

Abstract

Classroom is a social laboratory wherein teacher must build a web of Communication which becomes a medium for bilateral transaction between the teachers and taught. As teachers manage a variety of classroom situations with respect to different grades, disciplines, and individual students' levels, they should be equipped with the skills, competency, emotional intelligence, and social intelligence necessary to provide quality instruction and to meet the diverse needs of the students. The traits of analytical ability, clarity in instruction, teacher-student interaction, and enthusiasm are all inter-connected with traits of intrapersonal abilities, such as emotional intelligence, self-management abilities, and personal leadership abilities. According to Perter Salovey (1990), emotional intelligence is a type of emotional processing that entails paying attention to emotions, accurately assessing them, organizing them systemically and using the right tools in a way that enhances life. Emotional intelligence is the ability of an individual to know, understand and capability to regulate emotions effectively (Goleman, 1995). Social intelligence is the ability of adapting the individual and social need, ability to judging everyone properly, adapting qualities in every situation (Allport, 1937), social attitudes is the ability to evaluate one (Myers, 1995).

Fischer & Fischer (1979) defined teaching style as a multidimensional construct that is based on how teachers behave in classrooms and is used to characterize the teacher-student relationship. Grasha (1996) defined a teacher's teaching style as their own set of assumptions, skills, performance standards, and behaviors. Professional commitment defines and articulates the quality and character of people's action within that group, expertise, special skill or knowledge that is acquired by training, study or practice, the internalized beliefs regarding professional obligations, attributes, interactions, attitudes and values (Hargreaves 1998). Teachers play a crucial role in enhancing quality of education. Studies revealed that the instructor's teaching style is one of the most important factors that influence the learning environment and also a leading factor that shapes and assures the success of the teaching- learning process (Rao, 2003). Teachers are expected to be committed in their profession to cater quality instruction and to meet the diverse

needs of the students (NCFTE-2009). An effective teacher requires socio-emotional skills to cope with varied numbers of situations that they face during the dynamic process of teaching (NCF-2005). Teachers' professional qualities like commitment to profession, Social skills, mental and emotional health, communicative skills and responsibility are very important in teaching profession (NCFTE- 2009). Hence, the researcher has decided to conduct a study on emotional intelligence and social intelligence in relation to teaching styles and professional commitment of school teachers. Correlational research design, a type of quantitative, non-experimental research design, was used in this study. This research is mainly conducted in secondary schools of West Bengal under West Bengal Board of Secondary Education. Multi-stage random sampling technique was used in this study. The participants were 632 secondary school teachers teaching in 42 selected secondary schools in randomly selected 7 districts (viz. Birbhum, Murshidabad, Purba Barddhamanan, Nadia, Hooghly, Cooch Behar and North Dinajpur) of West Bengal.

Emotional intelligence scale, Social intelligence scale, teaching style scale developed by Dr. Sapna Sharma and Divya Saran in 2017 and professional commitment scale developed by Dr. Ravinder Kaur, Dr. Sarbjit Kaur Ranu, and Mrs. Sarvjeet Kaur Braris in 2011 were used of the teachers. In this study, the field data were collected from the secondary level school teachers who are teaching class IX-X from the 42 selected secondary government aided schools. The following protocols were maintained during data collection. To get permissions for collecting data, the headmasters/principals of the selected schools were contacted and acquainted with the purposes of the present study and were requested to provide their compliance and co-operation in the due course of action. Then, the secondary level school teachers of each school were informed about the study. All the teachers were requested to fill the research tools. They were instructed to provide their responses to each item only after completing their demographic information. All the sessions were executed in school settings under the supervision of the investigator. Further, to minimize social desirability bias, students were also instructed that their responses were neither going to be evaluated nor to be disclosed elsewhere. However, students were not entertained with any kind of incentives for providing their responses.

In this study, SPSS (IBM Corp., Armonk, NY, United States), Version 26.0

for the entire data analysis and AMOS 23.0 was used to perform Confirmatory factor analysis of the measurement models of emotional intelligence and social intelligence. The statistical significance level was set at $\alpha=0.05$ for all the statistical comparisons. H_{01} and H_{02} were analyzed using 2 ways ANOVA. However, H_{03-6} were tested using mediation analysis, whereas, H_{07-14} were examined with the help of moderation analysis. The mediation and moderation hypotheses were tested PROCESS macro for SPSS (developed by Prof. Andrew F. Hayes; Hayes, 2013). Results showed that mean scores of emotional intelligence of male and female teachers across novice, experienced and expert teachers differ significantly. Social intelligence of Novice, Experienced and Expert teachers differed significantly. Emotional intelligence partially mediated the relationship between gender and teaching style. Emotional intelligence partially mediated the relationship between gender and teaching style. It was found that emotional intelligence partially mediated the relationship between teaching experience and teaching style. It was found that emotional intelligence partially mediated the relationship between teaching experience and teaching style. The interaction effect of gender and emotional intelligence is significant statistically on the relationship between emotional intelligence and teaching style of teachers. The interaction effect of gender and social intelligence is not significant statistically on the relationship between social intelligence and teaching style of teachers. It was found that interaction effect of gender and emotional intelligence is statistically significant on the relationship between emotional intelligence and professional commitment of teachers.

The interaction effect of gender and social intelligence is not significant statistically on the relationship between social intelligence and professional commitment of teachers. Gender was not found to be a significant moderator in the relationship between social intelligence and professional commitment. The interaction effect of teaching experience and emotional intelligence on the relationship between emotional intelligence and their teaching style of teachers was significant. Teaching experience was found to be a significant moderator in the relationship between emotional intelligence and teaching style. In this study, a significant differential effect of teaching experience on the relationship between social intelligence and teaching style was found. It can be said that teachers'

social intelligence is more beneficial for the expert teachers than that of experienced and novice teachers in attaining higher level of teaching style. The interaction effect of teaching experience and emotional intelligence on the relationship between emotional intelligence and their teaching style of teachers was significant. The interaction effect of teaching experience and social intelligence on the relationship between social intelligence and professional commitment of teachers was significant. Thus, teaching experience was found to be a significant moderator. 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 which may include awareness rising, orientation to practices related to enhancement of emotional intelligence and social intelligence of teachers. 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.

The school internship should be visualized by situating the practice of teaching in the broader context of vision and the role of teacher in terms of enhancement of emotional intelligence and social intelligence of teachers. Policy planners and decision makers may include emotional intelligence and Social intelligence of teachers as a criterion for teacher's recruitment along with the content knowledge and pedagogical knowledge. 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. With the help of this research, the researchers will more conscious about the reason behind gender and teaching experience gap in emotional intelligence and social intelligence of teachers. Researcher can investigate further to study the impact of emotional intelligence and social intelligence with other teaching related variables. It is essential to remind likely areas that need further studies. 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. This study may be replicated at higher levels of education with different target populations.