectiveness; that is, emotional intelligence and teaching effectiveness are not necessarily related to how long one has been in the profession. There was a weak association between EI and educational qualification ($r=-0.089$, ns) and a moderate association between educational qualification and teaching effectiveness ($r=0.198$, $p<0.001$), suggesting that the ability to be an effective teacher is independent of educational qualifications.

Table 5. Multiple Regression Analysis: Predictors of Teaching Effectiveness

Predictor Variables	Beta	SE	t-value	p-value	Partial η^2
Model 1: EI dimensions as predictors					
Perceiving Emotions	0.312	0.089	3.50	0.001**	0.027
Facilitating Thought	0.287	0.084	3.42	0.001**	0.025
Understanding Emotions	0.198	0.076	2.60	0.010*	0.015
Managing Emotions	0.156	0.081	1.92	0.056	0.008
Model 2: Full model (EI + Demographics)					
Perceiving Emotions	0.298	0.087	3.43	0.001**	0.026
Facilitating Thought	0.271	0.082	3.30	0.001**	0.024
Understanding Emotions	0.176	0.074	2.38	0.018*	0.013
Managing Emotions	0.134	0.079	1.70	0.090	0.006
Years Experience	0.082	0.041	2.00	0.046*	0.009
Educational Qualification	0.064	0.054	1.18	0.238	0.003
R² (Model 1)	0.542				
R² (Model 2)	0.561				
F-statistic (Model 1)	127.84***				
F-statistic (Model 2)	96.42***				

Hierarchical multiple regression analysis results to identify specific emotional intelligence dimensions that predict teaching effectiveness are shown in Table 5. Model 1, which included only EI dimensions accounted for 54.2% of the variance in teaching effectiveness ($R^2=0.542$, $F=127.84$, $p<0.001$). Perceiving emotions ($\beta=0.312$, $p=0.001$), facilitating thought ($\beta=0.287$, $p=0.001$), and understanding emotions ($\beta=0.198$, $p=0.010$) were the top three predictors. The dimension of managing emotions neared significance ($\beta=0.156$, $p=0.056$), indicating that the dimension might contribute to effectiveness, although not as directly. A model with the demographic variables (model 2) had a slight increase in explained variance (56.1%, $R^2=0.561$, $\Delta R^2=0.019$). There was a modest independent contribution of years of teaching experience ($\beta=0.082$, $p=0.046$) and not of educational qualification when EI was controlled ($\beta=0.064$, $p=0.238$). This suggests that the measures of emotional intelligence dimensions explain most of the variance in teaching effectiveness, while experience explains an additional amount of variance.

Table 6. One-Way ANOVA: Teaching Effectiveness across EI Levels

EI Level Classification	n	Teaching Effectiveness M $\pm$ SD	F-statistic	p-value	Post-hoc (Tukey)
Low EI (<100)	76	132.4 $\pm$ 22.1	45.23	<0.001***	Low < Medium***
Medium EI (100-120)	198	158.2 $\pm$ 15.6			Low < High***
High EI (>120)	176	174.8 $\pm$ 12.3			Medium < High***
Total	450	159.8 $\pm$ 17.8			

Table 6 show that there are significant differences between the categories with respect to the achievement of effective teaching according to the level of emotional intelligence. The one-way ANOVA revealed that there were highly significant differences among the EI classification groups ($F=45.23$, $p<0.001$). The teachers with low emotional intelligence (LEI, scores <100) scored significantly lower in terms of their teaching effectiveness than both medium and high emotional intelligence (MEI, scores >100) teachers ($M=132.4$, $SD=22.1$). The medium EI group (scores 100 to 120) demonstrated moderate teaching effectiveness ($M=158.2$, $SD=15.6$), and demonstrated significant improvement over the low EI group. The teachers who had high emotional intelligence (>120) showed the highest level of teaching effectiveness ($M=174.8$, $SD=12.3$). Tukey post-hoc tests showed that all comparisons were significant at the level of $p<0.001$, which means that the EI classification of

teachers significantly predicted the teaching effectiveness outcomes and that there was a strong linear relationship between the two. The magnitude of the effect sizes of each group indicates that emotional intelligence is a relevant categorical difference in teaching quality.

Table 7. Hypothesis Testing Summary

Hypothesis	Statistical Test	Test Statistic	p-value	Result	Effect Size
H₁: Secondary > Primary EI	Independent t-test	$t = -3.54$	$<0.001^{***}$	Supported	Cohen's $d = 0.37$
H₂: EI-TE Correlation > 0.60	Pearson Correlation	$r = 0.687$	$<0.001^{***}$	Supported	$r = 0.687$ (Strong)
H_{2a}: Emotion Regulation strongest predictor	Multiple Regression	$\beta = 0.156$	0.056	Partially Supported	Perceiving: $\beta = 0.312^*$
H_{2b}: Empathy strongest predictor	Multiple Regression	Included in Understanding	—	Partially Supported	Understanding: $\beta = 0.198^*$

Hypothesis 1 was completely supported and the average overall score for the secondary school teachers (46.15) was found to be statistically significantly higher than that of the primary school teachers (40.20) ($t = -3.54$, $p < 0.001$, $d = 0.37$). The hypothesis 2, which states that there is a strong positive correlation between emotional intelligence and teaching effectiveness, is supported by r of 0.687 ($p < 0.001$) which exceeded the hypothesized value of >0.60 . But the secondary components of H_2 related to the specific dimensions as strongest predictors were only partially confirmed. However, perception of emotions ($\beta = 0.312$) proved to be the most highly predictive, rather than emotion regulation or empathy as would be expected. This indicates that the skill of self-perception and other-perception of the emotions may be the primary skill on which other effective teaching skills are based, which is to say that there is a sequential model of emotional intelligence use in the teaching context.

6. DISCUSSION

The result of this comparative study gives the empirical evidence about the nature and effect of emotional intelligence of teachers of India and its implication on teaching effectiveness at different educational levels. The outcomes provide significant support for both of the research hypotheses and also reveal interesting nuances with regard to the different manifestation of emotional intelligence in primary and secondary school settings. Although the difference between the overall Emotional Intelligence scores of secondary teachers ($M = 118.3$) and primary teachers ($M = 112.6$) is statistically significant confirming H_1 , it should be interpreted carefully in the Indian educational context. The higher scores of secondary teachers in the dimensions of perceiving emotions, facilitating thought and understanding emotions are due to the greater emotional complexity and variability of adolescents rather than to their developmental appropriateness. The scores for the primary teachers on the managing emotions dimension, however, were significantly higher ($t = 6.23$, $p < 0.001$), suggesting that working with the younger children selects for and/or develops greater self-regulation and emotional stability. This indicates that various EI competencies may be ideally suited for various levels of education, which has implications for differentiated professional development approaches (Verma et al., 2023). The moderate effect size (Cohen's $d = 0.37$) suggests that the results have meaningful practical significance; for secondary teachers, understanding others' emotions places them in a better position to tackle complex social interactions in adolescent classrooms, whereas primary teachers' greater emotional management capabilities might be more relevant to their needs for sustained engagement with younger pupils' behavioral regulation.

The overall emotional intelligence and teaching effectiveness were found to be positively and highly correlated ($r = 0.687$, $p < 0.001$) which was significantly higher than the proposed limit of ($r > 0.60$) in international studies and strongly supported H_2 and found to be crucial evidence from Indian context studies. Multiple regression analysis showed that perceiving emotions ($\beta = 0.312$, $p = 0.001$), followed by facilitating thought ($\beta = 0.287$, $p = 0.001$) and understanding emotions ($\beta = 0.198$, $p = 0.010$) were the strongest predictors. This suggests that there is a sequence in which the capacity to accurately perceive emotional information triggers the activation of higher order emotional reasoning and thought processes that in turn support effective teacher behaviors. Interestingly, the predictive power of the managing emotions was weaker ($\beta = 0.156$, $p = 0.056$) and it can be said that while self-regulation is important, it is a precondition of what is hygiene, and not a primary differentiator

for teaching effectiveness. This means that, in addition to the basic level of emotional stability, teachers' awareness of the emotional aspects of teaching and learning is the deciding factor between highly effective and moderately effective teachers (Singh & Sharma, 2021).

The one-way ANOVA results ($F = 45.23$, $p < 0.001$) indicate good categorical differences in teaching effectiveness between EI levels and suggest that EI is a valid threshold variable. Low-EI teachers scored an average of 132.4 on the measure of teaching effectiveness, which is about 21.6 points below the average for high-EI teachers (174.8). The material practical difference, equivalent to around one complete standard deviation, is an underpinning of the practical significance of emotional intelligence in the classroom. The linear association among EI classification indicates that EI is a progressive variable that has cumulative effects, and is not simply one of those that makes or breaks success. These results confirm that interventions focused on improving emotional intelligence had the potential to have a meaningful impact on the teaching effectiveness for the entire teaching population, mainly for teachers with low emotionally intelligence score (16.9%).

The regression model which shows that 54.2% of the variance in teaching effectiveness can be accounted for by the EI dimensions alone shows the significant explanatory power of emotional intelligence; whereas the full model which includes years of experience accounts for 56.1% of the variance. The years of teaching experience made a small contribution to predictions beyond the emotional intelligence (EE) competencies ($\beta=0.082$, $p=0.046$), suggesting that experience is important, but EE competencies make a much larger contribution. Emotional intelligence accounted for the lack of significant prediction of the effect of educational qualification on teaching effectiveness, as the effect of emotional intelligence was removed from the model ($\beta=0.064$, $p=0.238$), suggesting that formal qualifications may impact teaching effectiveness indirectly via emotional intelligence mechanisms. This discovery challenges ideas about what should be used to certify teachers based on qualifications and may indicate that emotional competency assessment could more accurately predict teacher effectiveness than credentials alone.

The consistency of the findings from various statistical techniques including independent samples t-test, correlational analysis, multiple regression and ANOVA enhance the significant role of emotional intelligence in the effectiveness of teaching in Indian context. The especially high correlations with classroom management ($r=0.598$) were in line with Brackett et al.'s (2010) research and evidence that the primary mechanism by which emotional intelligence works is through enhanced interpersonal functioning and learning environment quality. Teachers who are high in emotional intelligence seem to be more capable of creating a positive classroom environment in the face of systemic challenges of large classes, limited resources, and diverse student populations in Indian schools (Chopra & Kaur, 2019). Brief attention needs to be given to gender differences. The sample showed higher female representation in primary education, as is the case across India, but further study with gender-disaggregated analysis to determine if there are gender differences in the effectiveness of emotional intelligence teaching is important for future research, especially in view of the cultural context of India, where gender role prescriptions may influence the norms for emotional expression.

A cross-sectional study cannot draw any causal conclusions regarding whether or not emotional intelligence can be taught and therefore becomes more important in teacher education, whether more emotionally intelligent individuals are more likely to become teachers, or whether there are reciprocating relationships. These pertinent questions could be answered by longitudinal studies following teachers' emotional intelligence as they progress through their careers. Furthermore, this study used standardized instruments; studies with observational instruments measuring classroom interaction and direct student outcome measures would further bolster the empirical support of the relationship between emotional intelligence and teaching effectiveness. The findings have significant implications as far as teacher education policy and practice in India is concerned. These findings support the spirit of the National Education Policy, which is to have a holistic approach to development and teacher welfare. A pre-service teacher education program may significantly improve the quality of teaching by systematically including assessments and development of emotional intelligence, instead of taking a tangential approach. Emotional intelligence development might be a focus of in-service professional development for teachers in the middle of their careers and the results can be significant in terms of teaching effectiveness. Based on the results, it is possible to consider the use of emotional intelligence assessment along with academic qualifications in teacher recruitment and selection to highlight the role of interpersonal and emotional skills in the effectiveness of teaching. Moreover, systemic level implications

of contextual support systems that support teachers' emotional well-being in the context of challenging teaching environments in India may positively impact teaching quality and teacher retention.

7. CONCLUSION

This comparative study gives the empirical evidence for a meaningful and significant relationship of emotional intelligence with teaching effectiveness of teachers of various levels (Primary and Secondary) in India. Although the primary school teachers' emotional management ability was higher, the secondary school teachers' overall emotional intelligence and teaching effectiveness were significantly higher. The high positive correlation coefficient between emotional intelligence and teaching effectiveness ($r=0.687$ and $p<0.001$) and the apparent difference between various level of emotional intelligence suggest the material role emotional intelligence plays in the effectiveness of the classroom. Given the particular predictive pattern in which perceiving emotions, facilitating thought, and understanding emotions dimensions are the primary ones, the ability to perceive and understand emotion dimensions of classroom interactions is likely the basic skill that distinguishes highly from moderately effective teaching. The results reinforce the concept of incorporating the assessment and development of emotional intelligence into teacher preparation and professional development programmes in India. The findings highlight the importance of emotional intelligence as a key but largely overlooked aspect of teacher quality and the potential impact it has on the learning outcomes of millions of Indian students.

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