



A Study of Emotional Intelligence in Relation to Occupational Self Efficacy, Leadership Style and Teaching Effectiveness among Secondary School Teachers

Pratibha Kumari

M. A. Ph. D (Psychology)

Chhota Telpa

Chpra

Abstract

Emotional intelligence is the capacity for recognizing our own feelings and those of others, for motivating ourselves and for managing emotions well in ourselves and in our relationships. Occupational self-efficacy as the competence that a person feels concerning the ability to successfully fulfill the tasks involved in his or her job. Present investigation was conducted to study the relationship between emotional intelligence and occupational self-efficacy of secondary school teachers and to study the difference between emotional intelligence, Leadership and occupational self-efficacy of male and female secondary school teachers. For this purpose a sample of three hundred secondary school teachers were selected through simple random sampling technique. The result of the study showed significant relationship between emotional intelligence, Leadership and occupational self-efficacy. Furthermore, findings reported no significant difference between emotional intelligence social skills, Leadership and occupational self-efficacy of male and female secondary school teachers.

Keywords: Emotional Intelligence, Occupational Self-Efficacy, Leadership Style, Secondary School.

Introduction

Today, emotional intelligence is viewed in many leading organizations as a key indicator of potential job performance. Emotional intelligence helps us to solve problems by using both logic and feelings and being flexible in changing situations (Elias et.al, 2004). Intelligence accounts for only about 20% of the person's success in life. The balance 80% can be attributed to emotional intelligence (Goleman, 1996). We suffer from busy-syndrome and it has become difficult for us to predict personal and work relationships. Our stress proneness and the constant pressures of life and work make us quite irritable. Diversities among people have presented challenges which demand flexibility and adaptiveness in our communications. Rude behaviours, tendencies to blame and exploit subordinate staff, negative role models, growing incivility, uncertainties about future, pessimism and escapism among the workers, demands for doing more

with less resources, and need to be more persuasive and calm are on the rise. This shows the nascent need for using emotional intelligence.

Self-efficacy is a term used in psychology, roughly corresponding to a person's belief in their own competence. It has been defined as the belief that one is capable of performing in a certain manner to attain a certain set of goals. It is believed that our personalized ideas of self-efficacy affect our social interactions in almost every way. Psychologist Albert Bandura has defined self-efficacy as one's belief in one's ability to succeed in specific situations. One's sense of self-efficacy can play a major role in how one approaches goals, tasks, and challenges.

Fred Fiedler(1967) developed this theory and said that neither situational characteristics nor leader characteristics alone accounted for group productivity. To him it was a combination of both that mattered. Leadership effectiveness, according to him, as measured by group performance is an outcome of the dynamic interplay between leader and situation both. Critical factors inherent in the situation in which leadership is exercised determine the effectiveness of the leadership.

Objectives of the Study

1. To study the relationship between emotional intelligence and occupational self -efficacy of teachers.
2. To compare the emotional intelligence of teachers with high, moderate and low occupational self- efficacy.
3. To study the relationship between emotional intelligence and leadership style of teachers.
4. To compare the emotional intelligence of teachers with different leadership styles.
5. To study the relationship between emotional intelligence and teaching effectiveness of teachers.
6. To compare the emotional intelligence of teachers with high, moderate and low teaching effectiveness.

1.8 Hypotheses of the Study

1. There is no significant relationship between emotional intelligence and occupational self-efficacy of teachers.
2. Teachers with high, moderate and low occupational self-efficacy do not differ from one another on emotional intelligence.
3. There is no significant relationship between emotional intelligence and leadership style of teachers.
4. Teachers with different leadership styles do not differ from one another on emotional intelligence.
5. There is no significant relationship between emotional intelligence and teaching effectiveness of teachers.
6. Teachers with high, moderate and low teaching effectiveness do not differ from one another on emotional intelligence.

Operational Definition –

- 1. Emotional Intelligence-** It is the ability to express emotions, understand other's emotions, control one's own emotional expressions and manage the emotions of others.
- 2. Occupational Self-Efficacy-** This term has been used, in this study, with reference to teacher self-efficacy. It has been defined as teacher's belief about his/her capabilities to bring about positive effects on students learning. It is related to many meaningful educational outcomes such as teacher persistence, enthusiasm, commitment and instructional behavior, as well as student outcomes such as achievement, motivation, and self-efficacy belief.
- 3. Leadership Style;-** This term has been used with reference to two dimensions of leadership behavior- the initiating structure and consideration. Initiating structure refers to the leader's behavior in delineating the relationship between himself and the members of his group, and in endeavoring to establish well-defined patterns of organization, channels of communication, and ways of getting the job done. Consideration refers to behavior indicative of friendship, mutual trust, respect and warmth in relationship between the leader and members of the group.
- 4. Teaching Effectiveness-** This term has been used, in this study, with reference to teacher effectiveness. An effective teacher may be understood as one who helps development of basic skills, understanding, proper work habits, desirable attitudes, value judgment and adequate personal adjustment of the students.

Delimitations of the study

There was no time limit for giving the responses to the questions in all the four tools.

The teachers could not be controlled with regards to their intelligence.

The tools of emotional intelligence, teacher self-efficacy, and leadership style and teacher effectiveness were administered in group setting.

Only the teachers of fifteen private Nasik Board schools were included in the sample.

Research Methodology:

In the present study, the investigator aimed to compare of Occupational Self Efficacy, Leadership Style and Teaching Effectiveness among secondary school teachers.

Method Adopted for the study –

The Descriptive Survey Method was found to be most appropriate for the present study.

Population:

The population of the present study includes secondary school teachers of Navapur city. To begin with, the investigator prepared a list of private Nasik Board schools in Navapur City.

Sample-

The investigator continues to read until a sample of the desired size is procured. The author went to these schools and by the lottery method and simple random sampling method was adopted for the selection of the sample. The sample consisted of 300 teachers of private Nasik Board Schools. 150 male and 150 female teachers of classes 9th and 10th of 30 private Nasik Board schools were included in the sample.

Tools Used:

1. Test of Emotional Intelligence: School Teacher Form by Prof. K.S. Misra
2. Teacher's sense of Efficacy Scale by Megan Tschannen - Moran and Anita Woolfolk Hoy(2001)
3. Leader Behaviour Description Questionnaire- Self by Andrew W Halpin
4. Teacher Effectiveness Scale by Dr. Pramod Kumar and Dr. D.N. Mutha

Statistics Used:

For the processing of data SPSS has been used. Product moment co-efficients of correlation, ANOVA and T-ratio were used to analyse the data.

ANALYSIS OF DATA

Objective 1 To study the relationship between emotional intelligence and occupational self -efficacy of teachers.

Table 01 :

S. No.	Groups	N	Values of Correlation
1.	Male teachers	150	-.218**
2.	Female teachers	150	.434**

Observation of the Table 01 shows that possession of high occupational self-efficacy can stifle the development of emotional intelligence in the male teachers. On the other hand, possession of high occupational self-efficacy can strengthen the development of emotional intelligence in the female teachers.

Table 02 :Correlation- emotional intelligence and efficacy for instructional

S. No.	Groups	N	Values of Correlation
1.	Male teachers	150	-.147
2.	Female teachers	150	.538**

Observation of the Table 02 shows that Possession of high efficacy for instructional strategies may increase the emotional intelligence of female teachers. So, possession of high efficacy for instructional strategies can strengthen the development of emotional intelligence in the female teachers.

Table.3: Correlation- emotional intelligence and efficacy for classroom management

S. No.	Groups	N	Values of Correlation
1.	Male teachers	150	-.211**
2.	Female teachers	150	.416**

Observation of the Table 03 shows that possession of high efficacy for classroom management can stifle the development of emotional intelligence in the male teachers. On the other hand, possession of high efficacy for classroom management can strengthen the development of emotional intelligence in the female teachers.

Table 4: Correlation- emotional intelligence and efficacy for students' engagement

S. No.	Groups	N	Values of Correlation
1.	Male teachers	150	-.223**
2.	Female teachers	150	.212**

Observation of the Table 04 shows that possession of high efficacy for students' engagement can stifle the development of emotional intelligence in the male teachers. On the other hand, possession of high efficacy for students' engagement can strengthen the development of emotional intelligence in the female teachers.

Objective 2- To compare the emotional intelligence of teachers with high, moderate and low occupational self- efficacy.

Table 5: Results of ANOVA–males with different levels of occupational self-efficacy

Source	Df	Sum of squares	Mean Squares	F-ratio
Between group	2	242.234	121.117	5.213**
Within group	147	3415.660	23.236	

This table -5 shows that the value of F-ratio (=5.213) is significant at .01 level. So, the null hypothesis stands rejected. It means that male teachers with high, moderate and low level of occupational self-efficacy differ from one another on emotional intelligence. Further analysis was done by using LSD test.

Table 6: Results of LSD test -males with different levels of occupational self-efficacy.

Group No.	Level	Mean	Groups Compared	Difference Between Means
1.	High	21.34	1 and 2	3.123*
2.	Moderate	24.47	1 and 3	1.887
3.	Low	23.23	2 and 3	1.236

This table -6 shows that Significant paired comparisons found by using LSD test show that as compared to male teachers with high occupational self-efficacy, male teachers with moderate occupational self-efficacy have high emotional intelligence. So, moderate level of occupational self-efficacy is conducive to the development of emotional intelligence in the male teachers.

Table 7: Results of ANOVA–females with different levels of occupational self-efficacy.

Source	Df	Sum of squares	Mean Squares	F-ratio
Between group	2	1328.475	664.237	23.591**
Within group	147	4138.918	28.156	

This table -7 shows that results of ANOVA showing difference in emotional intelligence among female teachers with high, moderate and low level of occupational self-efficacy has been shown in Table 4.7. It shows that the value of F-ratio (=23.591) is significant at .01 level. So, the null hypothesis stands rejected.

Table 8: Results of LSD test –females with different levels of occupational self-efficacy.

Group No.	Level	Mean	Groups Compared	Difference Between Means
1.	High	28.86	1 and 2	5.137*
2.	Moderate	23.72	1 and 3	9.650*
3.	Low	19.21	2 and 3	4.514*

This table -8 shows that Significant paired comparisons found by using LSD test show that as compared to female teachers with moderate or low occupational self-efficacy, female teachers with high occupational self-efficacy have high emotional intelligence. As compared to female

teachers with low occupational self-efficacy, female teachers with moderate occupational self-efficacy have high emotional intelligence.

Table 9: Results of ANOVA– males with different levels of efficacy for instructional strategies

Source	Df	Sum of squares	Mean Squares	F-ratio
Between group	2	185.907	92.954	3.936*
Within group	147	3471.986	23.619	

Table 9 shows that the value of F-ratio (=3.936) is significant at .05 level. So, the null hypothesis stands rejected. It means that male teachers with high, moderate and low level of efficacy for instructional strategies differ from one another on emotional intelligence.

Table 10: Results of LSD test – males with different levels of efficacy for instructional strategies

Group No.	Level	Mean	Groups Compared	Difference Between Means
1.	High	20.40	1 and 2	2.346*
2.	Moderate	24.74	1 and 3	1.889
3.	Low	24.29	2 and 3	.457

Table 10 shows that significant paired comparisons found by using LSD test show that as compared to male teachers with high efficacy for instructional strategies, male teachers with moderate efficacy for instructional strategies have high emotional intelligence. Thus, moderate level of efficacy for instructional strategies leads to the development of emotional intelligence in the male teachers.

Table 11: Results of ANOVA test – females with different levels of efficacy for instructional strategies.

Source	Df	Sum of squares	Mean Squares	F-ratio
Between group	2	1388.084	694.042	25.010**
Within group	147	4079.310	27.750	

Table 11 shows that the value of F-ratio (=25.010) is significant at .01 level. So, the null hypothesis stands rejected. It means that female teachers with high, moderate and low level of efficacy for instructional strategies differ from one another on emotional intelligence.

Further analysis was done by using LSD test.

Table 12: Results of LSD test – females with different levels of efficacy for instructional strategies

Group No.	Level	Mean	Groups Compared	Difference Between Means
1.	High	27.73	1 and 2	4.078*
2.	Moderate	23.65	1 and 3	10.158*
3.	Low	17.57	2 and 3	6.081*

Table 12 shows that significant paired comparisons found by using LSD test show that as compared to female teachers with moderate or low efficacy for instructional strategies, female teachers with high efficacy for instructional strategies have high emotional intelligence. As

compared to female teachers with low efficacy for instructional strategies, female teachers with high efficacy for instructional strategies have high emotional intelligence.

Table 13: Results of ANOVA-males with different levels efficacy for classroom management

Source	df	Sum of squares	Mean Squares	F-ratio
Between group	2	545.930	272.965	12.894**
Within group	147	3111.963	21.170	

Table 13 shows that the value of F-ratio (=12.894) is significant at .01 level. So, the null hypothesis stands rejected. It means that male teachers with high, moderate and low level of efficacy for classroom management differ from one another on emotional intelligence. Further analysis was done by using LSD test.

Table 14: Results of LSD test-males with different levels efficacy for classroom management

Group No.	Level	Mean	Groups Compared	Difference Between Means
1.	High	20.59	1 and 2	4.231*
2.	Moderate	24.82	1 and 3	4.460*
3.	Low	25.05	2 and 3	.229

Table 14 shows that the mean score on emotional intelligence for male teachers with high, moderate and low level of efficacy for classroom management are 20.59, 24.82 and 25.05 respectively. Significant paired comparisons found by using LSD test show that as compared to male teachers with high efficacy for classroom management, male teachers with moderate or low efficacy for classroom management have high emotional intelligence.

Table 15: Results of ANOVA-females with different levels of efficacy for classroom management

Source	df	Sum of squares	Mean Squares	F-ratio
Between group	2	781.693	390.847	12.262**
Within group	147	4685.700	31.876	

Table 15 shows that the value of F-ratio (= 12.262) is significant at .01 level. So, the null hypothesis stands rejected. It means that female teachers with high, moderate and low level of efficacy for classroom management differ from one another on emotional intelligence. Further analysis was done by using LSD test.

Table 16: Results of LSD test-females with different levels of efficacy for classroom management

Group No.	Level	Mean	Groups Compared	Difference Between Means
1.	High	26.00	1 and 2	1.967
2.	Moderate	24.03	1 and 3	7.600*
3.	Low	18.40	2 and 3	5.633*

Table 16 shows that significant paired comparisons found by using LSD test show that as compared to female teachers with low efficacy for classroom management, female teachers with high or moderate efficacy for classroom management have high emotional

intelligence. From this, we can infer that high and moderate levels of efficacy for classroom management lead to the development of emotional intelligence in the female teachers.

Table 17: Results of ANOVA-males with different levels of efficacy for students' engagement

Source	df	Sum of squares	Mean Squares	F-ratio
Between group	2	120.719	60.359	2.508
Within group	147	3537.174	24.062	

Table 17 shows that male teachers with high, moderate and low level of efficacy for students' engagement do not differ from one another on emotional intelligence. This indicates existence of no relationship between efficacy for students' engagement and emotional intelligence in the male teachers.

Table 18: Results of ANOVA-females with different levels of efficacy for students' engagement

Source	df	Sum of squares	Mean Squares	F-ratio
Between group	2	453.738	226.869	6.652**
Within group	147	5013.656	34.107	

Table 18 shows that the value of F-ratio (=6.652) is significant at .01 level. So, the null hypothesis stands rejected. It means that female teachers with high, moderate and low level of efficacy for students' engagement differ from one another on emotional intelligence. Further analysis was done by using LSD test.

Table 19: Results of LSD test-females with different levels of efficacy for students' engagement

Group No.	Level	Mean	Groups Compared	Difference Between Means
1.	High	24.33	1 and 2	.322
2.	Moderate	24.66	1 and 3	4.500*
3.	Low	19.83	2 and 3	4.822

Table 19 shows that significant paired comparisons found by using LSD test show that as compared to female teachers with low efficacy for students' engagement, female teachers with high or moderate efficacy for students' engagement have high emotional intelligence.

Objective 3-To study the relationship between emotional intelligence and leadership style of teachers.

Study of Relationship between Emotional Intelligence and different dimensions of leadership style, i.e., initiating structure and consideration.

S. No.	Groups	N	Values of Correlation
1.	Male teachers	150	.048
2.	Female teachers	150	.423**

Observation of the Table 20 shows that the values of correlation between emotional intelligence and initiating structure for male and female teachers. So possession of high initiating structure

may increase the emotional intelligence of female teachers. So, possession of high initiating structure can strengthen the development of emotional intelligence in the female teachers.

Study of Relationship between Emotional Intelligence and consideration

Table 21: Correlation- emotional intelligence and consideration

S. No.	Groups	N	Values of Correlation
1.	Male teachers	150	.083
2.	Female teachers	150	.482**

Observation of the Table 21 shows that possession of high consideration can strengthen the development of emotional intelligence in the female teachers.

Objective 5. To study the relationship between emotional intelligence and teaching effectiveness of teachers.

Table 28: Correlation-emotional intelligence and teaching effectiveness

S. No.	Groups	N	Values of Correlation
1.	Male teachers	150	.156
2.	Female teachers	150	.338**

Table 22 shows that in male teachers, high teaching effectiveness does not enhance emotional intelligence too much and low teaching effectiveness does not reduce emotional intelligence too much. Possession of high teaching effectiveness may increase the emotional intelligence of female teachers.

Objective 6. To compare the emotional intelligence of teachers with high, moderate and low teaching effectiveness

Table 35: Results of ANOVA-males with different levels of teaching effectiveness

source	df	Sum of squares	Mean Squares	F-ratio
Between group	2	218.649	109.324	4.673*
Within group	147	3439.245	23.396	

Table 23 shows that the value of F-ratio (=4.673) is significant at .05 level. So, the null hypothesis stands rejected. It means that male teachers with high, moderate and low level of teaching effectiveness differ from one another on emotional intelligence. Further analysis was done by using LSD test.

Table 24: Results of LSD test- males with different levels of teaching effectiveness

Group No.	Level	Mean	Groups Compared	Difference Between Means
1.	High	23.30	1 and 2	1.071
2.	Moderate	24.38	1 and 3	2.304
3.	Low	21.00	2 and 3	3.375*

Table 24 shows that Female teachers with teaching effectiveness scores < 281 were classified as low teaching effectiveness group while those with teaching effectiveness scores > 336 were classified as high teaching effectiveness group. Female teachers with teaching effectiveness score greater than 281 but less than 336 were included in the group of teachers with moderate teaching effectiveness.

Table 37: Results of ANOVA-females with different levels of teaching effectiveness

source	df	Sum of squares	Mean Squares	F-ratio
Between group	2	565.807	282.904	8.484**
Within group	147	4901.586	33.344	

Table 24 shows that the value of F-ratio (= 8.484) is significant at .01 level. So, the null hypothesis stands rejected. It means that female teachers with high, moderate and low level of teaching effectiveness differ from one another on emotional intelligence. Further analysis was done by using LSD test.

Table 24: Results of LSD test- females with different levels of teaching effectiveness

Group No.	Level	Mean	Groups Compared	Difference Between Means
1.	High	27.71	1 and 2	4.506*
2.	Moderate	23.21	1 and 3	5.907*
3.	Low	21.81	2 and 3	1.401

Table 24 shows that the mean score on emotional intelligence for female teachers with high, moderate and low level of teaching effectiveness are 27.71, 23.21 and 21.81 respectively. Significant paired comparisons found by using LSD test show that as compared to female teachers with moderate or low teaching effectiveness, female teachers with high teaching effectiveness have high emotional intelligence.

Study of Emotional Intelligence among teachers with different levels of different areas of teaching effectiveness, i.e., academic, professional, social, emotional, moral and personality.
Study of Emotional intelligence among teachers with different levels of academic area of teaching effectiveness

Table 25 Results of ANOVA- males with different levels of academic area of teaching effectiveness

source	df	Sum of squares	Mean Squares	F-ratio
Between group	2	224.748	112.374	4.812**
Within group	147	3433.146	23.355	

Table 25 shows that the value of F-ratio (=4.812) is significant at .01 level. So, the null hypothesis stands rejected. It means that male teachers with high, moderate and low level of academic area of teaching effectiveness differ from one another on emotional intelligence. Further analysis was done by using LSD test. Table 26 Results of LSD test- males with different levels of academic area of teaching effectiveness

Group No.	Level	Mean	Groups Compared	Difference Between Means
1.	High	25.11	1 and 2	1.283
2.	Moderate	23.83	1 and 3	3.206*
3.	Low	21.90	2 and 3	1.923*

Table 26 shows that the mean score on emotional intelligence for male teachers with high, moderate and low level of academic area of teaching effectiveness are 25.11, 23.83 and 21.90 respectively. Significant paired comparisons found by using LSD test show that as compared to male teachers with low academic area of teaching effectiveness, male teachers with high or moderate academic area of teaching effectiveness have high emotional intelligence.

source	df	Sum of squares	Mean Squares	F-ratio
Between group	2	631.405	315.703	9.596**
Within group	147	4835.988	32.898	

Table 27 shows that the value of F-ratio (=9.596) is significant at .01 level. So, the null hypothesis stands rejected. It means that female teachers with high, moderate and low level academic area of teaching effectiveness differ from one another on emotional intelligence. Further analysis was done by using LSD test.

Table 27: Results of LSD test- females with different levels of academic area of teaching effectiveness.

Group No.	Level	Mean	Groups Compared	Difference Between Means
1.	High	24.93	1 and 2	.221
2.	Moderate	24.71	1 and 3	5.308*
3.	Low	19.62	2 and 3	5.087*

Table 27 shows that the mean score on emotional intelligence for female teachers with high, moderate and low level academic area of teaching effectiveness are 24.93, 24.71 and 19.62 respectively. Significant paired comparisons found by using LSD test show that as compared to female teachers with low academic area of teaching effectiveness, female teachers with high or moderate academic area of teaching effectiveness have high emotional intelligence.

Study of Emotional intelligence among teachers with different levels of professional area of teaching effectiveness

Table 28: Results of ANOVA- males with different levels of professional area of teaching effectiveness

source	df	Sum of squares	Mean Squares	F-ratio
Between group	2	60.493	30.247	1.236
Within group	147	3597.400	24.472	

Table 28 shows that the value of F-ratio (=1.236) is insignificant at .05 level. So, the null hypothesis stands accepted. It means that male teachers with high, moderate and low level of professional area of teaching effectiveness do not differ from one another on emotional intelligence. This indicates existence of no relationship between teaching effectiveness in professional area and emotional intelligence in the male teachers.

Table 29 Results of ANOVA- females with different levels of professional area of teaching effectiveness

source	df	Sum of squares	Mean Squares	F-ratio
Between group	2	643.242	321.621	9.800**
Within group	147	4824.152	32.817	

Table 29 shows that the value of F-ratio (=9.800) is significant at .01 level. So, the null hypothesis stands rejected. It means that female teachers with high, moderate and low level professional area of teaching effectiveness differ from one another on emotional intelligence. Further analysis was done by using LSD test. Table 29 Results of LSD test- females with different levels of professional area of teaching effectiveness

Group No.	Level	Mean	Groups Compared	Difference Between Means
1.	High	27.63	1 and 2	4.542*
2.	Moderate	23.08	1 and 3	6.216*
3.	Low	21.41	2 and 3	1.674

Table 29 shows that the mean score on emotional intelligence for female teachers with high, moderate and low level professional area of teaching effectiveness are 27.63, 23.08 and 21.41 respectively. Significant paired comparisons found by using LSD test show that as compared to female teachers with moderate or low professional area of teaching effectiveness, female teachers with high professional area of teaching effectiveness have high emotional intelligence.

Study of Emotional intelligence among teachers with different levels of social area of teaching effectiveness

Table 30: Results of ANOVA- males with different levels of social area of teaching effectiveness

Source	df	Sum of squares	Mean Squares	F-ratio
Between group	2	207.353	103.676	4.417*
Within group	147	3450.540	23.473	

Table 30 shows that the value of F-ratio (= 4.417) is significant at .05 level. So, the null hypothesis stands rejected. It means that male teachers with high, moderate and low level of social area of teaching effectiveness differ from one another on emotional intelligence. Further analysis was done by using LSD test.

Table 31 Results of LSD test- males with different levels of social area of teaching effectiveness

Group No.	Level	Mean	Groups Compared	Difference Between Means
1.	High	24.88	1 and 2	1.040
2.	Moderate	23.84	1 and 3	4.157*
3.	Low	20.72	2 and 3	3.116*

Table 31 shows that the mean score on emotional intelligence for male teachers with high, moderate and low level of social area of teaching effectiveness are 24.88, 23.84 and 20.72 respectively. Significant paired comparisons found by using LSD test show that as compared to male teachers with low social area of teaching effectiveness, male teachers with high or moderate social area of teaching effectiveness have high emotional intelligence.

Table 32: Results of ANOVA- females with different levels of social area of teaching effectiveness.

source	df	Sum of squares	Mean Squares	F-ratio
Between group	2	739.275	369.637	11.492**
Within group	147	4728.119	32.164	

Table 32 shows that the value of F-ratio (=11.492) is significant at .01 level. So, the null hypothesis stands rejected. It means that female teachers with high, moderate and low level of social area of teaching effectiveness differ from one another on emotional intelligence. Further analysis was done by using LSD test.

Table 33: Results of LSD test- females with different levels of social area of teaching effectiveness

Group No.	Level	Mean	Groups Compared	Difference Between Means
1.	High	27.00	1 and 2	3.021*
2.	Moderate	23.98	1 and 3	7.440*
3.	Low	19.56	2 and 3	4.419*

Table 33 shows that the mean score on emotional intelligence for female teachers with high, moderate and low level social area of teaching effectiveness are 27.00, 23.98 and 19.56 respectively. Significant paired comparisons found by using LSD test show that as compared to female teachers with moderate or low social area of teaching effectiveness, female teachers with high social area of teaching effectiveness have high emotional intelligence.

Table 34: Results of ANOVA- males with different levels of emotional area of teaching effectiveness

source	df	Sum of squares	Mean Squares	F-ratio
Between group	2	282.130	141.065	6.143**
Within group	147	3375.763	22.964	

Table 34 shows that the value of F-ratio (=6.143) is significant at .01 level. So, the null hypothesis stands rejected. It means that male teachers with high, moderate and low level of emotional area of teaching effectiveness differ from one another on emotional intelligence. Further analysis was done by using LSD test.

Table 35: Results of LSD test- males with different levels of emotional area of teaching effectiveness

Group No.	Level	Mean	Groups Compared	Difference Between Means
1.	High	21.78	1 and 2	3.079*
2.	Moderate	24.86	1 and 3	.688
3.	Low	22.47	2 and 3	2.392*

Table 35 shows that the mean score on emotional intelligence for male teachers with high, moderate and low level of emotional area of teaching effectiveness are 21.78, 24.86 and 22.47 respectively. Significant paired comparisons found by using LSD test show that as compared to male teachers with high or low emotional area of teaching effectiveness, male teachers with moderate emotional area of teaching effectiveness have high emotional intelligence.

source	df	Sum of squares	Mean Squares	F-ratio
Between group	2	842.982	421.491	13.398**
Within group	147	4624.412	31.459	

Table 35 shows that the value of F-ratio (=13.398) is significant at .01 level. So, the null hypothesis stands rejected. It means that female teachers with high, moderate and low level of emotional area of teaching effectiveness differ from one another on emotional intelligence. Further analysis was done by using LSD test.

Table 36: Results of LSD test- females with different levels of emotional area of teaching effectiveness

Group No.	Level	Mean	Groups Compared	Difference Between Means
1.	High	28.13	1 and 2	5.154*
2.	Moderate	22.97	1 and 3	7.625*
3.	Low	20.50	2 and 3	2.471

Table 36 shows that the mean score on emotional intelligence for female teachers with high, moderate and low level emotional area of teaching effectiveness are 28.13, 22.97 and 20.50 respectively. Significant paired comparisons found by using LSD test show that as compared to female teachers with moderate or low emotional area of teaching effectiveness, female teachers with high emotional area of teaching effectiveness have high emotional intelligence.

Study of Emotional intelligence among teachers with different levels of moral area of teaching effectiveness

Table 37: Results of ANOVA- males with different levels of moral area of teaching effectiveness

source	df	Sum of squares	Mean Squares	F-ratio
Between group	2	168.525	84.262	3.550*
Within group	147	3489.369	23.737	

Table 37 shows that the value of F-ratio (= 3.550) is significant at .05 level. So, the null hypothesis stands rejected. It means that male teachers with high, moderate and low level of moral area of teaching effectiveness differ from one another on emotional intelligence. Further analysis was done by using LSD test.

Table 38: Results of LSD test- males with different levels of moral area of teaching effectiveness

Group No.	Level	Mean	Groups Compared	Difference Between Means
1.	High	24.45	1 and 2	.407
2.	Moderate	24.05	1 and 3	2.767*
3.	Low	21.69	2 and 3	2.360*

Table 38 shows that the mean score on emotional intelligence for male teachers with high, moderate and low level of moral area of teaching effectiveness are 24.45, 24.05 and 21.69 respectively. Significant paired comparisons found by using LSD test show that as compared to male teachers with low moral area of teaching effectiveness, male teachers with high or moderate moral area of teaching effectiveness have high emotional intelligence.

Table 39: Results of ANOVA- females with different levels of moral area of teaching effectiveness

source	df	Sum of squares	Mean Squares	F-ratio
Between group	2	628.221	314.110	9.542**
Within group	147	4839.173	32.920	

Table 39 shows that the value of F-ratio (= 9.542) is significant at .01 level. So, the null hypothesis stands rejected. It means that female teachers with high, moderate and low level of moral area of teaching effectiveness differ from one another on emotional

intelligence. Further analysis was done by using LSD test. Table 40: Results of LSD test- females with different levels of moral area of teaching effectiveness

Group No.	Level	Mean	Groups Compared	Difference Between Means
1.	High	27.20	1 and 2	4.609*
2.	Moderate	22.59	1 and 3	4.700*
3.	Low	22.50	2 and 3	.091

Table 40 shows that the mean score on emotional intelligence for female teachers with high, moderate and low level moral area of teaching effectiveness are 27.20, 22.59 and 22.50 respectively. Significant paired comparisons found by using LSD test show that as compared to female teachers with moderate or low moral area of teaching effectiveness, female teachers with high moral area of teaching effectiveness have high emotional intelligence.

Study of Emotional intelligence among teachers with different levels of personality area of teaching effectiveness

Table 41 Results of ANOVA- males with different levels of personality area of teaching effectiveness

source	df	Sum of squares	Mean Squares	F-ratio
Between group	2	173.544	86.772	3.661*
Within group	147	3484.349	23.703	

Table 41 shows that the value of F-ratio (=3.661) is significant at .05 level. So, the null hypothesis stands rejected. It means that male teachers with high, moderate and low level of personality area of teaching effectiveness differ from one another on emotional intelligence. Further analysis was done by using LSD test.

Table 42: Results of LSD test- males with different levels of personality area of teaching effectiveness

Group No.	Level	Mean	Groups Compared	Difference Between Means
1.	High	22.42	1 and 2	2.029
2.	Moderate	24.45	1 and 3	.389
3.	Low	22.03	2 and 3	2.418*

Table 42 shows that the mean score on emotional intelligence for male teachers with high, moderate and low level of personality area of teaching effectiveness are 22.42, 24.45 and 22.03 respectively. Significant paired comparisons found by using LSD test show that as compared to male teachers with low personality area of teaching effectiveness, male teachers with moderate personality area of teaching effectiveness have high emotional intelligence.

Source	df	Sum of squares	Mean Squares	F-ratio
Between group	2	19.432	9.716	.262
Within group	147	5447.962	37.061	

Table 42 shows that the value of F-ratio (=0.262) is insignificant at .05 level. So, the null hypothesis stands accepted. It means that female teachers with high, moderate and low level of personality area of teaching effectiveness do not differ from one another on emotional

intelligence.

Majors Findings

1) It was found that male teachers with high occupational self-efficacy have low emotional intelligence. Male teachers with high efficacy for classroom management or high efficacy for students' engagement have low emotional intelligence. Male teachers with high efficacy for instructional strategies may or may not be emotionally intelligent.

2) In case of female teachers emotional intelligence is positively related to occupational self-efficacy. For the female teachers emotional intelligence is positively related to efficacy for instructional strategies, efficacy for classroom management and efficacy for students' engagement. It means that female teachers with high occupational self-efficacy are emotionally intelligent..

3) Results of ANOVA have shown that there is significant difference in emotional intelligence among both male and female teachers with high, moderate and low occupational self-efficacy. It was found that as compared to male teachers with high occupational self-efficacy, male teachers with moderate occupational self-efficacy have high emotional intelligence.

4) As compared to male teachers with high efficacy for instructional strategies, male teachers with moderate efficacy for instructional strategies have high emotional intelligence. This indicates negative relationship between efficacy for instructional strategies and emotional intelligence. As compared to female teachers with moderate or low efficacy for instructional strategies, female teachers with high efficacy for instructional strategies have high emotional intelligence.

5) As compared to male teachers with high efficacy for classroom management, male teachers with moderate or low efficacy for classroom management have high emotional intelligence.

6) It was found that emotional intelligence is not related to initiating structure and consideration among male teachers. It means that male teachers with high initiating structure or high consideration may or may not be emotionally intelligent. Emotional intelligence is positively related to initiating structure and consideration among female teachers.

7) Results of ANOVA have shown that male teachers with high, moderate and low level of initiating structure do not differ from one another on emotional intelligence. This indicates existence of no relationship between initiating structure and emotional intelligence.

8) Female teachers with high, moderate and low level of initiating structure differ from one another on emotional intelligence. As compared to female teachers with low initiating structure, female teachers with high or moderate initiating structure have high emotional intelligence.

9) Male teachers with high, moderate and low level of consideration do not differ from one another on emotional intelligence. This indicates existence of no relationship between consideration and emotional intelligence.

10) Female teachers with high, moderate and low level of consideration differ from one another on emotional intelligence. As compared to female teachers with moderate or low

consideration, female teachers with high consideration have high emotional intelligence.

11) Results of ANOVA have shown that compared to female teachers with moderate or low teaching effectiveness, female teachers with high teaching effectiveness have high emotional intelligence. These indicate positive relationship between teaching effectiveness and emotional intelligence in both male and female teachers.

12) As compared to male teachers with low academic area of teaching effectiveness, male teachers with high or moderate academic area of teaching effectiveness have high emotional intelligence. As compared to female teachers with low academic area of teaching effectiveness, female teachers with high or moderate academic area of teaching effectiveness have high emotional intelligence..

13) As compared to female teachers with moderate or low social area of teaching effectiveness, female teachers with high social area of teaching effectiveness have high emotional intelligence. As compared to female teachers with low social area of teaching effectiveness, female teachers with moderate social area of teaching effectiveness have high emotional intelligence.

14) As compared to male teachers with high or low emotional area of teaching effectiveness, male teachers with moderate emotional area of teaching effectiveness have high emotional intelligence. As compared to female teachers with moderate or low emotional area of teaching effectiveness, female teachers with high emotional area of teaching effectiveness have high emotional intelligence.

15) As compared to male teachers with low moral area of teaching effectiveness, male teachers with high or moderate moral area of teaching effectiveness have high emotional intelligence. As compared to female teachers with moderate or low moral area of teaching effectiveness, female teachers with high moral area of teaching effectiveness have high emotional intelligence.

16) As compared to male teachers with low personality area of teaching effectiveness, male teachers with moderate personality area of teaching effectiveness have high emotional intelligence.

References:

1. Mayer, J. D., & Salovey, P. (1993). The intelligence of emotional intelligence. *Intelligence*, 17(4), pp. 433-442.
2. Goleman, D., (1995). *Emotional intelligence: why it can matter more than IQ*. London: Bloomsbury. 7. Bar-On,
3. R., (1996). *The Emotional Quotient Inventory (EQ-i): a test of emotional intelligence*. Toronto: Multi-Health Systems, from <https://ecom.mhs.com/>



4. Richardson, R. C., & Evans, E. T. (1997). Social and emotional competence: motivating cultural responsive education. Montgomery, AL: Auburn University at Montgomery, School of Education. (ERIC Document Reproduction Service No. ED411944).
5. Ediger, M., (1997). Affective objectives in the science curriculum. Montgomery, AL: Auburn University at Montgomery, School of Education. ERIC Document Reproduction Service No. ED412070,
6. Abisamra, N. S., (2000). The Relationship between Emotional Intelligence and Academic Achievement in Eleventh Graders, from www.nadasisland.com/research-intell2.html
7. Finnegan, J. E. (1998). Measuring emotional intelligence: Where we are today. Montgomery, AL: Auburn University of Montgomery, School of Education. ERIC Document Reproduction Service No .ED426087,
8. Rathi, N., & Rastogi, R. (2008). Effect of emotional intelligence on occupational self-efficacy. *The Icfai Journal of Organizational Behavior*, 7(2), 46-56.
9. Salami, S. O. (2007). Relationships of emotional intelligence and self-efficacy to work attitudes among secondary school teachers in southwestern Nigeria. *Pak. J. Soc. Sci*, 4(4), 540-547.
10. Salami, S. O. (2010). Emotional intelligence, self-efficacy, psychological well-being and students attitudes: Implications for quality education. *European Journal of Educational Studies*, 2(3), 247-257.
11. Samouei, R. (2003). Bar-On emotional intelligence test.
12. Ravan-Sina, Tehran, Iran. Singh, I., & Jha, A. (2012). Teacher effectiveness in relation to emotional intelligence among medical and engineering faculty members. *Europe's Journal of Psychology*, 8(4), 667-685. <http://dx.doi.org/10.5964/ejop.v8i4.483>
13. Soleimani, E., & Hoveyda, R. (2013). Concept of self-efficacy in Social Cognitive Theory of Bandura. *Social Sciences*, 1(1), 91-97.
14. Vidyarthi, P. R., Anand, S., & Liden, R. C. (2014). Do emotionally perceptive leaders motivate higher employee performance? The moderating role of task interdependence and power distance. *The Leadership Quarterly*, 25(2), 232-244. <http://dx.doi.org/10.1016/j.leaqua.2013.08.003>
15. Yazici, H., Seyis, S., & Altun, F. (2011). Emotional intelligence and self-efficacy beliefs as predictors of academic achievement among high school students. *Procedia-Social and Behavioral Sciences*, 15, <http://dx.doi.org/10.1016/j.sbspro.2011.04.100>