RELATIONSHIP BETWEEN EMOTIONAL INTELLIGENCE AND TEACHING EFFECTIVENESS OF TEACHERS AT SECONDARY SCHOOL LEVEL IN MULTAN DISTRICT

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ABSTRACT

The goal of the study was to find out relationship between emotional intelligence and teaching effectiveness of teachers. BarOn EQi, a tool for measuring the emotional intelligence was administered on 295 teachers and 622 students were participated for measuring teaching effectiveness. Data was collected using convenient sampling technique. The data was analyzed through correlation, ANOVA and t test using SPSS 16 software.The result of study revealed that not all but some demographic variables significantly predict emotional intelligence of school teachers like gender, age, teaching experience, qualification and teaching discipline but marital status and designation were insignificantly differed. Teachers' emotional intelligence and its subscalewere moderately positively correlated with their teaching effectiveness. The study has provided an evidence for incorporation of EI skills in pre-service and in-service teacher training programs.

KEYWORDS*:* Emotional Intelligence*,* Teaching Effectiveness, Teachers, Secondary School Level

INTRODUCTION

Achievement in professional life is not only determined by cognitive abilities but also an important aspect that was Emotional Intelligence (EI) which concern most to success (Bar On, 2007). Emotional intelligence as a structure of collective ability that holds examining emotions of one and others, to differentiate along with and exploit this in sequence to lead individual attention and deeds (cherniss, 2000).This research is based on premise that teaching effectiveness of teacher is greatly influenced by Emotinal Intelligence. Narehan , Syahrina ,Jani, Rohana , NurZainie , and Nor (2015) stated that efficient teaching as the procedure of creating student learning promising, sponsor engagement and conversation, disquiet and respect for learners and capitalize on students' intellectual attainment.Effective teaching engaged mastery in knowledge (content), inspiring style to present well organized material, encouraging class room atmosphere, friendly and responsive relationship between teacher and student, good class room organization (Ramana, 2013).Teacher is employee of an education department where his profession not only demands him to be novel in attitude, manageable in approach, fully informed about day development in the subject however in addition to be able to appreciate the worth of human being prospective, recognize the miscellaneous learner's needs and enhance the surroundings for their healthier growth. Teacher should be adorned with intellectual and socio-emotional skills (chechi, 2012).Teachers having strong emotional intelligence create classroom environment that facilitate the more oppressive and capable student learning than limited emotional quotient (EQ) (Willium, Ochan, 2013).

Bar-On model of Emotional Intelligence

Mayer et al. (2000) described it mixed model as it blend the cognitive skills like self awareness with non- cognitive abilities like personal sovereignty, mood and self regard. Bar On (2010) distinct emotional intelligence as a collection of interconnected emotional and communal abilities that make possible to find out how we successfully appreciate and express ourselves, recognize others and communicate with them, and handle every day demand and pressure.

BarOn (2006) measures Emotional intelligence has subsequent five dimensions at work place.

1. ***Interpersonal Skill:*** This is the ability to know, communicate and cooperate well with others in an array of situations. It includes social awareness, empathy and relationship management.

2. ***Intrapersonal Skill:*** This is the ability of oneself to be aware of his feeling, abilities, motives, aims and beliefs. It involves self-awareness, independence, self regard, assertiveness, and self actualization.

3. ***Adaptability:*** The ability of oneself can effectively manage the change and easily adjust his feelings to new conditions. It involves flexibility, problem solving and reality testing.

4. ***Stress Management:*** It is ability of oneself to constructively manage and control emotions. It involves impulse control and stress tolerance.

5. ***General Mood:*** It deals with self motivation. It concerns individual viewpoint on life, skill to enjoy oneself and others and generally feeling of pleasure or displeasure. It comprises of happiness and optimism.

Teaching Effectiveness

Day and Qing (2009) characterized that teaching effectiveness was the result of the training and enduring support of jointly cognition and the affective. According to Doyle (2008) effectiveness of teaching is the quantity of student education that takes place. Coetzee & Jansen (2007) has described the characteristics of effective teacher as respectful, sympathetic and empathetic, understands pupil's emotions and recognizes students learning. He has content precision and pedagogical talent (Powell & Kusuma Powell, 2010) good relations with students and has effective communication skills (Thomas, 2008). Sutton and Wheatley (2003) suggested that students rating are the best manner to evaluate teacher's emotional aspects. As students are the only who spend most of duration with their teachers. Doyle (2008) said that student rating towards teaching effectiveness is economical, extremely reliable (starting from 0.8 to 0.9) and valid. This study will also draw attention to the understanding and importance of Emotional Intelligence (EI) to ease teaching- learning process, enhance profession prospect and also provide assistance to teachers to order their emotions for the enhancement of teacher student interaction and to utilize emotional content in solving plight that arise at the stage of teaching.

Objectives Of The Study

i. To find out the difference in teachers'EI scores with respect to their selected demographic variables like gender, marital status, age, teaching discipline, designation, qualification, and teaching experience.

ii. To measure the correlation of Emotional Intelligence of school teachers with their teaching effectiveness.

Hypothesis

i. Demographic characteristics (e.g. gender, age, marital status, qualification, experience, teaching discipline and designation) have the significant difference in EI of school teacher.

ii. Emotional intelligence of school teacher is significantly correlated with their teaching effectiveness.

iii. Sub factors of emotional intelligence (like general mood, adaptability, interpersonal, stress management and intrapersonal) are also significantly correlated with teaching effectiveness.

Methodology

This was correlational descriptive study. Survey method was utilized for the collection of data.BarOnEQi s and teaching effectiveness tool were employed. Both tools were pilot tested exposed highly reliable instruments. Correlation statistics was employed for analyzing the data.

Population

Population of present study was consisted of school teachers educating in secondary level in Multan city. There are entirely 64 government secondary schools working in Multan city. 28 schools are for girls and 34 schools are for boys. So, all the teachers of 64 schools were deemed as population of the study.

Sample

Since there were 64 secondary school, 16 (25%) schools were elected to get sample of study. Seven female schools and nine male schools were chosen conveniently. Sample consists of 295 teachers.At primary phase, 295 teachers (25%) were conveniently elected as sample for collecting data on emotional intelligence (EI) scale. Convenience, at this point, may be clarified in state of accessibility of researcher and teachers' availability. Prior to going to succeeding stage, teachers' mean EI score was calculated. On the source of their raw mean EI score, 62 teachers were preferred for accompanying data collection on teaching effectiveness. In table 1.1 frequency distribution of EI score was given. There were 51 groups of mean EI score. From each of the type one teacher was incorporated in sample for subsequent phase of data collection. Moreover, it has been shown that there was 22 such occurrence, particularly in the middle series of score, where frequency raised up to five or yet more. In those categories, instead of one, two teachers were got in touch with to accumulate data. In this mode, 73 out of 295 teachers were included in sample for subsequently phase. The investigator had to obverse a few disputes in collecting data from the tutor not agreed to collect information from their

learner. However in these situations, 62 teachers played a part in the study. In the 2nd stage researcher has come up to 622 (20%) students of

preferred teachers to acquire data relating to their teaching effectiveness.

Table 1.*Mean Score and Frequency Distribution of Teacher's EI*

Sr #	Mean	F	Sr #	Mean	F
1	76	1	**27**	144	7
2	87	1	**28**	147	11
3	94	1	**29**	148	8
4	109	2	**30**	149	7
5	115	6	**31**	150	8
6	117	5	**32**	151	11
7	119	3	**33**	152	5
8	120	5	**34**	153	3
9	121	8	**35**	155	7
10	123	7	**36**	158	8
11	125	4	**37**	159	6
12	127	7	**38**	160	4
13	129	13	**39**	162	7
14	130	4	**40**	163	7
15	131	5	**41**	165	7
16	133	5	**42**	167	9
17	134	4	**43**	169	10
18	135	2	**44**	171	10
19	136	6	**45**	172	5
20	137	5	**46**	173	4
21	138	12	**47**	176	3
22	139	5	**48**	178	3
23	140	9	**49**	179	2
24	141	5	**50**	180	2
25	142	10	**51**	181	1
26	143	5	**Total**		295

Research Instruments

Research tool of this study consisted on three section

Background Variables

A survey was developed by the researcher to gain the knowledge about teachers' demographic characters such as age, gender, marital status, qualification and designation, teaching experience and discipline.

Bar-On Emotional Quotient Inventory Short (EQ.i.s)

To compute the secondary school teachers' emotional intelligence Bar-On (2002) emotional quotient inventory short (EQ.i.s) has been used. The original Bar-on short supply was consisted of 51 items. Researcher had made a little change by considering the demographic characteristics of population under the assistance of supervisor. The instrument was exercised for present study consisted on 38 self statement items which appraised entirely EQ in accumulation to five make up factors: interpersonal, intrapersonal, adaptability, stress management, and general mood. The depiction of items in all scale is set in table1.2.

Table 2. *Description of Dimensions in EQ Scale*

Dimensions	Serial Number in Final Scale	No. of item
Intrapersonal	7,8,23,24,31,32,35,36	8
Interpersonal	2,3,4,5,6,17,18,20,21,22,30,34,37	13
Adaptability	12,13,14,19,27,28,33	7
Stress management	9,10,11,25,26	5
General mood	1,15,16,29,38	5
Total EQ		**38**

Scoring and Interpretation of EQ-i

This research tool was comprised of 38 items and pursued the 5-level Likert scale. The raw point for apiece item were ranged from 1-5. The instrument was carried 18 negative items too i.e. item numbers 4, 9, 11, 17, 19, 20, 21, 25, 26, 27, 29, 30, 33, 34, 35, 36, 37, that were reverse coded later than entering all the figures in SPSS 16 version. The explanation of scoring of Bar-OnEQ.i scale is given in table 1.3.

Table 3. *Description of Scoring of Bar-On EQi Scale*

Description	Score(positive)	Score(negative)
Very seldom or not true of me	1	5
Seldom true of me	2	4
Sometimes true of me	3	3
Often true of me	4	2
Very often true of me or true of me	5	1

Summations of raw scores on definite items supply a whole EQ score. The higher score on EQ scale give you an idea about the enhance socio emotional intelligence and vice versa.

1.7.3 Teaching Effectiveness Tool (TET)

To quantify the teaching effectiveness of teachers, teaching effectiveness tool was developed by researcher following in depth literature review in the radiance of supervisor advice. It is integrated merely those region of teaching which are interconnected to emotional intelligence. It was17-item self reported assessment. It was consisted of four sub aspects i.e. (a) Student Teacher Interaction (STI), (b) Facilitative Classroom Surroundings (FCS), (c) Content and Instructive Skills (CIS), and (d) Classroom Organization (CO) (Ramana, 2013).

Scoring and Interpretation of TET

Teaching effectiveness tool (TET) is a student account of measure of their teachers' teaching effectiveness which consisted of 17 statements on 2 point Likert type scale. The raw score for each entry was probably array from 1-2 shown in table 1.4

Table 4. *Description of Scoring Of TET*

Score	Description
1	Disagree
2	Agree

Summations of raw scores on definite statements supply a whole teaching effectiveness score. In this way, the likely TE score can possibly vary from

17-34. The higher score on TE scale give you a thought about the more effective teacher and vice versa.

Data Analysis

Description of Sample on Emotional Intelligence (Ei) Scale

Data was acquired from teachers on emotional intelligence (EI) scale. Table 1.5 describes the sample with respect to their demographics variables. It illustrates their frequency and percentage % in the sample. Sample consists of male 60% and female 40% teachers, 14% single and 86% married, 62 % EST and 38% SST and 52 % science and 48 % arts teachers. Percentage of teachers in different age group is 20-35 years (35%), 35-50 years (42%), above 50 years (23%). In different education level bachelor, master and M.Phill has 13%, 70% and 17% respectively. Percentage in different experience levels are 1-10 years (36%), 11-20 years (27%) and above 20 years (37%).

Table 5.*Description of sample*

Demographic Variables	Frequency	Percent %
Gender		
Male	176	59.7 %
Female	119	40.3 %
Total	295	100
Marital status		
Single	42	14.2 %
Married	253	85.8 %
Total	295	100
Age level		
20-35 years	104	35.3 %
36-50 years	123	41.7 %
Above 50 years	68	23.1 %
Total	295	100
Education		
Bachelor	38	12.9 %
Master	206	69.8 %
M.Phill	51	17.3 %
Total	295	100
Designation		
EST	182	61.7 %
SST	113	38.3 %
Total	295	100
Discipline		
Arts	152	51.5 %
Science	143	48.5 %
Total	295	100
Experience		

1-10 years	107	36.3 %
11-20 years	80	27.1 %
Above 20 years	108	36.6 %
Total	295	100

Mean Scores of EiAnd Its Subscales

For a better understanding of the data a concise but broad descriptive overview of all chief factors of EI is presented in table 1.6. This table described range and means scores of each subscale of emotional quotient. . The total mean score on EI scale is 145.49. On total EQ the maximum score is 181 and minimum score is 76. And its range is 105. The mean scores on interpersonal, adaptability, intrapersonal, general mood and stress management, are 32.8644, 25.2576, 48.9525, 20.8034 and 17.6169 respectively.

Table 6.*Mean EI Score and its Sub Factor*

Sub factor	N	Min.	Max.	Mean	SD
Interpersonal	295	8.00	40.00	32.8644	4.76687
Intrapersonal	295	31.00	65.00	48.9525	8.11887
Adaptability	295	12.00	35.00	25.2576	4.16432
stress Management	295	8.00	25.00	17.6169	3.81178
General Mood	295	8.00	27.00	20.8034	3.15722
Overall EQ	295	76.00	181.00	145.49	18.12051

Comparison of School Teachers' Ei Score with Respect To Gender

To compare the mean EI scores of male and female school teachers, Independent t test was applied. Table 1.7 showed that overall EQ mean score of male teachers (M=147.78, SD=19.035) was significantly higher than female teachers' mean score (M=142.12, SD=16.168) with t (293) = 2.6, p=.008 (p <.05). In case of EQ subscales, mean scores of groups were significantly differ on intrapersonal skills, adaptability skills and stress management. Male teachers have significantly higher scores than female. In intrapersonal skill, scores of male (M = 50.255, SD = 8.85) and female (M = 47.0252, SD = 6.45) with t = 3.413, p= .001 (p < .05). On adaptability scale, male scores (M = 25.85, SD = 3.95) and female scores (M =24.38, SD = 4.33) with t = 3.02, p = .003 (p < .05). In stress management skill, scores of male teachers (M = 18.09, SD = 3.99) and female teachers score (M = 16.9244, SD = 3.43) with t = 2.591, p = .01(p < .05). Rest of two skills (interpersonal and mood) were statistically insignificant.

Table 7.*Comparison of Teachers' EI Score With Respect To Gender*

EI subscale	Gender	N	Mean	Std. Deviation	Df	T
Interpersonal	Male	176	32.5455	4.53156	293	-1.4
	Female	119	33.3361	5.07783		
Intrapersonal	Male	176	50.2557	8.85873	293	3.41*
	Female	119	47.0252	6.44726		
Adaptability	Male	176	25.8523	3.95125	293	3.02*
	Female	119	24.3782	4.32962		
stress Management	Male	176	18.0852	3.99122	293	2.59*
	Female	119	16.9244	3.43008		
General Mood	Male	176	21.0398	3.03195	293	1.568
	Female	119	20.4538	3.31598		
Overall EQ	Male	176	147.78	19.03596	293	2.65*

	Female	119	142.12	16.16817

*p< .05

Comparison of School Teachers' Ei Score With Respect to Marital Status

Independent t test was practiced to make a comparison of mean score between married and single school teachers on EI scale. Table 1.8 showed that there was no significant difference between mean score of married and single teacher on overall EQ and its sub skills. The overall mean scores of married and unmarried teachers are M = 145.40, SD = 18.060 and M = 146.10, SD = 18.688 respectively and value of significance p = 0.82 (p > .05).

Table 8. Comparison of Teachers' EI Score With Respect To marital status

EI subscale	Marital Status	N	Mean	Std. Deviation	Df	T
Interpersonal	Single	42	33.5714	4.12099	293	1.038
	Married	253	32.7470	4.86313		
Intrapersonal	Single	42	48.6667	8.18287	293	-.246
	Married	253	49.0000	8.12355		
Adaptability	Single	42	25.9762	4.29684	293	1.208
	Married	253	25.1383	4.13855		
stress Management	Single	42	17.3571	4.18954	293	-.476
	Married	253	17.6601	3.75265		
General Mood	Single	42	20.5238	2.88172	293	-.619
	Married	253	20.8498	3.20360		
Overall EQ	Single	42	146.10	18.68847	293	.231
	Married	253	145.40	18.06058		

Comparison of School Teachers' Ei Score With Respect to Their Teaching Discipline

Independent t test was carried out to find the difference of mean EI scores of teachers teaching in whether social science or natural science. Table 1.9 illustrated that teaching discipline was a key cause of variability in overall EI and its major variables intrapersonal, interpersonal and adaptability skills, stress management their and general mood. In overall EI, the mean scores of science subject teachers M = 150.05, SD = 16.205 and of arts subject teacher M = 141.21, SD = 18.821with t = 4.3 and p =.001(p< .05). . It is determined that the mean scores of teachers of science subjects are significantly higher than arts (social science) subject teachers. On each subscale of EQ, mean scores of science teacher is highly significant than arts school teachers.

Table 9. *Comparison of Teachers' EI Score With Respect To Teaching Discipline*

EI subscale	Teaching discipline	N	Mean	Std. Deviation	Df	T
Interpersonal	Science	143	34.0210	3.75756	293	4.152*
	Arts	152	31.7763	5.33909		
Intrapersonal	Science	143	50.4685	7.76486	293	3.158*
	Arts	152	47.5263	8.21076		
Adaptability	Science	143	26.0559	3.96423	293	3.245*
	Arts	152	24.5066	4.22073		

stress Management	Science	143	18.0909	3.76401	293	2.083*
	Arts	152	17.1711	3.81488		
General Mood	Science	143	21.4126	2.71233	293	3.267*
	Arts	152	20.2303	3.43621		
Overall EQ	Science	143	150.05	16.20525	293	4.310*
	Arts	152	141.21	18.82109		

*p < .05,

Comparison of School Teachers' Ei Score with Respect to Their Designation

Independent t test was applied to analyze the EQ mean score of teachers with respect to their designation whether EST or SST. Table 1.12 has depicted that there was insignificant difference between the mean scores of EST and SST on overall and as well on its main components. Overall mean score and standard deviation of SST (M =146.0, SD = 17.556) and of EST (M = 145.18, SD = 18.502) with t = .383 and p = .72 (p > .05). Intrapersonal, interpersonal, adaptability, stress management and mood did not show a statistically sign of differ in scores between both group.

Table 10.Comparison of School Teachers' EI Score With Respect To Their Designation

EI subscale	Designation	N	Mean	Std. Deviation	Df	T
Interpersonal	EST	182	32.5714	4.73880	293	-1.342
	SST	113	33.3363	4.79511		
Intrapersonal	EST	182	48.7857	8.29319	293	-.447
	SST	113	49.2212	7.85895		
Adaptability	EST	182	25.3187	4.15149	293	.319
	SST	113	25.1593	4.20154		
stress Management	EST	182	17.7967	3.97748	293	1.028
	SST	113	17.3274	3.52654		
General Mood	EST	182	20.7033	3.33736	293	-.690
	SST	113	20.9646	2.85022		
Overall EQ	EST	182	145.18	18.50256	293	-.383
	SST	113	146.01	17.55679		

Comparison of School Teachers' Ei Score with Respect to Their Age

ANOVA has been applied to recognize the variations between mean EI score of different age groups. Table 1.13 described that there was a significant variation between the mean scores of all three age groups in interpersonal, stress management, general mood in addition to overall EQ. This difference is significant among mean score on interpersonal skills F = 5.285, p= .006 (p < .05), stress management F = 3.708, p = .026 (p < .05), on general mood F = 6.712, p = .001(p<.05) and on overall F = 3.34, p = .036 (p< .05). Intrapersonal skill and adaptability skills demonstrated statistically an insignificant difference in their mean scores between three groups.

Table 11.*Comparison of School Teachers' EI Score With Respect To Their Age*

EQ Skills	Age	Sum of Squares	Df	Mean Square	F	P
Interpersonal	Between Groups	233.391	2	116.695	5.285	.006
	Within Groups	6447.186	292	22.079		
	Total	6680.576	294			
Intrapersonal	Between Groups	182.354	2	91.177	1.387	.251

	Within Groups	19196.982	292	65.743		
	Total	19379.336	294			
Adaptability	Between Groups	13.874	2	6.937	.398	.672
	Within Groups	5084.546	292	17.413		
	Total	5098.420	294			
Stress Management	Between Groups	105.798	2	52.899	3.708	.026
	Within Groups	4165.917	292	14.267		
	Total	4271.715	294			
General Mood	Between Groups	128.801	2	64.400	6.712	.001
	Within Groups	2801.796	292	9.595		
	Total	2930.597	294			
Overall EQ	Between Groups	2180.582	2	1090.291	3.374	.036
	Within Groups	94355.160	292	323.134		
	Total	96535.742	294			

Comparison Of School Teachers' Ei Score With Respect To Their Qualification

ANOVA has been applied to differentiate the mean EI score of school teachers of different qualification level. Table 1.14 illustrated that different qualification level was a key source of inconsistency in teachers' intrapersonal, interpersonal and general mood and their overall EQ. It is found out that this difference is significant among mean score on interpersonal skills F = 7.168, p = .001(p < .05), on Intrapersonal F = 4.872, p = .008(p< .05), on general mood F =9.890, p = .000 (p< .05) and on overall F = 6.915, p = .001(p< .05). Their score was insignificantly varied on adaptability and stress management.

Table12.*Comparison of School Teachers' EI Score With Respect To Their Qualification*

EQ skills	Qualification	Sum of Squares	Df	Mean Square	F	P
Interpersonal	Between Groups	312.643	2	156.321	7.168	.001
	Within Groups	6367.934	292	21.808		
	Total	6680.576	294			
Intrapersonal	Between Groups	625.821	2	312.910	4.872	.008
	Within Groups	18753.515	292	64.224		
	Total	19379.336	294			
Adaptability	Between Groups	101.655	2	50.827	2.970	.053
	Within Groups	4996.766	292	17.112		
	Total	5098.420	294			
Stress Management	Between Groups	39.298	2	19.649	1.356	.259
	Within Groups	4232.417	292	14.495		
	Total	4271.715	294			
General Mood	Between Groups	185.930	2	92.965	9.890	.000
	Within Groups	2744.667	292	9.400		
	Total	2930.597	294			
Overall EQ	Between Groups	4365.539	2	2182.770	6.915	.001
	Within Groups	92170.203	292	315.651		

	Total	96535.742	294

Comparison Of School Teachers' Ei Score With Respect To Their Teaching Experience

To differentiate the mean EI score of school teachers with their teaching experience ANOVA was practiced. Table 1.15 clarified that different experience level has provided inconsistency in interpersonal ability of teacher, general mood, stress management, and their overall EQ. It is ascertain that this difference is significant among mean score on interpersonal skills F = 6.327, p = .002 (p< .05), on stress management F = 3.399, p = .035(p < .05), on general mood F = 8.710, p = .000(p< .05) and on overall F = 5.680, p = .004(p< .05). Their score is not significantly different from one another on Intrapersonal and adaptability skills.

Table 13.*Comparison of School Teachers' EI Score With Respect To Their Teaching Experience*

EQ skills		Sum of Squares	Df	Mean Square	F	P
Interpersonal	Between Groups	277.489	2	138.745	6.327	.002
	Within Groups	6403.087	292	21.928		
	Total	6680.576	294			
Intrapersonal	Between Groups	359.586	2	179.793	2.760	.065
	Within Groups	19019.749	292	65.136		
	Total	19379.336	294			
Adaptability	Between Groups	17.851	2	8.926	.513	.599
	Within Groups	5080.569	292	17.399		
	Total	5098.420	294			
Stress Management	Between Groups	97.192	2	48.596	3.399	.035
	Within Groups	4174.523	292	14.296		
	Total	4271.715	294			
General Mood	Between Groups	164.981	2	82.490	8.710	.000
	Within Groups	2765.616	292	9.471		
	Total	2930.597	294			
Overall EQ	Between Groups	3615.034	2	1807.517	5.680	.004
	Within Groups	92920.708	292	318.222		
	Total	96535.742	294			

Description of Sample on Teaching Effectiveness

Data was collected from students of selected teachers on teaching effectiveness. Table 1.16 described that there was total 622 students participated. 352 were male and 270 were female students. Their frequency was 57% and 43% respectively.

Table 14.*Gender wise description of sample on TE*

		Frequency	Percent %
	Male	352	56.6 %
Gender	Female	270	43.4%
	Total	622	100.0

Descriptive of the Subscales

A short but comprehensive overview of all major variables of teaching effectiveness (TE) has been shown in table 1.17. This table depicted range and means scores of each subscale of teaching effectiveness.

Table 15._Mean Score of TE and its Sub Factor_

TE subscale	N	Minimum	Maximum	Mean	Std. Deviation
STI	622	7.00	12.00	11.3633	1.03706
CIS	622	6.00	8.00	7.6961	.52562
FCS	622	4.00	8.00	7.2058	.78601
CO	622	4.00	6.00	5.7476	.49044
Total TE	622	22.00	34.00	32.0129	2.01839

Relationship between Teachers' EqAnd their Teaching Effectiveness (Te)

To classify the relationship between teachers' emotional intelligence (EQ) and their teaching effectiveness (TE), Pearson correlation coefficient was calculated. Table 1.18 illustrated a statistically significant (p<.05), positive and medium association (r = .326) between Emotional quotient (EQ) and teaching effectiveness (TE). Interpersonal and TE has significant (p<.05), positive and small relationship (r = .224). Intrapersonal and TE has significant (p<.05), positive and medium relationship (r = .312). General mood depicted a significantly small, positive correlation (r = .217) with teaching effectiveness. Adaptability (r = .158) and Stress management (r =.152) also depicted a significantly very small and positive correlation with teaching effectiveness.

Table 16.Correlation of EQ and Its Factors with TE

	EQ	Inter p.	Intra p.	Adapt.	Stress.	G Mood	TE
EQ	-	.706**	.900**	.685**	.625**	.701**	.326*
Inter p		-	.489**	.446**	.174**	.486**	.224*
Intra p.			-	.480**	.555**	.552**	.312*
Adapt.				-	.280**	.368**	.158*
Stress.					-	.319**	.152*
G Mood						-	.217*
TE							-

Correlation is significant at the 0.05 level (2-tailed).

**Correlation is significant at the 0.01 level (2-tailed).*

CONCLUSIONS

> Gender, teacher discipline, age, qualification and experience were the core base of variation in teacher's emotional intelligence skills. Marital status and teacher designation did not provide a basis of variability in emotional intelligence of school teachers.

> Emotional intelligence is positively and moderately correlated with the teaching effectiveness of the school teachers.

> All the subscale emotional intelligence such as intrapersonal, interpersonal, stress management, adaptability and general mood were positively correlated with teaching effectiveness.

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