

## CHAPTER SIX

### MAJOR FINDINGS, IMPLICATIONS AND CONCLUSIONS

#### 6.1 Introduction

In this chapter of the thesis, the researcher attempted to detail the processes and the steps taken to conduct this study. In this section, the investigator attempted to provide a concise overview of the whole study, including its major findings, implications and conclusions. In the previous chapter discussions were explained with justification but in this chapter whole study is presented in summarised way. The scope of this section has been expanded to include summary, conclusions, and recommendations for future research based on the study's most promising avenues of inquiry.

#### 6.2 Major Findings

##### 6.2.1 Influence of gender, teaching experience and their interactions on emotional intelligence of teachers

Results from the table 4.7 it can be said that emotional intelligence of novice, experienced and expert teachers differ significantly. The mean score of emotional intelligence of experienced teachers is 92.00 which are significantly higher than that of Novice teachers whose mean score of emotional intelligence was 91.38. Therefore, it can be said that experienced teachers were found to have significantly more emotional intelligence than the Novice teachers. The mean score of emotional intelligence of expert teachers is 92.94 which are significantly higher than that of experienced teachers whose mean score of emotional intelligence is 92.00. Therefore, it can be said that expert teachers were found to have significantly more emotional intelligence than the experienced teachers. The mean score of emotional intelligence of expert teachers is 92.94 which are significantly higher than that of Novice teachers whose mean score of emotional intelligence is 91.38. Therefore, it can be said that expert teachers were found to have significantly more emotional intelligence than the Novice teachers. On the whole, it can be said that emotional intelligence of experienced teachers is significantly higher than that of novice teachers, but significantly lower than that of expert teachers. In order to find out whether or not female and male beginner, experienced, and expert instructors have significantly different emotional intelligence, a two-way ANOVA will be utilised.

With a df of 2, 626 and an F-value of 3.46, the interaction between gender and teaching experience is statistically significant at the 0.05 level. (Table4.6). It indicates that there are significant differences between the mean emotional intelligence ratings of male and female beginner, experienced, and expert instructors. The interaction between gender and teaching background has a significant impact on teachers' emotional intelligence. The null hypothesis, according to which there is no significant relationship between teacher emotional intelligence and gender, teaching experience, or both, is thus rejected.

### **6.2.2 Influence of gender, teaching experience and their interactions on social intelligence of teachers**

The table 4.19 shows that mean scores of social intelligence across gender and teaching experiences differs. The male and female novice, experienced and expert teachers social intelligence differs significantly or not will be tested through two ways ANOVA. Social intelligence of Novice, Experienced and Expert teachers differ significantly (see table 4.13). It can be said that Expert teachers were found to have significantly more Social intelligence than the Novice teachers. On the whole, it can be said that Social intelligence of Expert teachers is significantly higher than that of Novice teachers, but significantly lower than that of experienced teachers. In order to know the trend of influence of interaction between gender and teaching experiences, figure 4.16 has been depicted. In case of female teachers social intelligence declined from novice to experienced teachers but there is a sharp increase in social intelligence from experienced to expert teachers. On the other hand, in case of male teachers there is a sharp increase in social intelligence from novice to experienced teachers at the same time there was little bit increase of social intelligence from experienced to expert teachers.

### **6.2.3 Explaining roles of emotional intelligence and social intelligence on the gender gap in teaching style of teachers**

While the mediators were statistically significant and had indirect impacts, the effect size must be calculated to determine the practical importance of these effects. It was crucial to measure kappa-squared (2) to define the impact size of the indirect effects, with 0.01 indicating a tiny effect, 0.09 indicating a medium effect, and 0.25 indicating a high effect (Preacher and Kelley, 2011). Apart from this, it was argued that 2 is not an

acceptable measure of the magnitude of the impact of mediation Wen and Fan (2015). In addition, other effect size measures such as  $R^2_{.5}$ ,  $R^2_{.6}$ , and  $R^2_{.7}$  (MacKinnon, 2008; Preacher and Kelley, 2011) are not preferred due to the possibility of negative and non-intuitive values for  $R^2$  (Fairchild et al., 2009) and  $\omega^2$  (Preacher and Kelley, 2011) is unsuitable because it is nonmonotonic with respect to  $ab$  (Wen and Fan, 2015). Wen and Fan (2015) stated that conventional mediation effect size metric  $PM$  (ratio of the indirect impact to the overall effect) should be favoured over mediation models in which the indirect and direct effects have opposing signs (Preacher and Kelley, 2011).

It was determined that the  $PM$  for the two mediators, emotional intelligence and social intelligence, was 0.249 and 0.711%, respectively (see Table 4.17). It can be said that there were no standardised indirect effects standards created for Mediation analysis in regard to small, medium, and large groups. Although it was determined that regardless of the mediating effects of two variables (emotional intelligence and social intelligence), the Direct effect model of gender remained positively significant to the teaching style ( $c' = 0.274$ ,  $p < 0.001$ , 95% CIs: [0.113, 0.435]), this finding was independent of the effects of emotional intelligence and social intelligence (see Table 4.17). Hence, it was discovered that the direct influence of gender on teaching style was reduced yet remained important. The association between gender and teaching style was thus partly mediated by emotional intelligence. The proportion of mediation effect shared by the two mediators was 24.90 percent for teachers' emotional intelligence and 71.12 percent for their social intelligence (see Table 4.17). In addition, the percentage of the overall influence of gender on teaching methods that acts indirectly through emotional intelligence by 24.90% and via social intelligence by 71.12%. Thus, these results offered evidence that the gender disparity in teaching style was a result of gender differences in emotional intelligence and social intelligence.

#### **6.2.4 Explaining roles of emotional intelligence and social intelligence on the gender gap in professional commitment of teachers**

While the mediators were statistically significant and had indirect impacts, the effect size must be calculated to determine the practical importance of these effects. It was crucial to measure kappa-squared ( $\omega^2$ ) to define the impact size of the indirect effects,

with 20.01 indicating a tiny effect, 2.09 indicating a medium effect, and 2.25 indicating a high effect (Preacher and Kelley, 2011). Apart from this, it was argued that  $\eta^2$  is not an acceptable measure of the magnitude of the impact of mediation Wen and Fan (2015). In addition, other effect size measures such as  $R^2_{\Delta}$ ,  $R^2_{\Delta}$ , and  $R^2_{\Delta}$  (MacKinnon, 2008; Preacher and Kelley, 2011) are not preferred due to the possibility of negative and non-intuitive values for  $R^2$  (Fairchild et al., 2009) and  $\eta^2$  (Preacher and Kelley, 2011) is unsuitable because it is nonmonotonic with respect to  $ab$  (Wen and Fan, 2015). Wen and Fan (2015) stated that conventional mediation effect size metric PM (ratio of the indirect impact to the overall effect) should be favoured over mediation models in which the indirect and direct effects have opposing signs (Preacher and Kelley, 2011).

The PM for emotional intelligence and social intelligence, the two mediators, was determined to be 0.07 and 0.851, respectively (see Table 4.20). Individual routes in the mediated effect, correlations, and standardised path metrics are often accurate, impartial, and independent (Fairchild et al., 2009). Nevertheless, one disadvantage of the standardised effect-size measures is either limited or excessive variability in  $Y$ , as well as  $X$  if the fully standardised measure is utilised (Mioevi, O'Rourke, MacKinnon, & Brown, 2018), highlighting the instability of the ratio and percentage mediated effects (MacKinnon, Warsi & Dwyer, 1995; MacKinnon, 2008). Thus, it can be said that there were no standardised indirect effects standards created for Mediation analysis in regard to small, medium, and large groups. Although it was determined that regardless of the mediating effects of two variables (emotional intelligence and social intelligence), the Direct effect model for gender remained positively significant in relation to professional commitment ( $c=0.968$ ,  $p<0.001$ , 95% CIs: [0.900, 1.036]), the results were not statistically significant (see Table 4.20).

As a result, it was discovered that the direct influence of gender on professional dedication was diminished, although remained considerable. The association between gender and teaching style was thus partly mediated by emotional intelligence. The proportion of mediation effect shared by the two mediators was 7.522% for teachers' emotional intelligence and 85.054% for teachers' social intelligence (see Table 4.20). In addition, the fraction of the overall influence of gender on professional commitment that

acts indirectly through emotional intelligence is 7.522%, whereas social intelligence accounts for 85.052%. Thus, these results offered evidence that the gender disparity in professional dedication was accounted for by gender differences in emotional intelligence and social intelligence.

### **6.2.5 Explaining roles of emotional intelligence and social intelligence on the relationship between teaching experience and teaching style of teachers**

While the mediators were statistically significant and had indirect impacts, the effect size must be calculated to determine the practical importance of these effects. It was crucial to measure kappa-squared ( $\kappa^2$ ) to define the impact size of the indirect effects, with 0.01 indicating a tiny effect, 0.09 indicating a medium effect, and 0.25 indicating a high effect (Preacher and Kelley, 2011). Apart from this, it was argued that  $\kappa^2$  is not an acceptable measure of the magnitude of the impact of mediation Wen and Fan (2015). In addition, other effect size measures such as  $R^2_{\Delta}$ ,  $R^2_{\Delta}$ , and  $R^2_{\Delta}$  (MacKinnon, 2008; Preacher and Kelley, 2011) are not preferred due to the possibility of negative and non-intuitive values for  $R^2$  (Fairchild et al., 2009) and  $\kappa^2$  (Preacher and Kelley, 2011) is unsuitable because it is nonmonotonic with respect to  $ab$  (Wen and Fan, 2015). Wen and Fan (2015) stated that conventional mediation effect size metric PM (ratio of the indirect impact to the overall effect) should be favoured over mediation models in which the indirect and direct effects have opposing signs (Preacher and Kelley, 2011). It can be said that there were no standardised indirect effects standards created for Mediation analysis in regard to small, medium, and large groups. While it was shown that regardless of the mediating effects of two variables, emotional intelligence and social intelligence, the Direct effect model of teaching experience remained favourably significant to teaching style ( $c' = 0.046$ ,  $p < 0.001$ , 95% CIs: [-0.027, 0.119]) (See Table 4.22).

So, it was determined that the direct influence of teaching experience on teaching style was diminished but remained important. The association between teaching experience and teaching style was thus partly mediated by emotional intelligence. 47.66% of the mediation effect for emotional intelligence and 44.06% for social intelligence of teachers were shared by the two mediators (see Table 4.22). In addition, the fraction of the overall influence of teaching experience on teaching style that acts

indirectly via emotional intelligence and social intelligence is 47.66% and 44.0%, respectively. Thus, these results demonstrated that the teaching experience disparity in teaching style was compensated for by the teaching experience gap in emotional intelligence and teaching experience in social intelligence.

### **6.2.6 Explaining roles of emotional intelligence and social intelligence on the relationship between teaching experience and professional commitment of teachers**

While the mediators were statistically significant and had indirect impacts, the effect size must be calculated to determine the practical importance of these effects. It was crucial to measure kappa-squared ( $\kappa^2$ ) to define the impact size of the indirect effects, with 0.01 indicating a tiny effect, 0.09 indicating a medium effect, and 0.25 indicating a high effect (Preacher and Kelley, 2011). Apart from this, it was argued that  $\kappa^2$  is not an acceptable measure of the magnitude of the impact of mediation Wen and Fan (2015). In addition, other effect size measures such as  $R^2_{ab}$ ,  $R^2_{bc}$ , and  $R^2_{c|ab}$  (MacKinnon, 2008; Preacher and Kelley, 2011) are not preferred due to the possibility of negative and non-intuitive values for  $R^2$  (Fairchild et al., 2009) and  $\kappa^2$  (Preacher and Kelley, 2011) is unsuitable because it is non-monotonic with respect to  $ab$  (Wen and Fan, 2015). Wen and Fan (2015) stated that conventional mediation effect size metric PM (ratio of the indirect impact to the overall effect) should be favoured over mediation models in which the indirect and direct effects have opposing signs (Preacher and Kelley, 2011). It can be said that there were no standardised indirect effects standards created for Mediation analysis in regard to small, medium, and large groups. While it was shown that regardless of the mediating effects of two variables—emotional intelligence and social intelligence—the Direct effect model of teaching experience remained favourably significant in relation to professional commitment ( $c=1.103$ ,  $p<0.001$ , 95% CIs: [0.829, 1.377]) (see Table 4.24).

Hence, it was discovered that the direct influence of teaching experience on professional dedication was diminished but remained considerable. The association between teaching experience and teaching style was thus partly mediated by emotional intelligence. The proportion of mediation effect shared by the two mediators was 6.865 percent for teachers' emotional intelligence and 20.33 percent for their social intelligence

(see Table 4.24). In addition, the percentage of the overall impact of teaching experience on professional commitment that is mediated indirectly by emotional intelligence (6.865%) and social intelligence (20.33%). Thus, these results demonstrated that the teaching experience difference in professional commitment was compensated for by the teaching experience gap in emotional intelligence and teaching experience in social intelligence.

### **6.2.7 Differential role of emotional intelligence on teaching style of male and female teachers**

The interaction impact of emotional intelligence and teacher gender on teaching style was shown to be statistically significant ( $B=.057$ , 95% CI [.018 to .096],  $p.01$ ; see Table 4.26). The test of highest order unconditional interaction, however, revealed that the R<sup>2</sup>-change for the addition of the interaction term (Gender\*emotional intelligence) in the moderation model was significant: R<sup>2</sup>-change = .001,  $F(1, 628) = 8.321$ ,  $p.01$ . This indicates that the interaction moderation model is meaningful. The results of table 1 indicate that gender was a major modulator of the link between emotional intelligence and teaching style. The gender difference impact on the connection between emotional intelligence and teaching style was therefore substantial. Hence, emotional intelligence affects teaching style regardless of gender. Thus, it was discovered that emotional intelligence promotes a superior teaching approach regardless of the gender of the instructor. The link between emotional intelligence and gender was statistically significant in this instance. Yet, the weather influence was either practically substantial or was not accounted for by effect size. So, the  $f^2$  effect size measure was chosen to represent the interaction effect's impact size (Selya, Rose, Dierker, Hedeker, & Mermelstein, 2012). According to Cohen's (1988) standards, the effect size for the moderation effect was determined to be 26.71, which is a significant impact ( $f^2=0.35$ ). The conditional effects of gender on teaching style indicate that the impact of gender on teaching style was significant for both male and female instructors (for male teachers,  $B=1.066$ ,  $p.001$ ; for female teachers,  $B=1.124$ ,  $p.001$ ).

The interaction impact of emotional intelligence and gender on teaching style for male and female instructors was compared using a simple slope analysis. The simple

slopes analysis also shows that slope for emotional intelligence on teaching style at each level of gender were:  $b_{\text{females}} = 1.124$ ,  $SE = .013$ ,  $t = 88.946$ ,  $p < 0.001$ , 95% CIs: [1.099, 1.148] for the female teachers and  $b_{\text{males}} = 1.066$ ,  $SE = .015$ ,  $t = 69.458$ ,  $p < 0.001$ , 95% CIs: [1.036, 1.096] for the male teachers. Hence, female pupils were substantially more prevalent than male professors. The results indicate that gender has a substantial influence on the link between emotional intelligence and teaching style. The connections between emotional intelligence and teaching style are greater for female instructors than for male teachers, as seen in table 4.26 below.

By completing a moderation study, it was shown that the interaction impact of gender and emotional intelligence on the association between emotional intelligence and teaching style of instructors is statistically significant. The association between emotional intelligence and teaching style was shown to be significantly moderated by gender. So, it is evident that emotional intelligence influences teaching style differently depending on the gender of the instructor. That is, emotional intelligence impacts male and female instructors differently. In addition, the correlation between emotional intelligence and teaching style was much larger for female instructors than for male teachers. Consequently, it can be concluded that female instructors benefit more from emotional intelligence in terms of obtaining a better degree of teaching style.

### **6.2.8 Differential roles of social intelligence on teaching style of male and female teachers**

The interaction between social intelligence and teacher gender was shown to have a favourable influence on teaching style ( $B = .009$ , 95% CI [-0.038, 0.056],  $p = .462$ ; see Table 4.27). By completing a moderation study, it was determined that the interaction impact of gender and social intelligence on the link between social intelligence and teaching style of instructors is not statistically significant. Gender did not moderate the association between social intelligence and instructional style significantly. Hence, it may be concluded that social intelligence has little influence on the teaching styles of male and female instructors. In addition, it can be said that social intelligence is equally vital for male and female instructors to achieve a better degree of teaching style.



Hence, the association between social intelligence and teaching style did not rely on the gender of the students. Consequently, it can be concluded that regardless of gender, social intelligence has the same influence on teaching style. This data suggests that the gender difference in social intelligence did not contribute to the mechanism that explains the gender disparity in teaching style. In addition, the test of highest order unconditional interaction revealed that the R<sup>2</sup>-change for including the interaction term (Gender\*social intelligence) in the moderation model was not statistically significant: R<sup>2</sup>-change=.000, F (1, 628) = 0.562, p=.4536. Hence, the interaction term did not substantially contribute to the moderation model. The gender did not significantly moderate the association between social intelligence and teaching style, according to these findings. Hence, gender has no statistically significant influence on the link between social intelligence and teaching method. Social intelligence had the same impact on teaching style regardless of gender. Hence, it may be inferred that male and female instructors benefit equally from social intelligence.

### **6.2.9 Differential roles of emotional intelligence on professional commitment of male and female teachers**

The impact of interaction between emotional intelligence and gender of teachers on professional commitment was shown to be significantly favourable (B= 0.059, 95% CI [0.004, 0.113], p.05; see Table 4.30). Nevertheless, the addition of the interaction variable (Gender\*emotional intelligence) in the moderation model produced a significant R<sup>2</sup>-change: R<sup>2</sup>-change= 0.0005, F (1, 628) = 4.454, p.05. This indicates that the interaction moderation model is meaningful. It can be inferred from Table 4.30 that gender was a major mediator of the association between emotional intelligence and professional commitment. The gender difference impact on the connection between emotional intelligence and professional commitment was therefore considerable. So, regardless of gender, emotional intelligence impacts professional commitment. Thus, it was shown that emotional intelligence promotes greater professional dedication regardless of the gender of instructors. The link between emotional intelligence and gender was statistically significant in this instance. Yet, the weather influence was either practically substantial or was not accounted for by effect size. So, the f<sup>2</sup> effect size measure was chosen to represent the interaction effect's impact size (Selya, Rose,

Dierker, Hedeker, & Mermelstein, 2012). According to Cohen's (1988) standards, the effect size for the moderation effect was determined to be 13,146, which is a significant effect ( $f^2=0.35$ ). The conditional effects of gender on professional commitment indicate that the impact of gender on professional commitment was substantial for both male and female teachers (for male teachers,  $B= 0.993$ ,  $p.001$ ; for female teachers,  $B= 1.052$ ,  $p.001$ ).

A simple slope analysis was done to assess the interaction impact of emotional intelligence and gender on male and female teachers' professional commitment. The simple slopes analysis also reveals the slope for emotional intelligence on professional commitment at each gender level:  $b_{females}= 1.052$ ,  $SE= 0.0177$ ,  $t= 59.521$ ,  $p0.001$ , 95% CIs: [1.017, 1.086] for female teachers and  $b_{males}= 0.993$ ,  $SE= 0.022$ ,  $t= 46.247$ ,  $p0.001$ , 95% CIs: [0.951, 1.035] for male teachers. Thus, it was discovered that female instructors were substantially more prevalent than male teachers. The results indicate that gender has a substantial influence on the link between emotional intelligence and professional commitment. The correlations between emotional intelligence and professional commitment are greater for female instructors than for male teachers, as seen in table 1 below.

By completing a moderation study, it was shown that the interaction impact of gender and emotional intelligence on the link between emotional intelligence and teachers' professional commitment is statistically significant. The association between emotional intelligence and professional commitment was shown to be significantly moderated by gender. So, it is evident that emotional intelligence has varied effects on the professional dedication of male and female instructors. That is, emotional intelligence impacts male and female instructors differently. In addition, the correlation between emotional intelligence and professional dedication was much larger among female instructors than among male teachers. Consequently, it can be said that female instructors benefit more from emotional intelligence in terms of reaching a better degree of professional dedication.

### **6.2.10 Differential effects of social intelligence on gender gap in professional commitment of teachers**

Social intelligence was an independent variable the link between social intelligence and Professional Commitment was established using Professional Commitment as the dependant variable and gender as the moderator variable, and it was validated by moderation analysis (see Figure 4.56). As shown by the following result, the overall moderation model was significant:  $R^2=.968$ ,  $F= 6330.977$ ,  $df= (3, 628)$ ,  $p<.001$  (see Table 4.32). The relationship between Social Intelligence and Professional Dedication was positive and statistically significant ( $B= 0.8569$ , 95% CI [0.805, 0.909],  $p0.001$ ; see Table 4.32). Then, there was no statistically significant relationship between gender and Professional Commitment ( $B= 1.737$ , 95% CI [1.166, 2.308],  $p 0.5$ ; see Table 1). Yet, the interaction between Social intelligence and the gender of instructors was shown to have a favourable influence on Professional Commitment ( $B= 0.012$ , 95% CI [-0.0191, 0.0427],  $p.453$ ; see Table 4.32).

By completing a moderation study, it was shown that the interaction impact of gender and social intelligence on the link between social intelligence and teachers' professional dedication is not statistically significant. Gender did not moderate the connection between social intelligence and professional commitment significantly. Hence, it can be concluded that social intelligence has the same influence on male and female teachers' professional dedication. Hence, it can be concluded that male and female instructors have an equivalent relationship between social intelligence and professional dedication. In addition, it can be said that social intelligence is equally vital for male and female instructors to achieve a better degree of professional dedication.

Hence, gender had no bearing on the connection between the primary predictor variable social intelligence and professional commitment. Consequently, it may be concluded that regardless of gender, social intelligence has the same influence on professional dedication. This data suggests that the gender difference in social intelligence did not contribute to the mechanism that explains the gender disparity in professional dedication. In addition, the test of highest order unconditional interaction revealed that the  $R^2$ -change for including the interaction term (Gender\*social

intelligence) in the moderation model was not statistically significant:  $R^2\text{-change}=.000$ ,  $F(1, 628) = 0.562$ ,  $p=.4536$ . Hence, the interaction term did not substantially contribute to the moderation model. It may be inferred from these findings that gender did not significantly moderate the link between social intelligence and professional commitment. Hence, gender has no statistically significant influence on the connection between social intelligence and professional dedication. The impact of social intelligence on professional dedication was the same regardless of gender. Hence, it may be inferred that male and female instructors benefit equally from social intelligence.

#### **6.2.11 The moderation effect of teaching experience on the relationship between emotional intelligence and teaching style of teachers**

The relationship between emotional intelligence and teaching experience was shown to have a favourable influence on teaching style ( $B=.154$ , 95% CI [.136, .173],  $p.01$ ; see Table 4.34). The test of highest order unconditional interaction, however, revealed that the  $R^2\text{-change}$  for the addition of the interaction term (Teaching experience\* emotional intelligence) in the moderation model was significant:  $R^2\text{-change} =.010$ ,  $F(1, 628) = 265.910$ ,  $p.001$ . This indicates that the interaction moderation model is meaningful. It can be inferred from Table 4.34 that teaching experience was a major mediator of the link between emotional intelligence and teaching style. Hence, teaching experience had a substantial differential influence on the connection between emotional intelligence and teaching style. Hence, emotional intelligence affects teaching style regardless of experience teaching. Regardless of teaching experience, emotional intelligence was proven to be particularly advantageous for establishing a more effective teaching approach. The link between emotional intelligence and teaching experience was statistically significant in this instance. Yet, the weather influence was either practically substantial or was not accounted for by effect size. So, the  $f^2$  effect size measure was chosen to represent the interaction effect's impact size (Selya, Rose, Dierker, Hedeker, & Mermelstein, 2012). According to Cohen's (1988) standards, the effect size for the moderation effect was determined to be .137, which is a large effect ( $f^2=0.35$ ). The conditional effects of teaching experience on teaching style indicate that for novice, experienced, and expert teachers, the effect of teaching experience on teaching style was significant (for novice teachers  $B = .964$ ,  $p.001$ ; for experienced teachers  $B = 1.118$ ,

p.001; for expert teachers  $B = 1.272$ ,  $p.001$ ). The simple slopes analysis also reveals that the slopes for emotional intelligence on teaching style at each level of teaching experience were:  $b_{\text{Novice}} = 0.964$ ,  $SE = 0.012$ ,  $t = 81.615$ ,  $p.001$ , 95% CIs: [0.9408, 0.9872] for the novice teachers and  $b_{\text{Experienced}} = 1.118$ ,  $SE = .007$ ,  $t = 158.382$ ,  $p.001$ , 95% CIs: [1.104, 1. For the experienced instructors,  $b_{\text{Expert}} = 1.2724$ ,  $SE = .0118$ ,  $t = 107.940$ ,  $p.001$ , 95% CIs: [1.249, 1.296]. Hence, expert instructors were shown to be much more effective than both experienced and inexperienced teachers. This indicates that teaching experience has a considerable differential influence on the link between emotional intelligence and teaching style. The connections between emotional intelligence and teaching style are greater for expert instructors than for experienced and rookie teachers, as seen in Table 4.34.

By completing a moderation analysis, it was shown that the interaction effect of teaching experience and emotional intelligence is statistically significant with respect to the association between emotional intelligence and instructors' teaching styles. It was shown that teaching experience significantly moderates the association between emotional intelligence and teaching style. Thus, it is evident that emotional intelligence influences teaching style differently depending on the teaching experience of the instructor. That is, emotional intelligence affects rookie, experienced, and expert instructors differently. In addition, the association between emotional intelligence and teaching style was much greater for expert instructors than for experienced and rookie teachers. In order to acquire a better degree of teaching style, emotional intelligence is thus more advantageous for expert instructors than for experienced and rookie teachers.

#### **6.2.12 The moderation effect of teaching experience on the relationship between social intelligence and teaching style of teachers**

The interaction between social intelligence and teaching experience was found to have a positive effect on teaching style ( $B = 0.0684$ , 95% CI [0.057, 0.080],  $p.001$ ; see Table 4.36). The test of highest order unconditional interaction, however, revealed a significant  $R^2$ -change for the inclusion of the interaction term (Teaching experience \*social intelligence) in the moderation model:  $R^2\text{-change} = 0.004$ ,  $F(1, 628) = 136.694$ , and  $p.0001$ . This indicates that the interaction moderation model is meaningful. The

relationship between social intelligence and teaching style was considered to be significantly moderated by teaching experience, as shown in Table 4.36. Thus, teaching experience had a significant differential effect on the relationship between social intelligence and teaching style. Consequently, social intelligence influences teaching style regardless of experience teaching. Regardless of teaching experience, social intelligence was found to be very beneficial for promoting a better teaching style. The interaction between social intelligence and teaching experience was statistically significant in this instance. Yet, the weather influence was either practically substantial or was not accounted for by effect size. So, the  $f^2$  effect size measure was chosen to represent the interaction effect's impact size (Selya, Rose, Dierker, Hedeker, & Mermelstein, 2012). According to Cohen's (1988) guidelines, the effect size for the moderation effect was found to be 250.445, which is a large effect ( $f^2=0.35$ ). The conditional effects of teaching experience on teaching style indicate that the effect of teaching experience on teaching style was significant for novice, experienced, and expert teachers (for novice teachers  $B = 0.833$ ,  $p.001$ ; for experienced teachers  $B = 0.901$ ,  $p.001$ ; for expert teachers  $B = 0.969$ ,  $p.001$ ).

A simple slope analysis was conducted to compare the interaction effect of social intelligence and teaching experience on the teaching styles of novice, experienced, and expert teachers separately. The simple slopes analysis also shows that slope for social intelligence on teaching style at each level of teaching experience were:  $b_{\text{Novice}} = 0.833$ ,  $SE = 0.008$ ,  $t = 105.674$ ,  $p < 0.001$ , 95% CIs: [0.817, 0.848] for the novice teachers and  $b_{\text{Experienced}} = 0.901$ ,  $SE = .005$ ,  $t = 186.959$ ,  $p < 0.001$ , 95% CIs: [0.891, 0.910] for the experienced teachers. For the expert teachers,  $b_{\text{Expert}} = 0.969$ ,  $SE = .007$ ,  $t = 133.345$ ,  $p < 0.001$ , 95% CIs: [0.955, 0.984]. Hence, expert instructors were shown to be much more effective than both experienced and inexperienced teachers. This indicates that teaching experience has a significant differential effect on the relationship between social intelligence and teaching style. The relationships between social intelligence and teaching style are stronger for expert teachers than for experienced and inexperienced teachers, as shown in Table 4.36.

This research uncovered a substantial interaction between teaching experience and the link between social intelligence and teaching style. In addition, the associations between social intelligence and teaching style were greater for expert instructors than for experienced and inexperienced educators. By completing a moderation study, it was shown that the interaction impact of teaching experience and social intelligence on the link between social intelligence and instructors' teaching styles is statistically significant. It was shown that teaching experience significantly moderates the link between social intelligence and teaching style. Thus, it is evident that social intelligence influences teaching style differently depending on the teaching experience of the instructor. That is, social intelligence affects beginner, experienced, and expert instructors differently. In addition, the correlation between social intelligence and teaching style was substantially larger for expert instructors than for experienced or rookie teachers. In order to acquire a better degree of teaching style, social intelligence is thus more advantageous for expert instructors than for experienced and rookie teachers.

#### **6.2.13 The moderation effect of teaching experience on the relationship between emotional intelligence and professional commitment of teachers**

The association between emotional intelligence and teaching experience was shown to favourably influence professional commitment ( $B=.113$ , 95% CI [.0901, 0.1357],  $p.01$ ; see Table 4.38). Nevertheless, the addition of the interaction term (Teaching experience \* emotional intelligence) in the moderation model resulted in a substantial R<sup>2</sup>-change: R<sup>2</sup>-change =.006,  $F(1, 628) = 94367$ ,  $p.001$ . This indicates that the interaction moderation model is meaningful. It may be inferred from Table 4.38 that teaching experience is a substantial mediator of the link between emotional intelligence and professional commitment. Hence, teaching experience had a substantial differential influence on the connection between emotional intelligence and professional commitment. Hence, emotional intelligence affects professional dedication regardless of teaching experience. Regardless of teaching experience, emotional intelligence was proven to be particularly effective for fostering greater professional engagement among instructors. The link between emotional intelligence and teaching experience was statistically significant in this instance. Yet, the weather influence was either practically substantial or was not accounted for by effect size. So, the  $f^2$  effect size measure was

chosen to represent the interaction effect's impact size (Selya, Rose, Dierker, Hedeker, & Mermelstein, 2012). According to Cohen's (1988) standards, the effect size for the moderation effect was determined to be 197.495, which is a large effect ( $f^2=0.35$ ). The conditional effects of teaching experience on professional commitment indicate that for novice, experienced, and expert teachers, the effect of teaching experience on professional commitment was significant (for novice teachers  $B = 0.998$ ,  $p=0.001$ , for experienced teachers  $B = 1.111$ ,  $p=0.001$ , for expert teachers  $B = 1.224$ ,  $p=0.001$ ). The simple slopes analysis also reveals the slope for emotional intelligence on professional commitment at each level of teaching experience:  $b_{\text{Novice}} = 0.998$ ,  $SE = 0.015$ ,  $t = 68.712$ ,  $p < 0.001$ , 95% CIs: [0.969, 1.026] for novice teachers;  $b_{\text{Experienced}} = 1.112$ ,  $SE = 0.009$ ,  $t = 127.970$ ,  $p < 0.001$ ; 95% CIs: [1.0938] Hence, expert instructors were shown to be much more effective than both experienced and inexperienced teachers. This indicates that teaching experience has a considerable differential influence on the link between emotional intelligence and professional commitment. The connections between emotional intelligence and professional commitment are greater for expert instructors than for experienced and inexperienced teachers, as seen in Table 4.38.

It was shown that teaching experience had a significant differential influence on the link between emotional intelligence and professional dedication. In addition, the connections between emotional intelligence and professional dedication were greater among expert instructors than among both experienced and rookie teachers. Consequently, it can be stated that the teaching experience gap in emotional intelligence contributed considerably to the teaching experience deficit in professional dedication. Hence, if teachers were more emotionally intelligent, their psychosocial attachment to their job would increase, and they would be more dedicated professionally.

By completing a moderation analysis, it was shown that the interaction effect of teaching experience and emotional intelligence is statistically significant with respect to the association between emotional intelligence and instructors' teaching styles. It was shown that teaching experience significantly moderates the association between emotional intelligence and teaching style. Thus, it is evident that emotional intelligence influences teaching style differently depending on the teaching experience of the



instructor. That is, emotional intelligence affects rookie, experienced, and expert instructors differently. In addition, the association between emotional intelligence and teaching style was much greater for expert instructors than for experienced and rookie teachers. In order to acquire a better degree of teaching style, emotional intelligence is thus more advantageous for expert instructors than for experienced and rookie teachers.

#### **6.2.14 The moderation effect of teaching experience on the relationship between social intelligence and professional commitment of teachers**

The relationship between social intelligence and teaching experience was shown to have a favourable influence on professional commitment ( $B = 0.042$ , 95% CI [0.031, 0.053],  $p < .001$ ; see Table 4.40). The test of highest order unconditional interaction, however, revealed a substantial  $R^2$ -change with the addition of the interaction term (Teaching experience \*social intelligence) in the moderation model:  $R^2$ -change = 0.001,  $F(1, 628) = 58.354$ , and  $p < .001$ . This indicates that the interaction moderation model is meaningful. Table 1 reveals that teaching experience was a major mediator of the association between social intelligence and professional dedication. Hence, teaching experience had a substantial differential influence on the connection between social intelligence and professional dedication. Hence, social intelligence affects professional dedication regardless of teaching experience. Regardless of teaching experience, social intelligence was proven to be particularly effective for fostering greater professional dedication among instructors. The link between social intelligence and teaching experience was statistically significant in this instance. Yet, the weather influence was either practically substantial or was not accounted for by effect size. So, the  $f^2$  effect size measure was chosen to represent the interaction effect's impact size (Selya, Rose, Dierker, Hedeker, & Mermelstein, 2012). According to Cohen's (1988) standards, the effect size for the moderation effect was determined to be 131.819, which is a large effect ( $f^2 = 0.35$ ). The conditional effects of teaching experience on professional commitment indicate that the effect of teaching experience on professional commitment was significant for novice, experienced, and expert teachers (for novice teachers,  $B = 0.860$ ,  $p < .001$ ; for experienced teachers,  $B = 0.902$ ,  $p < .001$ ; for expert teachers,  $B = 0.902$ ,  $p < .001$ ).  $B = 0.944$ ,  $p < .001$ .

A simple slope analysis was done to assess the interaction impact of social intelligence and teaching experience on professional commitment individually for beginner, experienced, and expert instructors. The simple slopes analysis also shows that slope for social intelligence on professional commitment at each level of teaching experience were:  $b_{\text{Novice}} = 0.860$ ,  $SE = 0.007$ ,  $t = 115.922$ ,  $p < 0.001$ , 95% CIs: [0.846, 0.875] for the novice teachers and  $b_{\text{Experienced}} = 0.902$ ,  $SE = .005$ ,  $t = 198.793$ ,  $p < 0.001$ , 95% CIs: [0.893, 0.911] for the experienced teachers.  $b_{\text{Expert}} = 0.944$ ,  $SE = .007$ ,  $t =$ ,  $p < 0.001$ , 95% confidence intervals: [0.931, 0.958] for expert instructors. Hence, expert instructors were shown to be much more effective than both experienced and inexperienced teachers. This indicates that teaching experience has a considerable differential influence on the link between social intelligence and teaching style. The connections between social intelligence and professional dedication are greater for expert instructors than for experienced and rookie teachers, as seen in Table 4.40.

It was discovered that the teaching experience gap in social intelligence strongly explains the teaching experience gap in professional commitment. Hence, instructors with more social intelligence are able to adjust to many social conditions in their personal and professional lives, while also being able to channel pupils from diverse socioeconomic backgrounds. In addition, the impact was substantially more pronounced for beginner instructors than for expert and seasoned teachers.

By completing a moderation study, it was shown that the interaction impact of teaching experience and social intelligence on the link between social intelligence and teachers' professional dedication is statistically significant. It was shown that teaching experience is a key mediator of the link between social intelligence and professional dedication. Thus, it is evident that social intelligence influences instructors' professional dedication differently depending on their level of teaching experience. That is, emotional intelligence impacts male and female instructors differently. In addition, the correlation between social intelligence and professional dedication was shown to be much larger among beginner instructors than among expert and experienced teachers. Consequently, it can be said that social intelligence is more advantageous for newbie instructors in terms of acquiring a better degree of professional dedication.

### **6.3. Educational Implications**

#### **6.3.1 For teachers**

- i) The study will engage the teacher educators to redesign the teacher education programme, certain strategies, practices, and activities to enhance emotional and social intelligence among the trainee teachers at school education level. Teacher Educators may find themselves motivated to work on development of social intelligence and emotional intelligence of pre-service and in-service teachers' through better training.
- ii) Teacher educators may find themselves motivated to work on development of social intelligence and emotional intelligence of pre-service and in-service teachers through better training.
- iii) Practicing teachers in the schools at secondary as well as primary and higher level may be influenced to their continuous professional development in terms of those two intelligences.
- iv) The school internship should be visualized by situating the practice of teaching in the broader context.
- v) College principals may conduct certain workshops, faculty development programme related to emotional, social intelligence enhancement that may directly or indirectly help professional development and teaching style of teachers.

#### **6.3.2 For researchers**

- a) Researcher may get a clear picture of the gender gap in emotional intelligence that means how the components of emotional intelligence: Self-awareness, Managing emotions, Maturity, Empathy, Social skill and Social competency will vary across male and female secondary school teachers of West Bengal. At the same time this study can explain the gender gap in social intelligence mean show the components of social intelligence: Social Awareness, Social Adaptability, Social Cooperation, Social Expressivity, Interpersonal relationship, Virtual socialization will vary across male and female secondary school teachers' of West Bengal. This study may contribute through saying that how different components of emotional intelligence and social intelligence vary across different experiences of the teaching. This study may provide a picture of the inter-relationship among the various dimensions four variables and how they are affecting each other.

- a) This study will help the researchers to develop an in-depth understand the four selected variables and their interrelationships.
- b) Researcher will aware about the role of emotional intelligence and social intelligence in teaching learning process and how these two types of intelligence helps in teaching style and professional commitment of teachers.

### **6.3.3 For policy planner and administrators**

6.3.3.1 Policy planners and decision makers may include emotional intelligence and Socialintelligence of teachers as a criterion for teacher's recruitment along with the contentknowledge and pedagogical knowledge that leads to selection of appropriate persons in teaching profession.

6.3.3.2 Policy planners and decision makers may plan for education authorities, school managers' teachers to undergo certain number of faculty development programme with the purpose of increasing emotional intelligence and social intelligence within them. Headmasters and principals may be influenced to take initiative to organize some practices to develop these intelligences. This will contribute to continuous professional development of teachers through improvement of their teaching style and enhancement of professional commitment.

iii) Curriculum planner will provide certain inputs to policy makers for teacher educationcurriculum so that emotional intelligence and social intelligence of trainee teachers will enhance that leads to professional commitment and teaching style of trainee teachers.

### **6.4. Recommendations**

It is strongly recommended for the teachers are to be prepared in such a way that they are more emotionally and socially intelligent. Teacher education programs should develop in teachers the necessary orientations and expose them to the range of professional skills which impact upon quality classroom transactions (Government of

India, Planning Commission, 2013). There can be different kind's of orientation and interactions with teachers which may include awareness rising, orientation to practices related to these psychological constructs. School headmasters' may be influenced to take initiative to organize some practices to develop emotional and social intelligence of teacher. This will contribute to continuous professional development to teachers through improvement of their teaching style and enhancement of professional commitment. Headmasters and principals of schools may be influenced to take initiative for the above purpose.

Similarly, the study may contribute how different factors of emotional intelligence and social intelligence may actually impact the professional commitment and teaching styles of the secondary level teachers and which is most contributing factor. So, further these most contributing factors of emotional and social intelligence may be enhanced by several interventions to the teachers. Hence, this is a prime importance to fill the gap; the researcher has planned to undertake a study on emotional intelligence, social intelligence in relation to teaching styles and Professional commitment of school teachers at Secondary level which will help to provide theoretical contributions in this area.

## **6.5 Conclusions**

Using an emotional intelligence measure, strong evidence was established for the gender difference in emotional intelligence; all scores favoured female instructors. The emotional intelligence of experienced teachers was shown to be much greater than that of beginner teachers, but significantly lower than that of expert instructors, as supported by strong evidence. In contrast, the emotional intelligence of expert male instructors was more than that of experienced teachers and farther than that of rookie teachers. In instance, gender was the most significant predictor of emotional intelligence, with female instructors outperforming male teachers in both competencies. There were strong indications that the emotional intelligence of novice female instructors was greater than that of experienced teachers; yet, expert teachers were shown to be more emotionally

intelligent than experienced teachers. It was shown that the duration of teaching experience (in the current context or nation and/or abroad) linked to greater emotional intelligence in teachers. Schools and teachers should be made aware of the gender gap and the significance of different emotional intelligence dimensions in explaining and bridging gender differences in emotional intelligence. Despite the need for caution to avoid widening the gender gap and teaching experiences gap by proposing interventions specifically targeted to one gender, schools and teachers should be made aware of the gender gap and the importance of different emotional intelligence dimensions in explaining and bridging gender differences in emotional intelligence.

In the instance of female teachers, it was observed that the social intelligence of experienced instructors was much lower than that of novice teachers, although expert teachers were significantly more emotionally intelligent than experienced teachers. Substantial evidence suggests that, among male teachers, the social intelligence of experienced teachers is greater than that of beginner instructors, but the social intelligence of experienced and expert teachers is essentially identical. In this research, female instructors were shown to have much better social intelligence than male teachers. In respect to their mean score, the social intelligence of experienced instructors and expert teachers differs dramatically. Schools and teachers should be made aware of the gender gap and the significance of different social intelligence dimensions in explaining and bridging gender differences in social intelligence. Despite the need for caution to avoid widening the gender gap and teaching experiences gap by proposing interventions specifically targeted to one gender, schools and teachers should be made aware of the gender gap and the importance of different social intelligence dimensions in explaining and bridging gender differences in social intelligence.

Substantial evidence was established for the relevance of gender differences in teaching style in explaining gender differences in emotional intelligence and social intelligence. Gender gaps in emotional intelligence and social intelligence were responsible for the gender disparity in professional commitment. Substantial evidence was established for the importance of teaching experience gap in teaching style in explaining the teaching experience gap in teachers' emotional intelligence and social

intelligence. Substantial evidence was discovered regarding the importance of teaching experience gap in explaining teachers' emotional and social intelligence gaps, as well as their lack of professional dedication. There were strong indications that emotional intelligence had a differential influence on teaching style based on the gender of the instructor. That is, emotional intelligence impacts male and female instructors differently. In addition, the correlation between emotional intelligence and teaching style was much larger for female instructors than for male teachers. Consequently, it can be concluded that female instructors benefit more from emotional intelligence in terms of obtaining a better degree of teaching style.

Substantial evidence was established that the social intelligence of instructors had no distinct influence on their teaching styles, whether they are male or female. In addition, it can be said that social intelligence is equally vital for male and female instructors to achieve a better degree of teaching style. It was evident that emotional intelligence influences teachers' professional commitment differently based on their gender. That is, emotional intelligence impacts male and female instructors differently. In addition, the correlation between emotional intelligence and professional dedication was much larger among female instructors than among male teachers. Consequently, it can be said that female instructors benefit more from emotional intelligence in terms of reaching a better degree of professional dedication.

Substantial evidence was established that the social intelligence of teachers has no distinct influence on their professional dedication, whether they are male or female. Hence, it can be concluded that male and female instructors have an equivalent relationship between social intelligence and professional dedication. In addition, it can be said that social intelligence is equally vital for male and female instructors to achieve a better degree of professional dedication. The relationship between emotional intelligence and teaching style varies depending on the teaching experience of the instructor. That is, emotional intelligence affects rookie, experienced, and expert instructors differently. In addition, the association between emotional intelligence and teaching style was much greater for expert instructors than for experienced and rookie teachers. In order to acquire

a better degree of teaching style, emotional intelligence is thus more advantageous for expert instructors than for experienced and rookie teachers.

There were strong indications that social intelligence has a differential influence on teaching style based on the teaching experience of the instructors. That is, social intelligence affects beginner, experienced, and expert instructors differently. In addition, the correlation between social intelligence and teaching style was substantially larger for expert instructors than for experienced or rookie teachers. In order to acquire a better degree of teaching style, social intelligence is thus more advantageous for expert instructors than for experienced and rookie teachers. The relationship between emotional intelligence and teaching style varies depending on the teaching experience of the instructor. That is, emotional intelligence affects rookie, experienced, and expert instructors differently. In addition, the association between emotional intelligence and teaching style was much greater for expert instructors than for experienced and rookie teachers. In order to acquire a better degree of teaching style, emotional intelligence is thus more advantageous for expert instructors than for experienced and rookie teachers. Social intelligence has a varied influence on instructors' professional dedication, depending on their level of teaching experience. That is, emotional intelligence impacts male and female instructors differently. In addition, the correlation between social intelligence and professional dedication was shown to be much larger among beginner instructors than among expert and experienced teachers. Consequently, it can be said that social intelligence is more advantageous for newbie instructors in terms of acquiring a better degree of professional dedication.

Substantial evidence was established for the relevance of emotional intelligence and social intelligence in explaining the teaching style and professional dedication of teachers utilising the emotional intelligence and social intelligence scales. Moreover, emotional intelligence and social intelligence acted as a strong mediator between teaching style and instructors' professional commitment. In addition, it was shown that emotional intelligence and social intelligence mediated the association between teaching style and teachers' professional commitment. Hence, teachers, school psychologists, and policymakers should be aware of the process underlying the effect of teachers' emotional



and social intelligence. In addition, instructors must consider the impact of emotional and social intelligence development on their teaching style and professional dedication.

## **6.6 Limitations of the study**

Importantly, the researchers should take care of the following limitations of the present studies while conducting similar related researches in this particular domain:

(1) The cross-sectional designs as applied in the present study which precludes a conclusion of both directionality and causality of the relationships among study variables. Further, it is recommended that a longitudinal research design would appropriately determine the causality and directionality of the plausible relations among criterion variables in this type of study.

(2) Another disadvantage of this research is its dependence on scales to evaluate emotional intelligence, social intelligence, teaching style, and instructors' professional dedication. There was the potential for a halo impact.

(3) These emotional intelligence and social intelligence scales are primarily comprised of a small number of items. However, in order to measure psychological constructs such as emotional intelligence and social intelligence, which have a significant impact on personality; it is necessary to use a much larger number of positive and negative items.

(4) In a multi-informant approach, different methods of evaluating social intelligence are advised to cross-validate data via triangulation in future research in order to countermeasure any measurement bias, hence facilitating further rectification. In the future, social intelligence will be able to be measured across multiple dimensions for other populations. In addition, scale-collected data may be polluted by the halo effect. It is impossible to get a genuine response since every instructor will provide a socially acceptable solution.

(5) In the future, it may be undertaken in India's vast geographical and cultural environment. This scale is primarily composed of a limited number of questions, but to evaluate a psychological construct such as social intelligence, which has a significant impact on personality; it is required to include a much larger number of positive and

negative items. Chadha & Ganesan also created an additional tool in 1986 for students in the Indian setting, although it was also not current. For this reason, it was crucial to establish a social intelligence measure for educators.

(6) The participants in the study were selected randomly from each school; the schools were selected as per the convenience of the researchers. However, the results obtained from the study of a sample selected using convenience sampling procedures may not be generalized to a larger population. The inferences drawn from the results may not be valid. To generalize the current study there was a huge need to extend the present study with a huge sample.

(7) This study is limited to all the Bengali medium government aided secondary level school teachers who are teaching classes IX-X in West Bengal. However, studies can be conducted in varieties of board and medium of instruction school irrespective of different levels.

(8) Finally, all the teachers were from West Bengal, India, and the sample for this study was not quite large. Thus, caution is advised in generalizing the findings to groups from other countries or at least 30% of the states in India. Adopting a large sample and examining the relationship among emotional intelligence, social intelligence, teaching style and professional commitment variables at the classroom level will be necessary to producing robust findings in future investigation.

## **6.7 Suggestions for further researches**

The present research was conducted on emotional intelligence, social intelligence and their impact on teaching style and professional commitment of teachers in the context of secondary school education in West Bengal, India. The study was definitely a stepping-stone for further researches. A single piece of data and a specific area of research cannot suffice to make a diagnosis rather more research-based evidences are required to validate or challenge this research. This is not to deemphasize the findings of this research, however, to augment the need for additional evidences to make informed decisions.

Thus, it is essential to remind likely areas that need further studies. These may include:

1. Perhaps, a multi-informant approach might be more meaningful. Besides, multiple methods of data collection like observation schedule, interview schedule and questionnaire for the teachers regarding their emotional and social intelligence might be used.
2. It is recommended that a longitudinal research design would appropriately determine the causality and directionality of the plausible relations among criterion variables in this type of study.
3. Researcher may conduct a study in different types of institutions like private schools with different board and may also study different sectors like in nursing or other organizations apart from teaching.
4. Upcoming Researchers may do some research how school climate affects emotional and social intelligence among students, how socio-economic background impacts emotional intelligence among students, how parenting style and attitudes impact emotional and social intelligence among students are some gray areas to research.
5. A qualitative design could be used investigating what teachers' emotional intelligence and social intelligence and to find out how these two types of intelligence affect teaching style and professional commitment of teachers. Some case studies with high achieving and renowned institutions to see how teachers are emotionally and socially engaged with students' and their adjustment capacities in a classroom.
6. Some experimental studies may be carried out in order to study the development of these two intrinsic variables that are emotional intelligence and social intelligence across different subjects and also carried out in different levels with some innovative practices.
7. This study is mainly for secondary education but a similar study can be easily conducted with higher levels of education.

8. In the future, further researches may be conducted on related variables like teaching effectiveness, teacher-student relationship, and teaching practices, teachers' leadership and professional competency, teacher professionalism, professional attitude and values, professional stress with these psychological construct.