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Emotional Intelligence as a Predictor of Self-Efficacy Among Teachers: A Cross-Sectional Study

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Abstract

Emotional intelligence (EI) and teacher self-efficacy (TSE) are seen as two essential attributes of teachers that positively influence students. The present study aim to investigate the relationship between teacher emotional intelligence and teacher self-efficacy. It was also hypothesized that teachers EI will predict TSE of STEM teachers. A total of 107 instructors (male=56, female=51), from both public sector colleges were recruited in study. Study employed a quantitative research design using convenient sampling to collect the data. The results revealed a statistically significant positive correlation ($r = .267, p = .005$) between EI and TSE, indicating that teachers with higher teachers' EI tend to account greater self-efficacy. Furthermore, the regression analysis depict that that teachers' EI significantly positively predicted TSE, ($\beta = .026, p = .005$). These findings highlight the importance of EI in fostering teacher confidence and perceived teaching effectiveness. The study suggests that educational institutions should prioritize the development of EI in teacher training and professional development programs.

Keywords: emotional intelligence, teacher self-efficacy, educational psychology

Introduction

Emotions are complicated mental and physical processes that persons experience when they think something important has happened in their life. Since 1900, scientists have been studying them (Berridge, 2018). According to some researchers, teaching is an emotional process in which teachers are required to manage, assess, and control their feelings to be successful inside the classroom, inspire their students, and create an cinsuctive learning environment. Teachers emotions have been studied extensively, since mid-1990s, prompting instructors to focus more on their emotional intelligence (Yin et al., 2021). Salovey and Mayer (1990) were the pioneer of term "emotional intelligence" (EI), it defined as how people identify, regulate, and express their own emotions as well as those of others (Maamari & Majdalani, 2019). Several studies has highlighted the fact that the ability of teachers to effectively handle difficult school circumstances, like students' problematic behavior, lack of motivation in students and administrative support, is correlated with their emotional intelligence (Ingersoll & Smith, 2003). Emotional intelligence of teachers may considerably influence their ability to effectively and ethically utilize their pedagogical abilities and subject-matter competence in a diverse



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classroom setting (Su et al., 2022).

Self-efficacy is the conviction in one's ability to execute actions proficiently to attain particular goals (Bandura, 1997). It is defined as an individual's belief in their ability to achieve specific performance levels that impact events influencing their lives. Self-confident people see challenging issues as tasks to be solved, take more interest in their activities, are more committed to them, and recover quickly from setbacks (Mazlum et al., 2016).

In academic profession, self-efficacy refers to the instructors self-confidence about their ability to efficiently plan and deliver lectures, manage classroom behavior, and enhance student engagement. Teachers with higher emotional intelligence are reported to be more resilient in when confronted with challenges, tend to be more innovative in their teaching strategies and maintain a positive decorum regarding their professional responsibilities (Liu et al., 2020). On the other hand, educators with lower self-efficacy tend to experience heightened feeling of adequacy, burnout and hesitation to adopt new technologies

In many professional settings, including education, literature also clearly shows a strong favorable correlation between teacher's EI and TSE (Kang, 2017). Higher EI among teachers is said to be associated with more self-confidence in their expertise and ability to teach; it also helps to reduce personal stress and work burnout (Caballero et al., 2024). Moreover, EI has been connected to better work satisfaction, better classroom management, and better teacher-student connections (Jennings & Greenberg, 2009; Ahmed, 2015; Wang & Wang, 2022). Research indicates that social skills are crucial for instructors as they advance in their careers (Celik, 2017). Caballero et al., (2024) also found a significant relationship between emotional intelligence and teacher self-efficacy. In addition, Kyriazopoulou et al., (2025) examine the association of EI with teacher self-efficacy in a cross culture comparison and evidence a positive affiliation among emotional intelligence and self-efficacy across various cultures. Keeping this in mind the present study aims to explore the specific ways in which EI influences teacher self-efficacy in a specific educational setting.

Methods

Research Design

This quantitative study employed correlational and regression analyses to investigate the relationships between teacher emotional intelligence and teacher self-efficacy.

Participants Characteristics

Purposive stratified convenient sampling technique was used for this study. Surveys were made available to all public sector college teachers (Grade -12) in Multan division. Sample comprised of 107 teachers (male=56, female=51), with majority having an experience around 1 to 5 year (n=37). Majority of the respondents were lecturer (n=46), had Mphil qualification (n=54) and representation of computer subject teacher was more (n=30) followed by education subject (n=26), mathematics (n=27) and biology (n=24).

Measures

Teachers' Emotional Intelligence Scale

The 16-item Wong and Law Emotional Intelligence Scale (WLEIS; Wong & Law,



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2002) was used to test the emotional intelligence of the teacher. This self-report test has four parts: evaluating your own emotions, evaluating the emotions of others, using emotions, and controlling your emotions. A Likert scale with numbers from 1 (strongly disagree) to 5 (strongly agree) was used to measure how much people agreed. where better scores mean you are more emotionally intelligent. A Cronbach's alpha of 0.92 shows that the scale was very reliable in this study.

Teachers' Sense of Efficacy Scale (TSES; Tschannen-Moran & Hoy, 2001).

A 12 item short version of scale was used to find out how teachers felt about their own performance. This scale has four items for each of the three subscales that measure how capable teachers think they are. Scale was rated on a five-point Likert scale, from 1 (least agreed) to 5 (most agreed), participants rated how much they agreed. better scores showed better self-efficacy. Scale also had good internal consistency $\alpha=0.784$.

Data Collection and Analysis

Prior to data collection, departmental permission was secured. Subsequently, data were gathered directly from teachers at public colleges, ensuring adherence to APA ethical guidelines. Participants provided informed consent, and their voluntary participation was emphasized. They were also debriefed regarding the study's nature and informed of their right to withdraw at any time. The survey required approximately 10 to 15 minutes for completion. Data analysis was then conducted using SPSS.

Results

Table 1: Bivariate correlation Relating Emotional Intelligence with Teacher Self-Efficacy (N = 107)

Variable	N	M	SD	1	2
1. Emotional Intelligence	107	57.41	11.38	-	-
2. Teacher Self-Efficacy	107	41.71	8.67	.26**	-

Table 1 indicate a statistically significant positive correlation between these two variables, $r = .267$, $p = .005$. This suggests that teachers with higher levels of emotional intelligence tend to report higher levels of self-efficacy.

Table 2: Regression Analysis Predicting Teacher Self-Efficacy from Emotional Intelligence (N = 107)

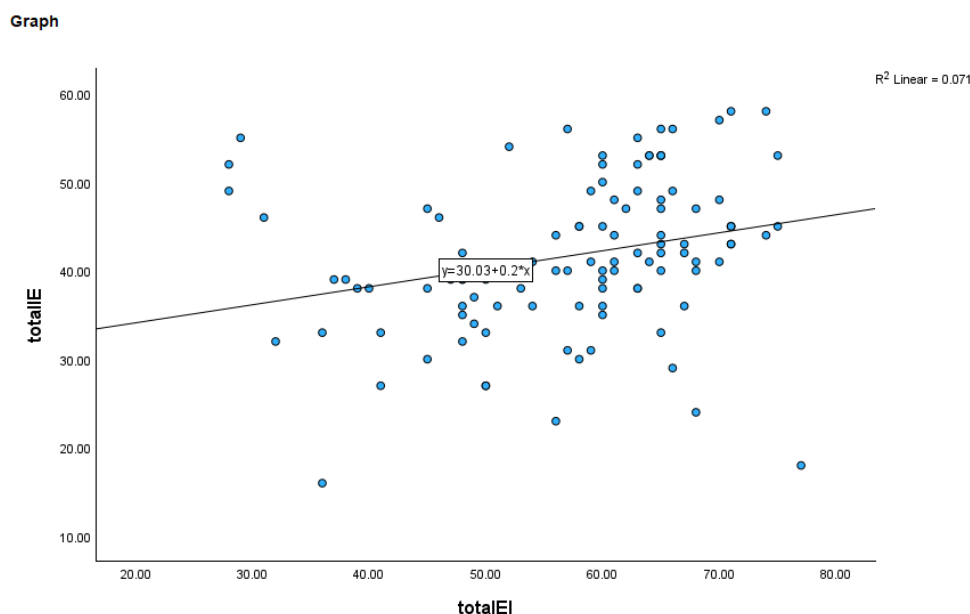
Predictor	B	SE B	β	t	p	95% CI [LL, UL]
Constant	30.03 4	4.19 2	-	7.16 5	<.00 1	[21.723, 38.345]
Emotional Intelligence	0.204	0.07 2	0.26 7	2.84 2	.005	[0.062, 0.346]
R ²	.07					



Adjusted R^2	.06
$F(1,105)$	8.07*

Table 2 depicts linear regression examining the prediction of teacher self-efficacy from emotional intelligence. The overall model was statistically significant, $F(1, 105) = 8.075$, $p = .005$, accounting for 7.1% of the variance in teacher self-efficacy ($R^2 = .071$). Emotional intelligence significantly predicted teacher self-efficacy, $B = 0.204$, $SE B = 0.072$, $\beta = 0.267$, $t(105) = 2.842$, $p = .005$.

Figure 1: Scatter Plot Showing the Linear Relationship Between Study Variables



Discussion

The teaching profession is inherently stressful, as an instructor has to regulate complex interpersonal relations, manage diverse classrooms, and maintain a positive learning environment (Keller et al., 2014). Teachers ability to identify, regulate and manage their emotion, enables them to build a healthy relationship with their students, foster positive learning environment and manage the classroom dynamic by reducing the stresses (Brackett et al. 2010). Literature has consistently demonstrated that teachers EI is linked with increased self efficacy (Klassen & Chiu, 2010) which in turn foster positive educational outcomes (Collie et al., 2012). By having a belief in their capabilities to manage any circumstance, allows instructors to face any challenges, stay resilient and implement effective teaching strategies (Tschannen-Moran & Hoy, 2001).

Present study results found a statistically significant positive correlation between EI and TSE. This indicates that higher teachers EI is related with boosted self-efficacy. These results are well supported by previous literature that also found a positive association between EI and TSE in various professional contexts, including education (Li et al., 2019; Yin et al., 2021).

Vesely and Saklofske (2013) also highlighted the significance of EI and its role in increasing teachers' teaching self-efficacy and overall well-being. Their study results found a moderate association between EI and TSE. Furthermore,



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Kostić-Bobanović (2020) also explored the relationship between trait Emotional intelligence and TSE in fresh and experienced foreign language educators, revealing a positive correlation between study variables. Additionally, Matthew (2012) and Valente et al. (2020) also reported a positively linked EI ability with increased TSE among school teachers.

Mohammadi et al., (2018) explain this relationship in the context that teachers with strong EI are better equipped to manage the emotional demands of their profession which itself foster a sense of control and confidence in their teaching abilities. Teacher's confidence in their ability to deal with problems and reach goals in the classroom is boosted by being able to control their feelings well, accurately observing their students' emotions, and using emotions to help with thinking (Fathi et al., 2021; Zysberg & Raz, 2017).

Furthermore, the study also found a significant predictive role of EI with TSE. This indicates that higher levels of EI is a significant predictor of higher levels of teacher's teaching self efficacy. This finding are well supported by previous researches that highlight the predictive role of EI on various aspects of teacher performance and well-being (Wang & Wang, 2022). Teachers who are skilled at managing their own emotions and at reading the emotions of others around them are more likely to have the self-assurance to lead and guide their classes with effectiveness (Kang, 2017). The ability to regulate emotions, for instance, allows teachers to maintain composure during stressful situations, which can enhance their belief in their ability to handle such situations successfully.

Kyriazopoulou et al., (2025) found that teachers with high efficacy were more effective in maintaining student engagement in learning activities and devoted more time to monitoring and assessing seat-work. In contrast, teachers with low efficacy exhibited a lack of persistence and provided negative feedback to students.

Finding of these researches should be interpreted with cautions as it has several limitation as well, as first since the sample was collected from convenient sampling restrict its generalizability of the findings to other populations. Moreover, this study used cross-sectional design of the study which reflects the causal interference. To establish a causal relationship additional longitudinal or experimental studies are required.

The results of this study have significant implications for teacher training and development. By understanding the importance of emotional intelligence in fostering teacher self-efficacy, educational institutions can create supportive environments that promote teachers' emotional well-being and professional growth. This, in turn, can contribute to improved student learning outcomes.

Conclusion

The findings concluded that improving teachers' emotional intelligence may lead to greater self-efficacy, an essential component of effective teaching. The predictive relationship between emotional intelligence and teacher self-efficacy was found to be significant. Educational institutions must prioritize the enhancement of teachers' emotional intelligence through specific interventions and training programs.

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