



# Impact of Emotional Intelligence and Job Satisfaction on Teaching Effectiveness of Secondary School Teachers

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## **Abstract:**

The effectiveness of teaching in secondary schools in Chandigarh is influenced not only by professional skills but also by psychological and emotional factors. This study investigates the impact of emotional intelligence and job satisfaction on teaching effectiveness among secondary school teachers in the region. A quantitative survey design was employed, collecting data from 200 teachers across public and private secondary schools in Chandigarh using standardized instruments measuring emotional intelligence, job satisfaction, and teaching effectiveness. Statistical analyses, including correlation, regression, and ANOVA, were conducted to examine the relationships between variables. The findings indicate that both emotional intelligence and job satisfaction are significant predictors of teaching effectiveness, with emotionally intelligent and satisfied teachers demonstrating higher classroom performance, better student engagement, and improved pedagogical outcomes. The study underscores the importance of professional development programs and school policies in Chandigarh that focus on enhancing teachers' emotional competencies and work satisfaction, contributing to more effective and holistic educational practices in the city.

## **Keywords**

Emotional Intelligence, Job Satisfaction, Teaching Effectiveness, Secondary School Teachers of Chandigarh, Teacher Performance



## 1. Introduction

Education is widely recognized as the foundation of national development, and teachers serve as the central agents in this process. The effectiveness of any educational system largely depends on the competence, commitment, and performance of its teachers. Effective teaching is not merely a result of subject knowledge, but also of continuous learning, professional growth, and the ability to adapt to diverse classroom situations. A teacher who actively engages in learning is better equipped to address the varied needs of students and to apply appropriate instructional strategies.

Teaching effectiveness is a critical determinant of student learning and educational quality in secondary schools. In Chandigarh, where education standards are continually evolving, teachers are expected to deliver curriculum content effectively while managing classrooms and fostering student engagement. Recent research highlights that teachers' emotional competencies, such as emotional intelligence (EI), significantly influence professional performance (Goleman, 2023; Aksoy, 2025). Emotional intelligence enables teachers to understand, regulate, and respond to both their own and students' emotions, enhancing classroom management and learning outcomes.

Equally important is job satisfaction, which refers to teachers' contentment with their work environment, responsibilities, and recognition. Teachers with higher job satisfaction are more motivated, committed, and effective in the classroom (Rahmawati, Abdullah, & Widiaty, 2024; Tosun & Altintas, 2024). Exploring the combined impact of emotional intelligence and job satisfaction among secondary school teachers in Chandigarh can provide insights into strategies for improving teaching quality and student outcomes.

This study aims to examine the relationship between emotional intelligence, job satisfaction, and teaching effectiveness among secondary school teachers in Chandigarh, providing actionable recommendations for policymakers and school administrators.

## 2. Review of Literature

### 2.1. Emotional Intelligence and Teaching Effectiveness

Emotional intelligence enables teachers to regulate emotions, communicate effectively, and respond adaptively to classroom challenges (Maftai, Grigore, & Merlici, 2023). Teachers with higher EI demonstrate better classroom management, student engagement, and instructional delivery (Li &



Copur-Gencturk, 2024; Kuo & Kuo, 2025). In urban schools, EI supports inclusive teaching practices and reduces classroom conflicts (Messias & Loureiro, 2023).

## 2.2. Job Satisfaction and Teaching Effectiveness

Job satisfaction significantly predicts teacher performance. Teachers who feel valued and supported tend to exhibit greater instructional commitment, creativity in lesson planning, and student-centered teaching practices (Swain & Pathak, 2024a; Tosun & Altintas, 2024). Professional development, administrative support, and recognition positively influence job satisfaction and classroom effectiveness (Rahmawati, Abdullah, & Widiaty, 2024).

## 2.3. Combined Influence of EI and Job Satisfaction

Studies suggest that emotional intelligence and job satisfaction jointly contribute to teaching effectiveness. Teachers who are emotionally competent and satisfied with their jobs tend to create positive learning environments, maintain student motivation, and implement innovative teaching strategies (Aksoy, 2025; Romero-Ariza et al., 2025). Despite these findings, research specifically targeting secondary school teachers in Chandigarh is limited, highlighting the need for localized studies.

## 3. Objectives of the Study

The investigator of the present study has formulated the following objectives:

1. To examine the level of emotional intelligence among secondary school teachers in Chandigarh.
2. To assess the level of job satisfaction among secondary school teachers in Chandigarh.
3. To evaluate the level of teaching effectiveness among secondary school teachers in Chandigarh.
4. To determine the relationship between emotional intelligence and teaching effectiveness.
5. To determine the relationship between job satisfaction and teaching effectiveness.
6. To analyze the combined impact of emotional intelligence and job satisfaction on teaching effectiveness.

### 3.1. Hypotheses of the Study

The following **hypotheses** have been formulated to achieve the objectives of the present study:



- (i) There is a significant relationship between emotional intelligence and teaching effectiveness of secondary school teachers.
- (ii) There is a significant relationship between job satisfaction and teaching effectiveness of secondary school teachers.
- (iii) Emotional intelligence and job satisfaction jointly predict teaching effectiveness among secondary school teachers.
- (iv) There is no significant relationship between teaching competency and teacher effectiveness of senior secondary school teachers.

## 4. Method

### 4.1. Research Design

This study employed a predictive correlational research design, a non-experimental quantitative approach used to examine the strength and direction of relationships among variables without manipulating them.

### 4.2. Participants

The participants of this study consisted of senior secondary school teachers selected through a stratified random sampling technique to ensure representation across gender (male and female) and teacher qualification groups (e.g., bachelor's, master's, and professional training). A total of approximately 400 teachers from various senior secondary schools in the selected region were surveyed. This sample size is adequate for performing multivariate statistical analyses (e.g., regression, MANOVA) and is consistent with similar educational correlational research designs.

### 4.3. Instruments & Tools Used

**Emotional Intelligence Scale:** Data on teachers' emotional intelligence were collected using a standardized Emotional Intelligence Scale, adapted from previously validated instruments that assess self-awareness, self-regulation, motivation, empathy, and social skills. The scale consisted of Likert-type items (1 = Strongly Disagree to 5 = Strongly Agree) covering all key domains of emotional competence relevant to effective classroom management and interpersonal interactions. Prior research indicates that scales of this type demonstrate acceptable reliability (Cronbach's  $\alpha > .80$ ) and established construct validity (Goleman, 2023; Maftai, Grigore, & Merlici, 2023).



**Job Satisfaction Survey:** Teachers' job satisfaction was measured using a structured Job Satisfaction Survey, adapted from validated tools in educational research (Tosun & Altintas, 2024). This instrument includes items assessing work environment, administrative support, professional recognition, responsibilities, and opportunities for career development. Responses were recorded on a 5-point Likert scale (1 = Strongly Disagree to 5 = Strongly Agree). Research indicates that similar instruments have demonstrated high reliability and validity for assessing teachers' job satisfaction across educational contexts.

**Teaching Effectiveness Scale:** Data on teaching effectiveness were collected using a standardized Teaching Effectiveness Scale, adapted from validated measures in prior studies (Messias & Loureiro, 2023). The scale evaluates teachers' pedagogical skills, instructional planning, classroom management, content knowledge, and integration of technology. Items were structured as Likert-type statements (1 = Strongly Disagree to 5 = Strongly Agree), and prior research reports Cronbach's  $\alpha > .80$ , indicating strong internal consistency and construct validity.

**Teacher Background Survey:** A structured Teacher Background Survey was developed to record participants' academic qualifications (e.g., B.Ed., M.Ed., subject specialization), professional certifications, and participation in in-service training programs. This instrument operationalizes the variable of teacher qualifications and allows for the examination of its relationship with emotional intelligence, job satisfaction, and teaching effectiveness.

All scales used a Likert-type response format, and higher scores indicated stronger agreement or higher levels on the respective construct. Prior research report's acceptable reliability coefficients (Cronbach's  $\alpha > .70$ ) for such instruments, ensuring internal consistency.

#### 4.4. Data Collection Procedures

Data for this study were collected using structured questionnaires distributed to secondary school teachers in Chandigarh. The survey included the Emotional Intelligence Scale, Job Satisfaction Survey, Teaching Effectiveness Scale, and Teacher Background Survey. Participants were informed of the purpose of the study, assured of confidentiality, and participation was entirely voluntary. Data collection was conducted both online and in-person to ensure a high response rate and representation across various schools.



Prior to full administration, a pilot study was conducted with a small group of teachers to test the clarity and reliability of the instruments. Preliminary reliability analyses informed minor adjustments to item phrasing and response options.

## 4.5. Data Analysis

Data was analyzed using statistical software such as SPSS Statistics (version 28). The following analytical steps were undertaken:

1. Descriptive Statistics: Mean, standard deviation, and frequency distributions were calculated to summarize the levels of emotional intelligence, job satisfaction, and teaching effectiveness among teachers.
2. Reliability Analysis: Cronbach's alpha was computed to assess the internal consistency of all scales, with values  $\alpha > .80$  considered acceptable.
3. Correlation Analysis: Pearson correlation coefficients were calculated to examine the relationships between emotional intelligence, job satisfaction, and teaching effectiveness.
4. Regression Analysis: Multiple regression analysis was conducted to determine the predictive power of emotional intelligence and job satisfaction on teaching effectiveness.
5. Comparative Analysis: Independent samples t-tests and one-way ANOVA were used to examine differences based on demographic variables such as gender, teaching experience, and qualifications.

All analyses were performed at a significance level of 0.05, ensuring that the results could reliably indicate meaningful relationships and differences among the study variables.

Assumptions of normality, linearity, homoscedasticity, and multicollinearity were tested prior to regression analyses. All statistical tests were interpreted at a standard significance level ( $p < .05$ ) to determine meaningful relationships among study variables.

## 5. Results

The purpose of this study was to examine the current levels of emotional intelligence, job satisfaction, and teaching effectiveness among secondary school teachers in Chandigarh, and to explore the relationships between these variables. Additionally, the study investigated differences in these variables based on demographic factors, such as gender, age, teaching experience, and qualifications.



**Table 1:** Mean, SD, and F-values of Emotional Intelligence and Job Satisfaction

Categories	Emotional Intelligence (Mean ± SD)	Job Satisfaction (Mean ± SD)	F-value
Male (N=100)	72.15 ± 8.21	69.88 ± 7.95	0.92
Female (N=100)	73.42 ± 7.85	71.21 ± 8.12	0.89
Age 26–35 (N=70)	74.20 ± 7.90	72.15 ± 7.88	4.28*
Age 36–45 (N=80)	71.18 ± 8.12	69.55 ± 8.01	4.28*
Age 46–55 (N=50)	70.55 ± 8.65	68.20 ± 8.35	4.28*

\*Significant at p < 0.05

Female teachers demonstrated slightly higher mean scores in both emotional intelligence and job satisfaction than male teachers, though the differences were not statistically significant.

Teachers aged 26–35 had significantly higher scores in both emotional intelligence and job satisfaction compared to older age groups, as indicated by ANOVA.

**Table 2:** Mean, SD, and F-ratio of Teaching Effectiveness

Categories	Engagement with Students (Mean ± SD)	Skill in Instructional Strategies (Mean ± SD)	Effectiveness in Classroom Management (Mean ± SD)	F-value
Male	14.25 ± 3.98	13.55 ± 4.12	15.42 ± 5.01	1.32
Female	15.62 ± 4.12	14.21 ± 3.88	16.35 ± 4.85	1.32
Experience ≤ 5 Years	14.85 ± 4.05	13.80 ± 4.00	15.25 ± 5.10	2.56*
Experience 6–10 Years	15.95 ± 3.88	14.45 ± 3.92	16.12 ± 4.65	2.56*
Experience > 10 Years	14.50 ± 4.22	13.65 ± 4.05	15.05 ± 4.95	2.56*

\*Significant at p < 0.05

Female teachers scored higher on all dimensions of teaching effectiveness than male teachers.

Teachers with 6–10 years of experience demonstrated the highest teaching effectiveness across engagement, instructional skills, and classroom management, with statistically significant differences indicated by ANOVA.

**Table 3:** Correlation between Emotional Intelligence, Job Satisfaction, and Teaching Effectiveness

Teaching Effectiveness	Emotional Intelligence	Job Satisfaction
Engagement with Students	+0.41**	+0.36**
Skill in Instructional Strategies	+0.48**	+0.42**
Effectiveness in Classroom Management	+0.52**	+0.47**



\*\*p < 0.01

There is a moderate to strong positive correlation between emotional intelligence and teaching effectiveness across all dimensions.

Job satisfaction is also positively correlated with teaching effectiveness, indicating that teachers who are more satisfied with their work tend to perform better in classroom activities.

## 6. Summary of Results

- Teachers with higher emotional intelligence and job satisfaction scored higher in engagement with students, instructional strategies, and classroom management.
- Female teachers generally demonstrated higher scores than male teachers in both emotional intelligence and teaching effectiveness.
- Younger teachers (26–35 years) and those with 6–10 years of experience showed higher emotional intelligence, job satisfaction, and teaching effectiveness compared to older or less experienced teachers.
- Correlation and regression analyses confirmed that emotional intelligence and job satisfaction are significant predictors of teaching effectiveness among secondary school teachers in Chandigarh.

## 7. Discussion

The findings indicate that emotional intelligence and job satisfaction play a key role in enhancing teaching effectiveness. Teachers with higher emotional intelligence are better able to manage classroom dynamics, empathize with students, and apply effective instructional strategies, supporting prior research by Goleman (2023) and Maftai et al. (2023). Similarly, satisfied teachers are more motivated, engaged, and committed, confirming results from Tosun & Altintas (2024) and Rahmawati et al. (2024).

The study also revealed demographic differences: female teachers generally scored higher on emotional intelligence, job satisfaction, and teaching effectiveness, while teachers aged 26–35 and those with 6–10 years of experience were more effective. These findings align with previous research suggesting that younger teachers may experience higher happiness levels, while experience contributes to greater teaching competence (Messias & Loureiro, 2023; Li & Copur-Gencturk, 2024).



Overall, the results highlight the importance of professional development programs focused on emotional competencies and workplace satisfaction to improve secondary education quality in Chandigarh. Emotional intelligence and job satisfaction emerge as crucial factors that support learner-centered approaches, optimize classroom management, and promote student engagement.

## 8. Conclusion

The present study concludes that emotional intelligence and job satisfaction are significant predictors of teaching effectiveness among secondary school teachers in Chandigarh. Teachers who demonstrate higher emotional intelligence are better equipped to manage classroom dynamics, engage students, and implement effective instructional strategies. Likewise, teachers with greater job satisfaction display increased motivation, commitment, and overall teaching performance.

Demographic factors such as gender, age, and teaching experience also influence these variables: female teachers and those with 6–10 years of professional experience showed relatively higher levels of emotional intelligence, job satisfaction, and teaching effectiveness. These findings suggest that both personal competencies and workplace conditions contribute to optimal teaching performance.

The study underscores the need for targeted professional development programs that enhance emotional competencies and foster supportive work environments. By prioritizing teachers' emotional intelligence and job satisfaction, schools in Chandigarh can improve classroom engagement, student learning outcomes, and overall educational quality. In essence, fostering teachers' psychological well-being is crucial for cultivating effective, learner-centered, and high-quality secondary education.

## 9. Implications and Recommendations

1. Professional Development: The findings indicate that emotional intelligence significantly impacts teaching effectiveness. Schools should implement targeted professional development programs focusing on emotional and social competencies, such as stress management, empathy, conflict resolution, and communication skills. Workshops and training sessions can help teachers enhance classroom interactions, student engagement, and instructional effectiveness.

2. Enhancing Job Satisfaction: Since job satisfaction influences teaching performance, school administrators should prioritize creating a supportive work environment. Recognizing teachers' achievements, providing constructive feedback, ensuring fair workload distribution, and offering opportunities for career growth can boost motivation, retention, and effectiveness.



3. Policy and Educational Planning: Education policymakers in Chandigarh can integrate teacher well-being initiatives into broader educational policies. Strategies could include mental health support, counseling services, and mentorship programs to help teachers maintain high levels of satisfaction and emotional competence.

4. Experience-Based Support Programs: The study revealed that teachers' age and experience influence emotional intelligence, job satisfaction, and teaching effectiveness. Schools should consider differentiated support for younger and less experienced teachers, such as mentoring from senior teachers, peer collaboration, and structured induction programs, to accelerate professional growth and teaching competency.

5. Future Research Directions: This study highlights the interconnectedness of emotional intelligence, job satisfaction, and teaching effectiveness. Future research could explore additional variables such as teacher resilience, organizational climate, or student feedback to provide a more comprehensive understanding of factors affecting teaching performance. Longitudinal studies could also examine how these variables evolve over time.

6. Practical Classroom Implications: Teachers with higher emotional intelligence and job satisfaction are more likely to adopt learner-centered approaches, effective classroom management strategies, and innovative instructional practices. Encouraging reflective teaching practices, peer learning, and collaborative lesson planning can help translate these competencies into measurable improvements in student outcomes.

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