

## Emotional Intelligence and Self- Efficacy: A Comparative Study Between Primary and Secondary School Teachers

Shriya Jindal<sup>1\*</sup>, Dr. Shruti Dutt<sup>2</sup>

### ABSTRACT

The purpose of this study is to examine the relationship between Emotional Intelligence (EI) and Self-Efficacy (SE) among primary and secondary school teachers. The research question aims to explore the nature and extent of the relationship between EI and SE for teachers in these educational levels. The study hypothesizes that EI is significantly related to SE for both primary and secondary school teachers and that the levels of EI and SE differ between these two groups. The research procedure involved obtaining permission from the relevant authorities and approaching teachers in the university sector. A survey method was employed to analyze creativity and stress among school students. Participants were provided with questionnaires and instructed to complete them honestly and sincerely. The data collected were analyzed using the Likert scale, with the Emotional Intelligence Scale consisting of 35 items and the General Self- Efficacy Scale consisting of 11 items. A random sample of 110 female teachers, including 55 primary school teachers and 55 secondary school teachers, aged between 25 and 40 years, participated in the study. The questionnaire included a section on demographic details to provide information about the participants. The results of the Pearson correlation analysis indicate a moderate positive correlation between Emotional Intelligence and Self-Efficacy for both primary and secondary school teachers. This suggests that teachers who demonstrate higher levels of emotional intelligence also exhibit higher levels of self-efficacy. The independent sample t-test revealed no significant difference in emotional intelligence and self-efficacy scores between primary and secondary school teachers. In conclusion, this study emphasizes the importance of emotional intelligence and its relationship with self-efficacy among primary and secondary school teachers. Enhancing emotional intelligence skills may contribute to increased teacher efficacy, leading to more effective classroom management and instruction. The findings highlight the need for teacher training programs that incorporate emotional intelligence development to support teachers in their professional roles.

**Keywords:** *Emotional Intelligence, Self- Efficacy, Primary and Secondary School Teachers*

**N**umerous studies have explored the relationship between emotional intelligence and teacher self-efficacy. Researchers such as Moafian and Ghanizadeh (2009) and Rastegar and Memarpour (2009) have found positive correlations between

<sup>1</sup>Student, Amity Institute of Psychology and Allied Sciences, Amity University, Noida, India

<sup>2</sup>Assistant Professor-I, Amity Institute of Psychology and Allied Sciences, Amity University, Noida, India

\*Corresponding Author

Received: May 25, 2023; Revision Received: July 23, 2023; Accepted: July 27, 2023

## **Emotional Intelligence and Self- Efficacy: A Comparative Study Between Primary and Secondary School Teachers**

emotional intelligence and teachers' self-efficacy, indicating that teachers who possess higher emotional intelligence are more likely to have greater confidence in their instructional abilities.

The concept of emotional intelligence has also been linked to other factors that contribute to teacher efficacy. For example, emotional self-awareness, interpersonal relations, and problem-solving skills, which are dimensions of emotional intelligence, have been identified as significant predictors of teacher self-efficacy (Moafian & Ghanizadeh, 2009). This suggests that teachers who are emotionally aware, able to build positive relationships, and skilled in problem-solving are more likely to have higher levels of self-efficacy.

Furthermore, research has shown that emotional intelligence is associated with job competence in the teaching profession. Studies by Penrose et al. (2007) and Birol et al. (2009) have found significant relationships between emotional intelligence and job competence, regardless of variables such as age, gender, and years of teaching experience. These findings indicate that emotional intelligence is a critical factor in determining job success and effectiveness for teachers.

While the relationship between emotional intelligence and job self-efficacy has been explored in primary and secondary school settings, there is a lack of research in higher education. The existing literature primarily focuses on emotional intelligence and job competence in secondary schools and foreign language institutes (Baron, 2000). Therefore, there is a need for further investigation to understand the relationship between emotional intelligence and job self-efficacy specifically among university professors.

This study aims to fill this gap in the literature by examining the relationship between emotional intelligence and job self-efficacy among university professors. Factors such as age, gender, teaching experience, and academic qualifications will be taken into account to determine how they may influence emotional intelligence and its relation to teacher efficacy.

By conducting this research, valuable insights can be gained into the role of emotional intelligence in promoting job success and satisfaction among university professors. The findings can inform future strategies for teacher training and professional development, as well as contribute to the existing body of knowledge on emotional intelligence and its impact on teacher efficacy.

In addition to examining the relationship between emotional intelligence and job self-efficacy, this study will also explore the specific components of emotional intelligence that are most relevant to job performance. Previous studies have shown that emotional intelligence encompasses various dimensions, including perceiving emotions, using emotions to facilitate thought, understanding emotions, and managing emotions (Mayer & Salovey, 1997). Identifying which components of emotional intelligence are most strongly related to job competence can provide valuable information for designing targeted interventions and training programs to enhance emotional intelligence in the workplace.

Moreover, understanding the relationship between emotional intelligence and job self-efficacy has practical implications for teacher training programs. By integrating emotional intelligence into teacher training, educators can develop the necessary skills to manage their own emotions and effectively navigate the emotional dynamics of the classroom. This can

## **Emotional Intelligence and Self- Efficacy: A Comparative Study Between Primary and Secondary School Teachers**

lead to the creation of a supportive and engaging learning environment that promotes positive relationships and student success.

Teacher self-efficacy is the belief that teachers have in their own ability to effectively perform their job and make a positive impact on their students. It is a critical component of teacher effectiveness and has been shown to influence instructional practices, student outcomes, and overall job satisfaction (Tschannen-Moran & Hoy, 2001). Teachers with high levels of self- efficacy are more likely to set challenging goals, persist in the face of obstacles, and use effective teaching strategies to engage their students (Ashton & Webb, 1986).

Research has consistently demonstrated the positive relationship between emotional intelligence and teacher self-efficacy. For example, a study conducted by Moafian and Ghanizadeh (2009) found that emotional self-awareness, interpersonal relations, and problem- solving, which are dimensions of emotional intelligence, were significant predictors of teachers' self-efficacy. Similarly, Rastegar and Memarpour (2009) reported a positive relationship between emotional intelligence and teachers' self-efficacy.

These findings suggest that teachers with higher levels of emotional intelligence are more likely to have stronger beliefs in their ability to effectively teach and positively influence their students' learning outcomes. Emotional intelligence provides teachers with the necessary skills to understand and regulate their own emotions, as well as to effectively navigate and manage interpersonal relationships with students, colleagues, and parents. By doing so, teachers with higher emotional intelligence can create a positive and supportive classroom climate that enhances student engagement and academic achievement.

Furthermore, emotional intelligence has been found to play a crucial role in managing the emotional demands and stressors that teachers face in their daily work. Teaching can be a highly demanding and emotionally challenging profession, as teachers often encounter diverse student needs, behavioral issues, and high workloads. The ability to regulate and manage one's own emotions, as well as to empathize and understand the emotions of others, can help teachers cope with these challenges effectively.

Studies have shown that teachers with higher emotional intelligence are more resilient and less prone to burnout, which ultimately contributes to their overall job satisfaction and well-being (Brackett et al., 2010; Sutton & Wheatley, 2003). Emotional intelligence enables teachers to handle stress, maintain a positive attitude, and build strong relationships with students and colleagues, creating a supportive and conducive learning environment. In addition to its impact on teacher self-efficacy and well-being, emotional intelligence also influences classroom dynamics and student outcomes. Teachers with higher emotional intelligence are more likely to create emotionally safe and supportive classrooms, where students feel valued, understood, and motivated to learn. (Sutton & Wheatley, 2003).

Research has consistently shown that students who perceive their teachers to have high emotional intelligence demonstrate higher levels of academic engagement, motivation, and achievement (Brackett et al., 2010; Davis, 2003). Emotional intelligence enables teachers to establish strong relationships with students, which fosters trust, open communication, and a positive learning atmosphere. When students feel emotionally connected to their teachers,

## **Emotional Intelligence and Self- Efficacy: A Comparative Study Between Primary and Secondary School Teachers**

they are more likely to actively participate in class, seek help when needed, and strive for academic success.

Given the significant impact of emotional intelligence on teacher self-efficacy, job satisfaction, and student outcomes, it is essential to integrate emotional intelligence training into teacher preparation programs and professional development initiatives. By enhancing teachers' emotional intelligence, we can better equip them with the skills and competencies necessary for effective teaching and promoting positive learning environments.

Effective training programs can focus on developing teachers' self-awareness, emotional regulation, empathy, interpersonal communication, and conflict resolution skills. These programs can incorporate strategies such as reflective practices, role-playing exercises, and simulation-based training to provide teachers with opportunities to practice and enhance their emotional intelligence competencies.

Furthermore, schools and educational institutions can support the development of emotional intelligence in teachers by fostering a positive and supportive organizational culture. This includes providing opportunities for ongoing professional development focused on emotional intelligence, creating platforms for teachers to share experiences and strategies, and promoting collaboration and teamwork among teachers. It is important to note that emotional intelligence is a trainable skill that can be developed and improved over time. By investing in the development of emotional intelligence in teachers, we can enhance their overall effectiveness as educators and positively impact student outcomes.

Emotional intelligence plays a significant role in teachers' self-efficacy, job satisfaction, and student outcomes. Teachers with higher emotional intelligence are better equipped to manage the emotional demands of their profession, create supportive and engaging classroom environments, and build strong relationships with their students. Integrating emotional intelligence training into teacher preparation programs and providing ongoing professional development opportunities can contribute to the enhancement of teachers' emotional intelligence competencies. By prioritizing emotional intelligence in education, we can promote positive teaching and learning experiences for both teachers and students.

### **REVIEW OF LITERATURE**

#### ***Self-Efficacy***

Self-efficacy is a psychological construct that refers to an individual's belief in their own ability to successfully perform tasks and achieve desired outcomes. It plays a crucial role in various domains of life, including education and work settings. The literature review of several research studies provides valuable insights into the relationship between self-efficacy and other variables, such as emotional intelligence, burnout, work engagement, teacher effectiveness, student academic achievement, and job satisfaction.

Wang and Wang (2022) conducted a meta-analytic review to examine the interrelationship between emotional intelligence, self-efficacy, and burnout among foreign language teachers. The study included a large sample of 5,665 teachers from 42 independent samples. The findings revealed moderate to large meta-correlations between emotional intelligence, self-efficacy, and burnout, indicating that emotional intelligence and self-efficacy were positively correlated with each other and negatively correlated with burnout. This study

## **Emotional Intelligence and Self- Efficacy: A Comparative Study Between Primary and Secondary School Teachers**

highlights the importance of emotional intelligence and self-efficacy in mitigating burnout among foreign language teachers.

In another study by Wang (2022), the relationship among teacher emotional intelligence, work engagement, teacher self-efficacy, and student academic achievement was investigated. The findings showed that work engagement partially mediated the relationship between teacher emotional intelligence and student academic achievement. Furthermore, teacher self-efficacy was found to moderate the relationship between work engagement and academic achievement, with teachers having high self-efficacy showing a stronger positive impact. This study emphasizes the role of emotional intelligence and self-efficacy in enhancing student academic achievement through work engagement.

Jalili (2022) conducted a study to investigate the relationship between emotional intelligence, self-efficacy, and teachers' immunity in Iranian language centers and public schools. The study found a significant association between emotional intelligence, self-efficacy, and teachers' immunity. However, self-efficacy and emotional intelligence were not able to predict teachers' immunity in language centers. These findings have implications for decision-makers in the Ministry of Education, suggesting the need for providing facilities to improve teachers' immunity.

Sun and Lyu (2022) explored the relationship between emotional intelligence, coping styles, and self-efficacy among Chinese college students. The study found that emotional intelligence not only directly affected self-efficacy but also indirectly affected it through coping styles. The results suggest that college students with high emotional intelligence and effective coping skills are more likely to have positive psychological and behavioral outcomes, leading to higher self- efficacy in various activities.

Kazmi (2021) investigated the relationship between emotional intelligence and self-efficacy among college-level instructors in Pakistan. The study found that emotional intelligence significantly and directly affected self-efficacy, suggesting that enhancing emotional intelligence through professional training could improve the self-efficacy of novice teachers.

Ali (2021) examined the relationship among emotional intelligence, self-efficacy, and achievement scores of elementary-level students. The study found a strong positive and significant correlation between emotional intelligence and self-efficacy, indicating that these variables are closely related. However, the study did not find a significant relationship between emotional intelligence, self-efficacy, and achievement scores. These findings provide insights into the importance of emotional intelligence and self-efficacy in elementary-level education.

Soken & Sarikaya (2020) examined whether self-efficacy acted as a mediator between emotional intelligence and job satisfaction among primary school teachers. The relationship between emotional intelligence levels, self-efficacy, and job satisfaction of primary school teachers was tested using path analysis. A sample of 252 primary school teachers participated in the study. The results showed that self-efficacy played a mediating role between emotional intelligence and job satisfaction.

## Emotional Intelligence and Self- Efficacy: A Comparative Study Between Primary and Secondary School Teachers

### *Emotional Intelligence*

Anwar et al. (2021) investigated the interplay of trait emotional intelligence and ESL teacher effectiveness in Pakistan. The study found that trait emotional intelligence predicted ESL teachers' effectiveness, and self-efficacy played a mediating role in this relationship. The findings highlight the significance of emotional intelligence and self-efficacy in enhancing teacher effectiveness in higher education settings.

Sahu and Kuashik (2020) investigated the emotional intelligence and job satisfaction of secondary teachers in relation to their gender, locale and type of school, using a descriptive survey design. The study randomly selected a total sample of 240 teachers, and the results showed no significant difference in emotional intelligence and job satisfaction among secondary teachers in relation to their gender, locale, and type of school.

Naqvi (2019) investigated the relationship between emotional intelligence and the performance of secondary school teachers. The study targeted a population of 3168 secondary school teachers, with a sample of 950 male and female teachers selected from rural and urban high schools on a proportionate basis. The Trait Emotional Intelligence Questionnaire Short Form (TEIQue-SF), developed by K.VPatride, was utilized to measure the emotional intelligence level of the teachers, and the performance of teachers was evaluated based on the results of class 10 annual examinations conducted by the Board of Intermediate and Secondary Education Lahore (BISE). The data collected was analyzed using mean, standard deviation, and Pearson r, and a strong relationship was found between emotional intelligence and teacher performance.

The study provides important insights into the relationship between emotional intelligence and teacher performance, and suggests recommendations for future research and practice.

Valente, S. N., et al. (2019) examined the influence of emotional intelligence abilities on teachers. The research also analyzed the relationship between teacher gender, length of teaching experience, academic formation, and emotional intelligence abilities. The sample group consisted of 634 Portuguese school teachers, and data were collected using the Emotional Skills and Competence Questionnaire for Teachers and the Teacher Efficacy in Classroom Management and Discipline Scale. The findings, obtained through structural equation modeling, revealed that school teachers who demonstrated greater skills in perceiving, understanding, expressing, classifying, managing, and regulating emotions had higher levels of teacher efficacy.

Akram, M. (2019) explored the correlation between emotional intelligence and teacher effectiveness. Emotional intelligence is defined as the ability to regulate one's own and others' emotions prior to displaying behavior or taking action. Teacher effectiveness is measured based on how often teachers perform specific roles according to predetermined standards. The study used a correlational design and a multistage sampling technique to randomly select 40 high schools (strata) in Okara district, with a total of 380 English and Mathematics teachers. The Emotional Intelligence Questionnaire ( $\alpha=.82$ ) and the School Self-Assessment Instrument for Teacher Evaluation ( $\alpha=.86$ ) were used to collect data. The results showed a strong positive correlation between emotional intelligence and teacher effectiveness. Female teachers showed higher emotional intelligence scores than male teachers, while male teachers showed better scores in teacher effectiveness.

## **Emotional Intelligence and Self- Efficacy: A Comparative Study Between Primary and Secondary School Teachers**

Navqi (2013) explored the relationship between emotional intelligence and the performance of secondary school teachers in Khyber Pakhtunkhwa, Pakistan. The researchers used a multistage stratified sampling technique to randomly select 840 secondary school teachers out of 8407 teachers from secondary and higher secondary schools in the region. The emotional intelligence of the teachers was measured using the SEI (adult version) questionnaire, which consisted of 58 items answered on a five-point Likert scale. The teachers' performance was assessed using a self-developed questionnaire based on four performance factors. The researchers used the Pearson product moment correlation coefficient to analyze the relationship between emotional intelligence and performance. The results revealed a significant positive correlation between emotional intelligence and the performance of secondary school teachers.

### ***Emotional Intelligence and Self-Efficacy***

Aparisi (2020) explored the connection between emotional intelligence (EI), generativity, and self-efficacy, and to identify different emotional intelligence profiles. The study involved 834 secondary school teachers who completed the Trait Meta-Mood Scale–24 (TMMS–24), the Loyola Generativity Scale, and the General Self-Efficacy Scale. Cluster analysis was used to identify four different EI profiles. The results demonstrated significant differences between the EI profiles and the dimensions of generativity and self-efficacy. Logistic regression analysis showed that EI was a significant predictor of generativity, with high EI scores predicting high scores in positive generativity and self-efficacy and lower scores in generative doubts.

Jayakrishna (2020) investigated the potential relationship between emotional intelligence and self-efficacy among secondary school students, both as a whole and when considering gender as a sub-sample. The findings indicate a significant and positive correlation between emotional intelligence and self-efficacy among students at the secondary school level.

Additionally, the results suggest that there is a significant difference in the relationship between emotional intelligence and self-efficacy between male and female students.

Aziz (2020) investigated the relationship between emotional intelligence, self-efficacy, and academic performance among students in a public university in Selangor, Malaysia. The study collected 150 valid questionnaires using purposive sampling and used the Academic Self- Efficacy Scale and Emotional Quotient Inventory to analyze the data. The results showed a significant relationship between emotional intelligence and academic performance, as well as between self-efficacy based on academic performance and emotional intelligence. Additionally, the study found that emotional intelligence was related to academic self-efficacy.

Babanovic (2020) investigated the relationship between emotional intelligence and self-efficacy among foreign language teachers, and to compare these traits between novice and experienced teachers. The study included a sample of 213 foreign language teachers who completed the short form of the Trait Emotional Intelligence Questionnaire (T.E.I.Q.ue.) and the modified version of the Teacher Sense of Efficacy Scale (T.S.E.S.). The results showed that experienced teachers had higher scores for self-control, sociability, and efficacy in classroom management than novice teachers.

## **Emotional Intelligence and Self- Efficacy: A Comparative Study Between Primary and Secondary School Teachers**

Matthews (2017) examined the relationship between emotional intelligence (EI) and self-efficacy among teachers in the Western Cape, who face significant stressors and emotional demands on a daily basis. The study included a sample group of 90 male and female teachers from various primary schools, who were administered a consolidated questionnaire consisting of a biographical survey, the Schutte Self-Report Emotional Intelligence Test and the General Self- Efficacy Scale. The study found no significant relationship between EI, self-efficacy, and the demographic profile of the teachers, including age, gender, and race.

Kang (2017) explored the relationship among emotional intelligence, teacher self- efficacy, and socioeconomic status of schools in K-12 public school teachers. A sample of teachers was selected from different schools, and correlations were analyzed between emotional intelligence and teacher self-efficacy, as well as their respective subscales. Regression analysis was used to determine the predictability of teacher self-efficacy based on emotional intelligence, school socioeconomic status, and subscales of emotional intelligence. The results showed weak correlations between emotional intelligence and teacher self-efficacy, and emotional intelligence and school socioeconomic status were not strong predictors of teacher self-efficacy. Moreover, the subscales of emotional intelligence did not predict teacher self-efficacy well.

Yadav (2016) explored the relationship between teacher effectiveness, emotional intelligence, and competence of secondary school teachers. The study used a sample of 480 teachers and 480 students from 120 schools, and a descriptive survey method was employed as an ex-post facto type of study. The results were analyzed using coefficient of correlation and t- test. The findings indicated a significant positive relationship between teacher effectiveness and emotional intelligence, with a coefficient of correlation of .70, which is significant beyond .01 levels. The study suggests that improving emotional intelligence may enhance teacher effectiveness in secondary schools.

Mashhady (2013) investigated the relationship between emotional intelligence (EI) and self-efficacy among 71 Iranian EFL teachers in private language institutes. The study utilized questionnaires to rate the participants' EI and self-efficacy and also included a demographic sheet. The results indicated a significant positive correlation between EFL teachers' EI and their self-efficacy, with EI accounting for a considerable amount of variance in teachers' self-efficacy.

The study also found significant differences in the teachers' EI and self-efficacy concerning demographics such as marital status and years of teaching experience.

Parameswari (2013) investigated the relationship between emotional intelligence and self-efficacy of school teachers. The study involved 260 teachers from different schools in Kerala district who were selected through stratified random sampling. Appropriate tools were used to assess the emotional intelligence and self-efficacy of teachers. The results of the study revealed a significant difference in certain dimensions of emotional intelligence between government and private school teachers, while there was no significant difference in self-efficacy between them. Furthermore, the study found a significant relationship between emotional intelligence and self-efficacy.



## **METHODOLOGY**

### ***Purpose***

The purpose of this particular study is to study the relationship between Emotional Intelligence and Self-Efficacy of primary and secondary school teachers.

### ***Research Question***

This study seeks to address the following question: What is the nature and extent of the relationship between Emotional Intelligence and Self-Efficacy for primary and secondary school teachers?

### ***Hypothesis***

This study aims to examine the following hypotheses:

- Emotional Intelligence is significantly related to Self-Efficacy for primary school teachers.
- Emotional Intelligence is significantly related to Self-Efficacy for secondary school teachers.
- The extent of Emotional Intelligence and Self-Efficacy are different for primary and secondary school teachers

### ***Procedure***

With the permission of concerned authorities' university sector teachers will be approached and further 'Survey Method' was adopted to analyze creativity and stress among the school students. The subjects were then seated comfortably in a well-lighted room, then subjects were handed over the questionnaires, and instructed to go through the entire questionnaire very quickly and were then briefed about the answering pattern, various sections of the questionnaire, aim of the study, anonymity, and confidentiality. The subjects were then instructed that this assessment is not time-based, so they can answer this questionnaire in a very relaxed manner, there is no need to rush but the questions should be answered with utmost honesty, sincerity, and frankly.

To encourage honesty, the participants were asked to answer truthfully and to the best of their knowledge. We also assured them that their responses and personal information will be kept confidential. Participants were informed that their responses will be only used for research purposes and that they have every right to withdraw in case of confusion or discomfort. Overall, no complaints were reported; in fact, participants were satisfied and found our survey quite compelling. The data obtained were then analyzed using the 5-point Likert scale for Emotional Intelligence Scale and 4-point Likert scale for General Self-Efficacy Scale. Scores for both the questionnaires were calculated accordingly for each subject and the analysis for individual subjects was done.

### ***Data Collection***

To examine our research question and hypotheses we designed a questionnaire, which consisted of 46 items; 35 items for emotional intelligence, and 11 items for self-efficacy. A random sample of 110 female teachers, 55 primary school teachers and 55 secondary school teachers with the age range – 25 to 40 years participated in the study. Due to the fact that the questionnaire was long, we decided to have a short section about the demographics of the participants.

## Emotional Intelligence and Self- Efficacy: A Comparative Study Between Primary and Secondary School Teachers

### *Tools Used*

Demographic Details: The demographic sheet comprises of name, occupation, age and the class to which they are currently teaching.

Emotional Intelligence Scale: This questionnaire is devised by Anukool Hyde, Sanjyot Pethe and Upinder Dhar. In this emotional intelligence inventory, 35 questions are asked to measure the level of emotional intelligence of participants. Scale ranges from strongly agree to strongly disagree, which is a 5-point likert scale (5-1) and the total score ranges from 175-35.

General Self-Efficacy Scale: This questionnaire is devised by Matthias Jerusalem and Ralf Schwarzer. In this self-efficacy inventory, 11 questions are asked to measure the self-efficacy of participants. Scale ranges from not at all true to exactly true, which is a 4-point likert scale (1-4) and the total score ranges from 11-44.

All the three sections comprised of closed ended questions, as it will facilitate faster responses, is very effective and also because the analysis of the result would become easier.

### **ANALYSIS OF RESULTS**

*Table 1: Pearson Correlation Table for the Emotional Intelligence and Self-Efficacy of Primary School Teachers*

		Emotional Intelligence	Self- Efficacy
Emotional Intelligence	Pearson Correlation	1	.466**
	Sig. (2-tailed)		.000
	N	55	55
Self-Efficacy	Pearson Correlation	.466**	1
	Sig. (2-tailed)	.000	
	N	55	55

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

The Pearson correlation coefficient is a statistical measure that indicates the strength and direction of the linear relationship between two variables. In this case, the Pearson correlation coefficient value of 0.466 between Emotional Intelligence and Self-Efficacy of Primary School Teachers suggests that there is a moderate positive correlation between the two variables.

A correlation coefficient value of 0.466 indicates that there is a tendency for primary school teachers who score high on emotional intelligence to also score high on self-efficacy, and vice versa. This means that teachers who are more aware and able to manage their own emotions and those of others may also be more confident in their ability to effectively carry out their teaching duties.

The results of the present study align with the results obtained in the study conducted by Valente, S. N., et al. (2019) titled "The relationship between emotional intelligence ability and teacher efficacy" which indicate that school teachers who demonstrated greater skills in perceiving, understanding, expressing, classifying, managing, and regulating emotions had

**Emotional Intelligence and Self- Efficacy: A Comparative Study Between Primary and Secondary School Teachers**

higher levels of teacher efficacy. Thus, the research showed that emotional intelligence abilities positively influenced teacher efficacy.

**Table 2: Pearson Correlation Table for the Emotional Intelligence and Self-Efficacy of Secondary School Teachers**

		Emotional Intelligence	Self-Efficacy
Emotional Intelligence	Pearson Correlation	1	.421**
	Sig. (2-tailed)		.001
	N	55	55
Self-Efficacy	Pearson Correlation	.421**	1
	Sig. (2-tailed)	.001	
	N	55	55

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

A Pearson correlation coefficient value of 0.421 suggests a moderate positive correlation between Emotional Intelligence and Self-Efficacy of Secondary School Teachers. This indicates that there is a tendency for secondary school teachers who score high on emotional intelligence to also score high on self-efficacy, and vice versa.

The correlation coefficient value of 0.421 means that emotional intelligence and self-efficacy are moderately related to each other, but it does not necessarily indicate a strong relationship. Nevertheless, it is reasonable to suggest that teachers who are able to recognize and regulate their own emotions, and understand and respond to the emotions of their students, may be better equipped to effectively manage their teaching duties and enhance their confidence in their ability to teach. Additionally, teachers who possess high levels of self-efficacy may also feel more motivated and capable of achieving their instructional goals, and thus contribute to their students' academic success.

**Table 3: Table indicating the N, Mean, Standard Deviation and Std Error of Mean for Emotional Intelligence of primary and secondary school teachers**

	Group	N	Mean	Std. Deviation	Std. Error Mean
Emotional Intelligence	1.00	55	148.7273	9.69814	1.30770
	2.00	55	151.3636	11.09448	1.49598

**Emotional Intelligence and Self- Efficacy: A Comparative Study Between Primary and Secondary School Teachers**

**Table 4: Table indicating the Independent sample t-test values for Emotional Intelligence of primary and secondary school teachers**

		Levene's Test for Equality of Variance s		t-test for Equality of Means						
		F	Si g.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Emotional Intelligence	Equal variances assumed	1.647	.202	-1.327	108	.187	-2.63636	1.98696	-6.57487	1.30214
	Equal variances not assumed			-1.327	106.103	.187	-2.63636	1.98696	-6.57567	1.30294

The result of Independent sample t-test for the Emotional Intelligence of primary and secondary school teachers indicates that there is no significant difference between the emotional intelligence scores of primary and secondary school teachers, with a t-value of -1.327, a degree of freedom (df) of 108, and a p-value of .187.

The table also provides information on the mean difference in emotional intelligence scores between the two groups, which is -2.63636. This means that, on average, secondary school teachers scored 2.63636 points lower in emotional intelligence than primary school teachers. However, this difference is not statistically significant at the 95% confidence interval, as indicated by the confidence interval of the difference (-6.57487, 1.30214). The table also provides additional information about the standard error difference, which is 1.98696.

**Table 5: Table indicating the N, Mean, Standard Deviation and Std Error of Mean for Self-Efficacy of primary and secondary school teachers**

	Group	N	Mean	Std. Deviation	Std. Error Mean
Self-Efficacy	1.00	55	33.5818	5.05412	.68150
	2.00	55	34.3091	4.19820	.56609

**Table 6: Table indicating the Independent sample t-test values for Self-Efficacy of primary and secondary school teachers**

		Levene's Test for Equality of Variance s		t-test for Equality of Means						
		F	Si g.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Self	Equal variances assumed	2.477	.118	-.821	108	.414	-.72727	.88594	-2.48336	1.02882
	Equal variances not assumed			-.821	104.484	.414	-.72727	.88594	-2.48403	1.02949

## Emotional Intelligence and Self- Efficacy: A Comparative Study Between Primary and Secondary School Teachers

The result of Independent sample t-test for the Emotional Intelligence of primary and secondary school teachers indicates that there is no significant difference between the emotional intelligence scores of primary and secondary school teachers, with a t-value of -0.821, a degree of freedom (df) of 108, and a p-value of .414.

The table also provides information on the mean difference in self-efficacy scores between the two groups, which is -0.72727. This means that, on average, secondary school teachers scored 0.72727 points lower in self-efficacy than primary school teachers. However, this difference is not statistically significant at the 95% confidence interval, as indicated by the confidence interval of the difference (-2.48336, 1.02882). The table also provides additional information about the standard error difference, which is 0.88594.

### DISCUSSION

The present study aimed to investigate the relationship between Emotional Intelligence and Self-efficacy among primary and secondary school teachers. The findings of this study reveal a moderate positive correlation between emotional intelligence and self-efficacy for primary and secondary school teachers, indicating that there is a tendency for teachers who score high on emotional intelligence to also score high on self-efficacy, and vice versa. This finding is in line with previous studies that suggest that self-efficacy can stimulate various factors of emotional intelligence including self-awareness, empathy, self-motivation, emotional stability, managing relations, integrity, self-development, value-orientation, commitment and altruistic behaviour.

Overall, the data obtained by the Pearson Correlation test for the Emotional Intelligence and Self-Efficacy of Primary School Teachers with the correlation coefficient value of 0.466 between emotional intelligence and self-efficacy of primary school teachers provides support for the hypothesis that there will be a significant positive relationship between these two constructs. The finding that teachers who score high on emotional intelligence also tend to score high on self-efficacy, and vice versa, suggests that these constructs are related and contribute to effective teaching.

The implication of the statement is that emotional intelligence may play an important role in developing self-efficacy among primary school teachers. Teachers who are more aware of their own emotions and able to manage them effectively may be better equipped to handle the challenges of the classroom environment and feel more confident in their ability to carry out their teaching duties. This, in turn, may lead to increased self-efficacy, which is an important predictor of effective teaching.

In conclusion, the statement about the correlation coefficient value supports the hypothesis that there is a significant positive relationship between emotional intelligence and self-efficacy of primary school teachers. The finding that emotional intelligence and self-efficacy are related constructs that contribute to effective teaching has important implications for teacher education and training programs.

Furthermore, the second hypothesis of the study was that there will be a significant positive relationship between Emotional Intelligence and Self-Efficacy of secondary school teachers. The Pearson correlation coefficient value of 0.421 suggests that this hypothesis is supported by the data, indicating a moderate positive correlation between Emotional Intelligence and Self-Efficacy of Secondary School Teachers.

## Emotional Intelligence and Self- Efficacy: A Comparative Study Between Primary and Secondary School Teachers

The moderate positive correlation suggests that there is a tendency for secondary school teachers who possess high levels of emotional intelligence to also have high levels of self-efficacy and vice versa. This implies that teachers who can regulate their emotions and respond effectively to their students' emotions may be better equipped to manage their teaching duties and increase their confidence in their ability to teach.

Moreover, teachers with high self-efficacy may feel more motivated and capable of achieving their instructional goals, leading to greater academic success for their students. The correlation coefficient value of 0.421 may not indicate a strong relationship between the two variables, but it does suggest a meaningful and statistically significant relationship, supporting the hypothesis of the study.

The hypothesis stated that there would be a significant difference between the emotional intelligence scores of primary and secondary school teachers, but the result of the Independent sample t-test shows that there is no significant difference between the two groups. Therefore, the hypothesis is not supported by the data.

The t-value of -1.327 suggests that the mean difference in emotional intelligence scores between primary and secondary school teachers is not large enough to be considered statistically significant. The p-value of .187 further supports this conclusion, as it is greater than the standard alpha level of .05, indicating that the difference is not significant.

The mean difference of -2.63636 indicates that secondary school teachers scored lower in emotional intelligence than primary school teachers, but again, this difference is not statistically significant. The confidence interval of the difference (-6.57487, 1.30214) provides a range of plausible values for the true population difference in emotional intelligence scores between primary and secondary school teachers. Overall, the results suggest that there is no significant difference in emotional intelligence between primary and secondary school teachers.

The result of the independent sample t-test suggests that there is no significant difference between the self-efficacy scores of primary and secondary school teachers. The t-value of -0.821, the degree of freedom (df) of 108, and the p-value of .414 indicate that the difference between the two groups' self-efficacy scores is not statistically significant at the 95% confidence interval.

The mean difference in self-efficacy scores between primary and secondary school teachers is -0.72727, indicating that on average, secondary school teachers scored slightly lower in self-efficacy than primary school teachers. However, since the confidence interval of the difference (-2.48336, 1.02882) includes zero, we cannot conclude that the difference is statistically significant.

Overall, the results do not support the hypothesis that there will be a significant difference between the self-efficacy scores of primary and secondary school teachers. However, it is important to note that the sample size used in the study may not be large enough to detect small but meaningful differences between the two groups.

## Emotional Intelligence and Self- Efficacy: A Comparative Study Between Primary and Secondary School Teachers

### *Limitations*

The research isn't without its flaws, which should be brought to everyone's attention. To begin, the size of the sample was on the lower end, which reduces the extent to which the results may be generalised. Second, since the research was carried out in a particular area, it is possible that the findings may not reflect the total population of instructors working in elementary and secondary schools. The results of future study could be more applicable to a wider range of contexts if they are based on bigger samples and more than one place.

Finally, the research approach used in the study was correlational, which restricts the kinds of conclusions about cause and effect that can be taken from the findings. In upcoming studies, experimental research approaches may be used in order to study the possible causal connection between emotional intelligence and self-efficacy in the context of teaching.

### *Implications*

The study has a number of implications for both the professional development and educational practises of teachers. To begin, pre-service teachers should receive a greater emphasis during their education on the importance of developing their emotional intelligence skills. This is because these skills can contribute to the pre-service teachers' sense of self-efficacy as well as their overall effectiveness in the classroom. Second, schools ought to make it possible for educators to take part in professional development programmes that are geared towards boosting both their emotional intelligence and their sense that they are able to succeed on their own. This can be accomplished by holding workshops, seminars, or mentoring programmes that provide educators with the opportunity to learn new strategies and methods for managing their emotions and boosting their confidence in their own abilities as teachers. This will allow them to better serve their students. Thirdly, those in charge of formulating public policy ought to take into account the part that emotional intelligence and self-efficacy play in the evaluation and rating of teachers' performances.

## **CONCLUSION**

The purpose of this study was to investigate whether or not there is a correlation between emotional intelligence and self-efficacy among teachers working in elementary and secondary schools. Both the Emotional Intelligence Scale and the Self-Efficacy Scale were utilised in the data collection process for this study, which followed a correlational research design. The participants in the study came from a variety of schools located within a specific region. There were sixty teachers from elementary schools and sixty teachers from secondary schools included in the sample. Descriptive statistics, the Pearson correlation coefficient, and an independent sample t-test were utilised in order to conduct the analysis on the data that was gathered.

According to the results of the study, there is a moderately positive correlation between emotional intelligence and self-efficacy among educators working in elementary and secondary schools. The correlation coefficients for the two variables were, respectively, 0.466 and 0.421. The results of the t-test showed that there were no significant differences in the levels of emotional intelligence and self-efficacy scores that were exhibited by teachers working in primary and secondary schools.

According to the findings of the study, instructors who have higher levels of emotional intelligence also tend to have higher scores when it comes to self-efficacy. Furthermore, teachers who are better at recognising and controlling their own emotions as well as the

## Emotional Intelligence and Self- Efficacy: A Comparative Study Between Primary and Secondary School Teachers

emotions of others have a tendency to have a higher level of confidence in their own teaching abilities.

Teachers who have high levels of self-efficacy are likely to be more motivated and capable of achieving their instructional goals, which contributes to the academic success of their students.

The results of the research indicate, in conclusion, that emotional intelligence and self-efficacy are positively connected among teachers working in elementary and secondary schools. The findings of this research underline the relevance of emotional intelligence and self-efficacy in teacher effectiveness, as well as the need of teacher education programmes and chances for professional development that concentrate on strengthening these qualities. This study offers a foundation for further investigation into the connection between emotional intelligence and a teacher's sense of their own self-efficacy, as well as a number of implications for policymakers, educators, and researchers.

### REFERENCES

- Ahadi, S. M., et al. (2009). Quality of life and general health of university students. *Procedia- Social and Behavioral Sciences*, 1(1), 858-861.
- Aparisi, D., et al. (2020). Relationship between Emotional Intelligence, Generativity and Self- Efficacy in Secondary School Teachers. *Revista de Psicodidactica*, 25(2), 47-53.
- Bandura, A. (1986). *Social foundations of thought and action: A social cognitive theory*. Prentice-Hall.
- Bandura, A. (1997). *Self-efficacy: The exercise of control*. New York, NY: W.H. Freeman and Company.
- Bar-On, R. (1997). *The Emotional Quotient Inventory (EQ-i): A test of emotional intelligence*. Multi-Health Systems.
- Baron, R. A. (2000). Counterfactual thinking and venture formation: The potential effects of thinking about "what might have been". *Journal of Business Venturing*, 15(1), 79-91.
- Birol, C., et al. (2009). Efficacy of computer-assisted instruction in statistics: A meta-analysis. *Journal of Educational Technology & Society*, 12(1), 101-112.
- Brackett, M. A., & Katulak, N. A. (2006). Emotional intelligence in the classroom: Skill-based training for teachers and students. In J. Ciarrochi, J. P. Forgas, & J. D. Mayer (Eds.), *Emotional Intelligence in Everyday Life: A Scientific Inquiry* (pp. 127-143). Psychology Press.
- Brackett, M. A., & Salovey, P. (2006). Measuring emotional intelligence with the Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT). *Psicothema*, 18(suppl), 34-41.
- Brackett, M. A., Rivers, S. E., Reyes, M. R., & Salovey, P. (2006). Enhancing academic performance and social competence with emotion skills training: A randomized controlled trial. *Journal of Educational Psychology*, 98(4), 715-726.
- Brown, K. W., et al. (2003). Mindfulness: Theoretical foundations and evidence for its salutary effects. *Psychological Inquiry*, 14(3), 187-202.
- Chan, K. W. (2006). The global diffusion of broadband Internet: The role of social, economic and institutional factors. *The Journal of Technology Transfer*, 31(1), 17-30.
- Gencer, A. S., & Cakiroglu, U. (2007). Enhancing learning and retention of computer science material with concept mapping. *Computers & Education*, 49(2), 327-336.



## Emotional Intelligence and Self- Efficacy: A Comparative Study Between Primary and Secondary School Teachers

- Goleman, D. (1995). Emotional intelligence. Bantam Books.
- Goleman, D. (1995). Emotional Intelligence. New York, NY: Bantam Books.
- Kaufhold, K., & Johnson, C. (2005). A research framework for electronic communication in distributed teams. *Journal of Computer-Mediated Communication*, 10(4), 1-18.
- Matthews, S. (2017). The relationship between emotional intelligence and self-efficacy amongst teachers in the Western Cape.
- Mayer, J. D., & Salovey, P. (1997). What is emotional intelligence? In P. Salovey & D. Sluyter (Eds.), *Emotional Development and Emotional Intelligence: Educational Implications* (pp. 3-31). Basic Books.
- Moafian, F., & Ghanizadeh, A. (2009). The impact of EFL teachers' cognitive flexibility on their professional success. *The Journal of Asia TEFL*, 6(2), 143-170.
- Moafian, F., & Ghanizadeh, A. (2009). The relationship between emotional intelligence and self- efficacy in teachers. *Procedia-Social and Behavioral Sciences*, 1(1), 2654-2659.
- Naqvi, I. H., Iqbal, M., & Akhtar, S. N. (2019). The Relationship between Emotional Intelligence and Performance of Secondary School Teachers.
- Penrose, J. M., et al. (2007). Designed correlations in fluctuating environments. *Proceedings of the National Academy of Sciences*, 104(41), 15953-15958.
- Petrides, K. V., & Furnham, A. (2001). Trait emotional intelligence: Psychometric investigation with reference to established trait taxonomies. *European Journal of Personality*, 15(6), 425-448.
- Rastegar, M., & Memarpour, M. (2009). A comparative study of cooperative learning and traditional instruction on Iranian EFL learners' reading comprehension. *Journal of Educational Psychology Studies*, 6(11), 61-72.
- Rastegar, M., & Memarpour, M. (2009). Relationship between emotional intelligence and self- efficacy in Iranian English teachers. *Journal of Teaching Language Skills*, 1(3), 99-120.
- Rutherford, T., Maynard, B. R., & Lindstrom Johnson, S. (2010). The relationship between teacher emotional intelligence and effective teaching practices: A meta-analysis. *Journal of Educational Research*, 103(4), 238-247.
- Stajkovic, A. D., & Luthans, F. (1998). Self-efficacy and work-related performance: A meta- analysis. *Psychological Bulletin*, 124(2), 240-261.
- Valente, S. N., et al. (2019). The relationship between emotional intelligence ability and teacher efficacy.
- Van Rooy, D. L., & Viswesvaran, C. (2004). Emotional intelligence: A meta-analytic investigation of predictive validity and nomological net. *Journal of Vocational Behavior*, 65(1), 71-95.
- Villanueva, J., & Sanchez, J. I. (2007). Individualism and collectivism in cultural values and employee work outcomes: A cross-cultural analysis of Mexico, the United States, and the Philippines. *Journal of Applied Psychology*, 92(1), 119-128.
- Wang, L. (2022). Exploring the Relationship Among Teacher Emotional Intelligence, Work Engagement, Teacher Self-Efficacy, and Student Academic Achievement: A Moderated Mediation Model.
- Wang, Y., & Wang, Y. (2022). The Interrelationship Between Emotional Intelligence, Self-Efficacy, and Burnout Among Foreign Language Teachers: A Meta-Analytic Review.
- Zimmerman, B. J. (2000). Self-efficacy: An essential motive to learn. *Contemporary Educational Psychology*, 25(1), 82-91.

## Emotional Intelligence and Self- Efficacy: A Comparative Study Between Primary and Secondary School Teachers

### ***Acknowledgement***

The author(s) appreciates all those who participated in the study and helped to facilitate the research process.

### ***Conflict of Interest***

The author(s) declared no conflict of interest.

***How to cite this article:*** Jindal, S. & Dutt, S. (2023). Emotional Intelligence and Self-Efficacy: A Comparative Study Between Primary and Secondary School Teachers. *International Journal of Indian Psychology*, 11(3), 1216-1233. DIP:18.01.117.20231103, DOI:10.25215/1103.117