

A Comparative Study of Emotional Intelligence and Self-Efficacy among Secondary School Teachers in Relation to Medium of Instruction

Jalajakshi B N*

Research Scholar, Department of Education, Bangalore University, Karnataka, India.

*Corresponding Author: jalajakshi.ashok@gmail.com

ABSTRACT

Emotion, a feeling or state of mind that is a result of various stimuli is a complex phenomenon. Emotional Intelligence is the capability of an individual to understand their feelings and the people around them. Emotionally intelligent people can sense, process, and exhibit emotions in a socially acceptable manner. Self-efficacy is the belief an individual has about his or her capacity to utilize their ability to the optimum level. The present study aims to study the interplay between Emotional Intelligence (EI) and Self-efficacy among secondary school teachers and to compare the emotional intelligence level of teachers teaching in different medium of instruction. For the present study the researcher has used a survey method and by using random sampling technique, 200 Secondary school teachers were selected from both Private and Government secondary schools in Bangalore. The data were collected using two tools, namely the Teacher's Sense of Self-efficacy scale (long form) and the Five-fold Emotional Intelligence Scale for Teachers. The collected data were statistically analyzed using a t-test and Pearson product-moment coefficient of correlation. The findings suggest a strong positive correlation between Emotional Intelligence and Self-efficacy of secondary school teachers. It also suggests that teachers who teach in Kannada medium of instruction, which is a regional language of Karnataka possess greater Emotional Intelligence than teachers who teach in English medium of instruction. These findings provide insight into how Emotional Intelligence is an essential aspect of drawing out the capabilities of teachers in an educational institution and the role of Language in enhancing Emotional Intelligence.

Keywords: Emotional Intelligence, Self-Efficacy, Secondary School Teachers, Cultural Sensitivity, Language and Emotions.

Introduction

Emotions are the result of the evaluation of different events that lead to specific reactions. Emotional Intelligence is the ability of an individual to sense, understand and react to one's own emotions and also the ability to empathize with the emotions of other people around them. Emotional intelligence has an impact on all aspects of our life and plays a vital role in the acquisition of knowledge thereby proving a fundamental component that influences the teaching and learning process (Senel et.al. 2014, Ali Akogan, 2021). Emotional Intelligence is crucial in developing the desired personality, sound state of mind and emotional regulation strategies, which are essential to leading a fulfilling life in this dynamic world.

Parameshwari(2013) says that Emotional Intelligence is crucial for fostering all-around development in students. In this regard we can say that emotional intelligence is crucial for developing the desired personality, fostering emotional maturity, and strengthening one's ability for self-adaptation to the difficulties of this competitive world. For students to possess a desirable level of emotional intelligence, it is imperative on the part of the teacher to be equipped with a high level of Emotional Intelligence (Muhamad & Edward, 2019).

Teachers with high emotional intelligence can understand and empathize with their students, form strong pupil-teacher relationships and effectively handle conflicts. They can effectively tackle the emotional challenges of professional life like managing stress, maintaining composure and developing a positive outlook towards life (Javed et.al. 2020). Language serves as an effective tool in expressing and

interpreting emotion (Unissa& Bin, 2018). When one expresses their feelings through their native language (Dylman et.al. 2020 ;Noormohamadi, 2008), it is said to enhance the depth of emotional expression (Yujia Rui & Shujing Liu, 2024). Regional language plays a vital role in shaping emotional regulations as it is closely related to cultural sensitivity (Sophia Root, 2019). Teachers who teach in regional language are found to be more expressive, empathetic and influential (Lindquist, 2021) in enhancing the grasping power and emotional engagement of students.

Effective emotional regulation contributes to a sense of control and mastery over the internal state of mind. This, in turn, enhances self-efficacy by fostering the belief that one can handle challenging situations and emotions (Hassan et.al. 2013 ; Al-Adwan & Khayat, 2016). The concept of Self-efficacy was introduced by social psychologist Albert Bandura. Self-efficacy roughly corresponds to a person's belief in their competence. A self-efficacious teacher is confident in their ability to positively impact students' learning (Geeta & Sripirabaa, 2017) by setting ambitious goals, employ effective instructional strategies and persist in the face of challenges (Hassan et.al. 2013). They are more equipped to manage disruptive behaviors and create a positive classroom environment, as they believe in their ability to handle student behavior effectively. As educators navigate the complexities of the classroom environment, their ability to manage emotions and maintain a strong belief (Kumar & Devi, 2016) in their capabilities plays a pivotal role in fostering positive learning outcomes.

Need and Significance of the Study

Secondary school teachers have the responsibility to teach students belonging to the adolescent age group, typically between 14 to 16 years old. Adolescence is a period that is characterized by emotional highs and lows as individuals work towards developing their identity, building and maintaining relationships with peers, and coping with academic challenges. Teachers with high emotional intelligence can understand and manage their own emotions, as well as empathize with the emotions of their students (Husin et al, 2019). Teachers who possess emotional intelligence can model effective emotional regulation and coping strategies, which instill valuable skills in adolescents to manage stress, anxiety, and interpersonal conflicts. Interpersonal conflicts and the complexities of peer relationships are common issues that adolescents face. With the guidance of emotionally intelligent teachers, students can learn conflict-resolution strategies, effective communication, and problem-solving skills, which positively impact their ability to navigate social interactions.

On the other hand, self-efficacy refers to a teacher's belief in their abilities to effectively teach and make a positive impact on their students' learning. Teachers with high self-efficacy are more likely to set challenging goals for their students, persist in the face of obstacles, and use effective instructional strategies. These factors are particularly crucial in the secondary school setting, where students are going through significant academic, social, and emotional changes (Margolis and Mc Cabe, 2004). By developing their emotional intelligence, secondary school teachers can better understand and support their students' emotional needs, which can enhance student engagement, motivation, and overall academic achievement (Husin et al, 2019). Emotional intelligence and self-efficacy are two critical factors that play a significant role in the effectiveness and success of secondary school teachers. Medium of instruction has its impact on the emotional regulation of students. Hence, keeping all this in view the focus of the study is to know how the Emotional Intelligence and Self Efficacy of secondary school teachers are related as well as to know the interplay between medium of instruction and Emotional Intelligence.

Literature Review

Numerous studies have been conducted on the Emotional Intelligence of teachers, Kannu Priya and Pooja George (2019) have studied the role of emotional intelligence in the psychological well-being of Indian school teachers and found that female school teachers show higher emotional intelligence compared to male teachers.

G Bhuvaneshwari & Bhaskaran (2020) studied the Role of emotional intelligence in the personal and professional development of higher secondary school teachers. In their study they made use of survey method and through stratified random technique, the data were collected. They found out that there was no significant difference in emotional intelligence between male and female higher secondary school teachers. And the teachers possessed moderate levels of EI.

Ravi Kant (2014) studied that there exists an interrelationship between Personality Traits and Emotional Intelligence of Secondary Teachers. A descriptive survey method was adopted and on a random basis, two hundred samples were selected for the study. T-tests and correlations were used to

analyze the data. Through this study, the researcher found out that there was 1. No significant difference in emotional intelligence based on gender and teaching stream and also found that there was a mixed relationship between emotional intelligence and personality factors.

Dinesh Kumar & Sarita Devi (2016) conducted a study on Emotional Intelligence and Occupational Self-efficacy of Secondary school teachers,. The sample of the study consisted of two hundred secondary school teachers selected using simple random sampling technique. The result of the study showed a significant relationship between Emotional Intelligence and Occupational self-efficacy of secondary school teachers.

Emotional Intelligence and Self-efficacy of teachers were studied by Parameswari (2013). Two hundred and sixty teachers from Kerala district were selected as the sample of the study through a stratified random sampling technique. The data were analyzed statistically using Pearson-product moment correlation. The study revealed that Emotional Intelligence and Self-efficacy are significantly related to each other. Also, there was a significant difference between government and private school teachers concerning their Emotional Intelligence.

Yujiya&Shujiyung (2024) reviewed the impact of Native language on Emotional Aspects of secondary language learners. The study included the cognitive processing of emotional vocabulary, emotional expression among learners and cross-cultural aspects of learning. The findings suggest that teaching should consider the development of emotional expression strategies among learners to enhance their Emotional Intelligence, communication skills and cultural sensitivity.

Root Sophia (2019) conducted a study to establish the relationship between Language, Emotional Intelligence and Cultural Sensitivity. The participants took part in the study through an electronic survey. The survey included questions based on Emotional Intelligence, Language knowledge and cultural sensitivity. The results indicated that individuals with high level of cultural sensitivity have a high level of Emotional Intelligence, independent of the number of languages the individual knows.

Research Gap

From the literature review, it is evident that studies have recognized the link between Emotional Intelligence and Self-Efficacy of secondary school teachers. Though there are various studies on the emotional intelligence of school teachers, there is a gap in quantifying the relationship of the same among teachers teaching in Native language and English as medium of instruction in secondary schools. Also, there are very few studies particularly done to study the connection between Emotional Intelligence and Regional Language influence. The present study aims to fill these gaps.

Statement of the Problem

The problem identified for the present study is,

A comparative study of Emotional Intelligence and Self-Efficacy Among Secondary school teachers in relation to medium of instruction.

Objectives

- To Determine the relationship between Emotional Intelligence and Self-efficacy of teachers belonging to private and government secondary schools in Bangalore city.
- To examine the difference in Emotional Intelligence of Secondary School Teachers of Bangalore city concerning the medium of instruction.

Hypotheses

Ho1: There is no significant relationship between Emotional Intelligence and self-efficacy of teachers belonging to private and government secondary schools in Bangalore city.

H02: There is no significant difference in Emotional Intelligence between secondary school teachers teaching in Kannada and English medium of instruction

Methodology

Population and Sample

The population of the study were secondary school teachers of Bangalore urban teaching either English or Kannada (Native Language of Karnataka) as the medium of instruction. Total of two hundred samples were selected using a simple random sampling technique.

Tools used

For the present study two tools were used to collect the data. They were,

- Teacher's sense of self-efficacy scale (long form): developed and standardized by Tschannen-Maran and Woolfolk Hoy.
- Five-fold Emotional Intelligence Scale for Teachers: developed and standardized by Antara Dey and Nil Ratan Roy.

Procedure

To administer the selected tools, the investigator prepared a Google form and personally visited the schools and shared it with the HOD. In some of the schools, teachers request the tool to be in Kannada language, hence the investigator translated both tools into Kannada and collected data on hardcopy. The hard copies of the tools were collected back and scored by the investigator by using the norms table. Same procedure was adopted with google forms. Then the investigator prepared a master sheet of data in MS Excel. The data were treated statistically using MS Excel.

Ethical Considerations

- **Informed Consent:** the participants were fully informed about the nature of the study.
- **Confidentiality:** The confidentiality of participants was ensured through anonymizing data.
- **Individual dignity:** the participants were treated with respect throughout the process of data collection.

Results

It has been already stated that the purpose of this investigation is to study the relationship between Emotional Intelligence and Self-efficacy of secondary school teachers. Hypotheses were tested by making use of Pearson's product moment coefficient of correlation and student t-test. The level of significance at 0.01 and 0.05 levels were checked against the obtained value based on which the null hypothesis was accepted or an alternate hypothesis was formulated.

Ho1: There is no significant relationship between Emotional intelligence and Self-efficacy of secondary school teachers.

The above-stated hypothesis was tested using Pearson's product moment coefficient of correlation by making use of MS Excel software. The result pertaining to this hypothesis is presented in the following table.

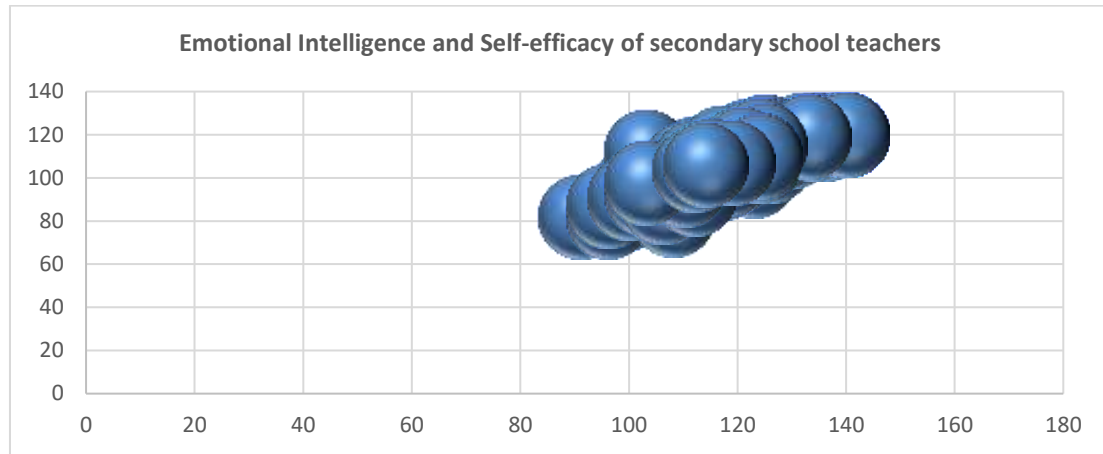
Coefficient of Correlation between Emotional Intelligence and Self-efficacy of Secondary School Teachers

Variables	N	'r' value	df	Level of significance
Emotional Intelligence	200	0.9	198	**
Self-efficacy	200			

The above table reveals that the obtained r value (0.9) is greater than the table value (0.18) for the degrees of freedom (198) at 0.01 level of significance. Hence the null hypothesis stating that, "There is no significant relationship between Emotional Intelligence and Self-efficacy of secondary school teachers" is rejected. And the alternate hypothesis, "There is a significant and positive relationship between Emotional Intelligence and Self-efficacy of secondary school teachers" is formulated.

On the basis of above findings, it can be concluded that there is a positive relationship between Emotional Intelligence and Self-efficacy of secondary school teachers.

The following graph is the scatter plot of the numerical data plotted by taking one variable on each axis. A Scatter diagram is a graph in which the values of two variables are plotted along two axes; the pattern of the resulting points revealing any correlation present. If the variables are correlated (may it be positive or negative) then the points will fall close to or fall along a line or curve. If the variables are not correlated, then the points are scattered across the graph..



Graph

Ho2: There is no significant difference in Emotional Intelligence between secondary school teachers teaching in Kannada and English medium of instruction.

The above stated hypothesis was tested using t-test. The result pertaining to this hypothesis is presented in the following table.

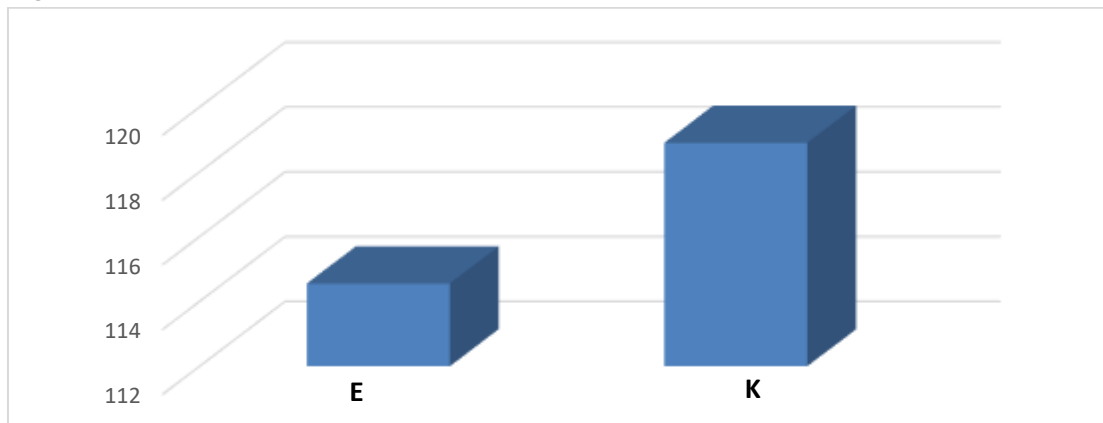
Result of t-test between secondary school teachers teaching in Kannada and English medium of instruction..

Variable	Groups	N	Mean	Standard Deviation	't' value	Significance level
Medium of Instruction	Kannada	83	118.89	9.97	3.21	**
	English	117	114.55	9.08		

The above table shows that the obtained t- value (3.21) is lesser than the table value (2.6) at 0.01 level of significance. Hence the null hypothesis "There is no significant difference in Emotional Intelligence between secondary school teachers teaching in Kannada and English medium of instruction" is rejected. And the alternate hypothesis, "There is a significant difference between secondary school teachers teaching in Kannada and English medium of instruction" is formulated.

The table further reveals that the Emotional Intelligence of secondary school teachers teaching in Kannada medium of instruction (M=118.89) is higher than teachers teaching in English medium of instruction (114.55). The same is represented in the form of a graph.

Graph showing mean value of Emotional Intelligence of teachers teaching in Kannada and English medium of instruction



Graph

Discussion

The findings show a high positive correlation between Emotional Intelligence and Self-efficacy of secondary school teachers. Emotional intelligence, which encompasses the ability to understand and manage emotions effectively, correlates positively with teachers' self-efficacy—the belief in one's ability to accomplish tasks and influence student outcomes (David Aparisi et.al. 2020). Teachers with higher emotional intelligence tend to demonstrate greater self-efficacy, as they are better equipped to navigate challenges, build positive relationships with students, and maintain a supportive classroom environment (Moyosola et.al. 2014).

The findings show that the teachers teaching in Kannada medium of instruction have higher Emotional Intelligence compared to teachers teaching in English medium of instruction. Here Kannada is the Regional language of Karnataka. The result suggests that using the native language in educational settings may enhance teachers' ability to empathize, communicate effectively, and manage emotions both within themselves and among students. Such findings highlight the potential benefits of promoting mother tongue instruction in fostering a supportive and emotionally intelligent learning environment.

Teachers with higher Emotional Intelligence may be better equipped to manage their emotions and the emotions of their students, leading to improved confidence in their teaching abilities and overall effectiveness in the classroom (Li Wang, 2022). This connection suggests that investing in training programs aimed at developing Emotional Intelligence could have beneficial effects on teachers' Self-efficacy (Vesely & Saklofske, 2018), ultimately enhancing educational outcomes.

Implications

- **Enhanced Teacher Training Programs:** Educational institutions should consider integrating training programs that focus on developing emotional intelligence skills among secondary school teachers. These programs can help educators improve their ability to understand and manage emotions effectively (Doley & Leshem, 2017), thereby boosting their self-efficacy and overall teaching effectiveness.
- **Promotion of Mother Tongue Instruction:** The findings underscore the benefits of using the regional language (e.g., Kannada in Karnataka) as a medium of instruction. Promoting mother tongue instruction can potentially elevate teachers' emotional intelligence by enabling better communication and empathy, ultimately fostering a supportive and emotionally intelligent learning environment.
- **Integration of Emotional Intelligence in Curriculum:** Schools and educational policymakers should consider integrating emotional intelligence competencies into the formal curriculum for teacher training and professional development. This integration can equip teachers with essential skills (Mérida & Extremera, 2017; Sungoh, 2019) to manage their emotions and those of their students effectively, thereby enhancing classroom management and student engagement.
- **Continuous Professional Development:** Recognizing the correlation between emotional intelligence and self-efficacy, ongoing professional development opportunities should be provided to teachers (Shazaadi, 2011; Skaalvik, 2010). These opportunities can empower educators to continually refine their emotional intelligence skills, leading to greater confidence in their teaching abilities and improved educational outcomes.

By implementing these strategies, educational institutions can support the growth of emotionally intelligent teachers who are better equipped to create positive learning environments and facilitate student success.

References

1. Aparisi, D., Granados, L., Sanmartin, R., Martínez-Monteagudo, M. C., & García-Fernández, J. M. (2020). Relationship between emotional intelligence, generativity and self-efficacy in secondary school teachers. *Sustainability*, 12(10), 3950.
2. Ashraf, N. (2022). Teacher Self-efficacy and Emotional Intelligence as the Important Attributes of Students' Learning Outcomes. *situations*, 10(4).
3. Asrar-ul-Haq, M., Anwar, S., & Hassan, M. (2017). Impact of emotional intelligence on teacher's performance in higher education institutions of Pakistan. *Future Business Journal*, 3(2), 87-97.

4. Bakar, A. R., Mohamed, S., & Zakaria, N. S. (2013, March). How Efficacious are They? A Study of Malaysian Novice Vocational Teachers Sense of Efficacy. In *Society for Information Technology & Teacher Education International Conference* (pp. 1234-1238). Association for the Advancement of Computing in Education (AACE).
5. Canrinus, E. T., Helms-Lorenz, M., Beijard, D., Buitink, J., & Hofman, A. (2012). Self-efficacy, job satisfaction, motivation and commitment: Exploring the relationships between indicators of teachers' professional identity. *European journal of psychology of education*, 27, 115-132.
6. Caldwell-Harris, C. L. (2014). Emotionality differences between a native and foreign language: Theoretical implications. *Frontiers in psychology*, 5, 1055.
7. Dolev, N., & Leshem, S. (2017). Developing emotional intelligence competence among teachers. *Teacher development*, 21(1), 21-39.
8. Dylman, A., Champoux-Larsson, M. F., & Zakrisson, I. (2020). Culture, language and emotion. *Online readings in psychology and culture*, 4(2).
9. Fabio, A. D., & Palazzeschi, L. (2008). Emotional intelligence and self-efficacy in a sample of Italian high school teachers. *Social Behavior and Personality: an international journal*, 36(3), 315-326.
10. Factor, I. I. I. TEACHER EFFICACY OF SECONDARY SCHOOL TEACHERS.
11. Fisher, Y., & Kostelitz, Y. (2015). Teachers' self-efficacy vs. parental involvement: Prediction and implementation. *Leadership and Policy in Schools*, 14(3), 279-307.
12. Ghanizadeh, A., & Moafian, F. (2010). The role of EFL teachers' emotional intelligence in their success. *ELT journal*, 64(4), 424-435.
13. Hussain, M. S., Khan, S. A., & Bidar, M. C. (2022). Self-efficacy of teachers: A review of the literature. *Multi-Disciplinary Research Journal*, 10(1), 110-116.
14. Klassen, R. M., & Tze, V. M. (2014). Teachers' self-efficacy, personality, and teaching effectiveness: A meta-analysis. *Educational research review*, 12, 59-76.
15. Lindquist, K. A. (2021). Language and emotion: Introduction to the special issue. *Affective science*, 2(2), 91-98.
16. Lindquist, K. A., MacCormack, J. K., & Shaback, H. (2015). The role of language in emotion: Predictions from psychological constructionism. *Frontiers in psychology*, 6, 444.
17. Mishra, P. S., & Mohapatra, A. D. (2010). Relevance of emotional intelligence for effective job performance: An empirical study. *Vikalpa*, 35(1), 53-62.
18. Mérida-López, S., & Extremera, N. (2017). Emotional intelligence and teacher burnout: A systematic review. *International Journal of Educational Research*, 85, 121-130.
19. Mohamad, M., & Jais, J. (2016). Emotional intelligence and job performance: A study among Malaysian teachers. *Procedia Economics and Finance*, 35, 674-682.
20. Matthews, J. S., & López, F. (2019). Speaking their language: The role of cultural content integration and heritage language for academic achievement among Latino children. *Contemporary Educational Psychology*, 57, 72-86.
21. Narasimha, M. L., & Reddy, L. K. (2017). Impact of emotional maturity, intelligence and self-efficacy on the academic achievement of teacher trainees. *Indian Journal of Positive Psychology*, 8(3), 395-397.
22. Nina, K. C. F., Ramos, E. M. L. S., Ramos, M. F. H., da Costa Silva, S. S., de Oliveira Fernandez, A. P., & Pontes, F. A. R. (2016). Sources of self-efficacy in teachers. *Revista de Psicología*, 25(1), 1-20.
23. Noormohamadi, R. (2008). Mother Tongue, a Necessary Step to Intellectual Development. *Journal of Pan-Pacific Association of Applied Linguistics*, 12(2), 25-36.
24. Rahman, M., & Uddin, M. (2016). Role of emotional intelligence in managerial effectiveness: An empirical study. *Management Science Letters*, 6(3), 237-250.
25. Rao, K.S. and Haseena, S. (2009). Self efficacy among primary school teachers, *Indian Psychological Review*, 72 (3), 173-178.

26. Rathi, N., & Rastogi, R. (2009). Assessing the relationship between emotional intelligence, occupational self-efficacy and organizational commitment. *Journal of the Indian Academy of Applied psychology*, 35(1), 93-102.
27. Ravichandran, K., Arasu, R., & Kumar, S. A. (2011). The impact of emotional intelligence on employee work engagement behavior: An empirical study. *International Journal of Business and Management*, 6(11), 157.
28. Root, S. (2019). The Relationship Between Language, Emotional Intelligence, and Cultural Sensitivity.
29. Safina, A. M., Arifullina, R. U., Ganieva, A. M., & Katushenko, O. A. (2020). Emotional intelligence in teachers' activities. *Journal of History Culture and Art Research*, 9(2), 61-71.
30. Salami, S. O. (2007). Relationships of emotional intelligence and self-efficacy to work attitudes among secondary school teachers in southwestern Nigeria. *Essays in Education*, 20(1), 5.
31. Shazadi, T., Khatoon, S., Aziz, S., & Hassan, H. (2011). Determining Factors Affecting Teachers' Self-Efficacy at Secondary School Level. *Language in India*, 11(10).
32. Skaalvik, E. M., & Skaalvik, S. (2010). Teacher self-efficacy and teacher burnout: A study of relations. *Teaching and teacher education*, 26(4), 1059-1069.
33. Sungoh, S. M. (2019). Influence of emotional intelligence on teacher effectiveness of science teachers. *Psychology*, 10(13), 1819.
34. Taseer, N. A. (2020). Teachers' emotional intelligence and teaching effectiveness: A correlational study. *Ilkogretim Online*, 19(3), 2411-2417.
35. Vesely-Maillefer, A. K., & Saklofske, D. H. (2018). Emotional intelligence and the next generation of teachers. *Emotional intelligence in education: Integrating research with practice*, 377-402.
36. Wu, Y., Lian, K., Hong, P., Liu, S., Lin, R. M., & Lian, R. (2019). Teachers' emotional intelligence and self-efficacy: Mediating role of teaching performance. *Social Behavior and Personality: an international journal*, 47(3), 1-10.
37. Zurita-Ortega, F., Olmedo-Moreno, E. M., Chacón-Cuberos, R., Exposito Lopez, J., & Martínez-Martínez, A. (2020). Relationship between leadership and emotional intelligence in teachers in universities and other educational centres: A structural equation model. *International Journal of Environmental Research and Public Health*, 17(1), 293.

