

# **CHAPTER ONE**

## **INTRODUCTION**

### **1.1 Introduction**

The purpose of the introduction is to provide an overview of the background of the study, the rationale for performing the research, and the definitions and meanings of the key terms used in this research. The chapter also highlighted the key research questions that emerged and hypotheses that are the roadmaps for the realization of the objectives of the research. Lastly, the section concludes with an explanation contribution of the study to the knowledge society as well as the delimitations of the study.

### **1.2 Background of the study**

With efficient classroom interaction, educational aims and objectives are implemented. The classroom is a social laboratory in which instructors must construct a web of communication that serves as a conduit for bidirectional transactions between teachers and students. A teacher must exhibit social skills to make the teaching and learning process engaging. Likewise, teaching is a dynamic process that requires teachers to adapt to a range of settings. When one can effectively handle them, he or she will be a successful educator. This kind of adaptation reflects the emotional intelligence of the instructor. Owing to human variances, several teaching styles exist among educators. Teaching style may be influenced by the various personality traits of the instructors. So, these two psychological constructs of a teacher may influence the individual teaching style in a real-world classroom setting.

Teachers are crucial to improving academic levels (Babu, 2015). Teachers should be prepared with the skills and knowledge necessary to offer high-quality education and fulfill the unique needs of their students, given that they must handle a range of classroom scenarios including multiple grade levels, subject areas, and individual student levels. Teachers should employ practical teaching tactics that include emotional intelligence, social intelligence, and active teaching approaches to guarantee that their students learn efficiently. According to Grasha and Hicks

(2000), it is inadequate to focus just on the learning preferences of students to assure the effectiveness of a teaching and learning process. Being an essential component of a class, teaching strategies must also be considered (Shaari et al., 2014).

Teachers must pay close attention to the interpersonal aspects of the classroom, such as the formation, maintenance, and performance of student relationships. Teaching is fundamentally and inherently a social undertaking. The efficacy of a teacher's teaching approach influences students' aptitude and readiness for learning in addition to the pupils (Shaari et al., 2014). According to Schultz (Schultz, 1982), instructors with diverse teaching philosophies should strive to establish classroom social and psychological climates that align with their teaching philosophies.

According to research conducted by Bhambure (Bhambure, 2017: 19), the characteristics of analytical ability, clarity in instruction, teacher-student interaction, and enthusiasm are interrelated with the characteristics of intrapersonal abilities, such as emotional intelligence, self-management skills, and personal leadership skills. Social intelligence is the understanding of social contexts. Teachers with a high level of social intelligence are frequently adept at interpreting their students' emotions and intentions based on their facial expressions, words, and actions. The instructor is accountable for adapting the learning environment to the students' requirements. Kuchinskas (Dincol et al., 2011) concurs with Kuchinskas (Dincol et al., 2011) that the teaching manner of the instructor is one of the most important aspects of the learning environment. Instructional strategies construct and guarantee the effectiveness of a highly intricate teaching-learning process. The four concepts, namely, emotional intelligence and social intelligence teaching style, and teacher Professional commitment have been discussed below:

### **1.3 Emotional Intelligence**

Emotional intelligence (EI) is a significant psychological construct in education (Meyers, 2009), especially in school education, and also a significant factor. Goleman (1995) said that 80% of any success depends on emotional intelligence. Emotional intelligence is a very important determinant for success in life (Brockbank & McGill, 2007). Emotionally intelligent teachers' role is essential in students' learning, teacher students' relationship, learning environment, teaching and learning

process, and academic achievement (Gallardo, Tan, & Gindidis, 2019).

Emotional intelligence is crucial for developing the desired personality, fostering emotional maturity appropriate for one's age, and strengthening one's capacity for self-adaptation to difficulties with stress and pressure from a competitive lifestyle (Pogadadanda, 2020). According to Mayer and Salovey (1997), emotional intelligence is a type of emotional processing that entails paying attention to emotions, accurately assessing them in one and others, organizing them systemically, and using the right tools in a way that enhances life. According to Reuven Bar-On (2003), emotional intelligence is a set of skills for overcoming obstacles in daily life and performing better in both their personal and social lives. According to Birknerova (2011), a person's character, temperament, perceptive, creative, and physical dispositions are all related to their emotional intelligence. According to Bradberry et al. (2009), emotional intelligence is the capacity to recognize, understand, and control one's own emotions when interacting with others. According to Mayer and Salovey (1997), emotional intelligence is the capacity to assess or produce emotions on demand when doing so will help you better understand yourself or another person. The capacity to understand emotions and the knowledge they produce. Self-control can foster both intellectual and emotional development. According to Goleman (1995) a person's intrinsic capacity to understand, control, and be aware of their emotions while also being sympathetic and careful in how they are used, is known as emotional intelligence.

According to Bar-on (1997) One's definition, emotional intelligence is a group of non-cognitive talents, competencies, and abilities that have an impact on one's capacity to successfully manage demands and pressures from the environment. Elias (1993) described how emotions help people protect, love, uphold, and mourn the loss as well as overcome challenges to achieve their objectives. The skillful use of emotions, or the deliberate manipulation of one's emotions to impact behavior and thought in ways that improve outcomes, is described by Weisinger (1998). Emotions are accommodating, and they may even transform social and personal interactions into fulfilling experiences, claim Mayer, Salovey, and Caruso (2000). According to Schutte (2000), the connected construct of emotional competence is crucial for social development and raises the standard of interpersonal relationships.

Different researchers used an emotional Intelligence Inventory (Sala, 2002), Questionnaire (Petrides, 2009), Test (Brackett & Salovey, 2006), and Survey (Wong and Law, 2002) for measuring emotional intelligence. Theorists generally agree that emotional intelligence is a multi-dimensional construct (Goleman, 1995; Mayer and Salovey, 1997; Bar-On, 2000). Although the number and nature of the dimensions are uncertain, most theorists concur that emotional intelligence is a multidimensional entity. Emotional intelligence is crucial to the success of life, together with cognitive intelligence (general intelligence). The following emotional intelligence dimensions were proposed by Daniel Goleman (1995), self-awareness: The ability to identify one's feelings and connect them to other feelings, as well as one's thoughts and conduct, is known as self-awareness. Self-regulation: the capacity to manage one's feelings. The ability to go through many emotional states and the desire to be successful in one's activities is called motivation. The capacity to understand and affect the sentiments and emotions of another is called empathy. Social skill is the capacity of an individual to sustain satisfying interpersonal connections. After a thorough review of related literature, different contradictory indicators of emotional intelligence are depicted in Table 1.1:

**Table 1.1**

*Emotional intelligence scales used in previous studies*

<b>Existing standardized Tools</b>	<b>Indicators of Emotional Intelligence</b>
Goleman, 1995	Self-Awareness, Self-Regulation, Motivation, Empathy, Social Skill
Mayer and Salovey, 1997	Understanding Emotions, Managing Emotions, Perceiving Emotions, Using Emotions To Facilitate Thought
Robbins and Judge, 2009	Detect Emotions In others, Manage Emotional Cues, Be Self-Aware and Information
Petrides, 2009	Self-Control, Emotionality, Wellbeing and Sociability

### **1.3.1 Theoretical Background of Emotional Intelligence**

The cultural foundations of multiple intelligences may be traced back to Thorndike's (1920) idea of cultural competence, which included the capacity to comprehend, manage, and conduct prudently in interpersonal relationships. His views on intrapersonal and interpersonal intelligence closely resemble these notions. Darwin was the first to recognize the significance of emotions. To live, he noted that conduct is fueled by the emotional system. In reaction to persons and situations, emotions occur instantaneously and spontaneously; they cannot be prevented. In the first talks regarding intelligence, psychologists tended to stress cognitive abilities such as remembering and problem-solving. Yet, scientists have long recognized the significance of non-cognitive factors. David Wechsler defined intelligence as a person's ability for deliberate activity, logical reasoning, and social interaction (Wechsler, 1976).

Wechsler (1944) was the first person to swap the phrases "non-intellectual" and "intellectual". Robert Thorndike defined social intelligence in the late 1930s as the ability to understand others. According to Fatt & Howe (2003), until 1983, when Howard Gardner began writing on multiple intelligence, the work of these early pioneers was largely disregarded or forgotten. Effective communication requires comprehension of the aims, aspirations, and motivations of others. Intrapersonal intelligence consists of the capacity to comprehend oneself, a meaningful model of one's work, and the ability to successfully use this knowledge to govern one's own life. These scientists also supported the initial crucial empirical trials (Salovey and Mayer, 1990). The influential Goleman book from 1995 helped the development of subsequent scientific ideas of emotional intelligence. Recently created by several psychologists, emotional intelligence is a significant psychological concept. The historical developments of emotional intelligence are given in the tabular form (see Table 1.2).

**Table 1.2***Developmental phases of Emotional Intelligence*

<b>Period</b>	<b>Concept</b>	<b>Source</b>
5th Century BC	Mind Control (StithaPrajna)	ShrimadBhagwat Gita
350 BC	Emotional Expressions	Aristotle
1935	The capacity to get along with various personality types is referred to as cultural competence.	Edward Thorndike
1944	For the success in life, affective concepts in life	David Wechsler
1954	How do people build emotional strength	Abraham Maslow
1962	Human emotions which is associated with thinking.	Ellis
1983	Multiple Intelligence	Howard Gardner
1995	Popularized Emotional Intelligence	Daniel Goleman; John Mayer & Peter Salovey
1997	Emotional Intelligence (EI)	John Mayer & Peter Salovey
1997	Emotional Quotient	Bar-On

**1.3.2 Models of Emotional Intelligence**

There are 3 important models of emotional intelligence. These models give a view about the nature of emotional intelligence from different perspectives. These are discussed below|:

**a) Ability Model**

Mayer and Salovey (1997) developed this concept, emphasizing the cognitive aspects of emotional intelligence. It offers helpful details about how people differ in their capacity to handle various kinds of emotion-related information. The model of emotional intelligence divided emotional intelligence into four branches, which are as follows: (a) the ability to use emotion: (b) the ability to perceive emotion: (c) The capacity to comprehend emotions d) the capacity for emotion control. The Mayer- Saloveys model, which was the first emotional intelligence model and was introduced in 1990, is also sometimes referred to as the emotional intelligence ability model. The model shows how thoughts and emotions interact with one another in flexible ways. The ability to comprehend the relevance of emotional patterns and the justification for problem-solving based on them is referred to as "emotional intelligence" (Mayer and Salovey, 1993). The four-branch model was the original name for the Mayer-Salovey model of emotional intelligence. Together with Table 1.3, which contains all four divisions and the essential emotional processing stages associated with each segment, the table below gives an overview of this paradigm. The table below offers this model.

**Table 1.3**

*Mayer and Salovey (1997) model of Emotional Intelligence*

<b>Emotional Intelligence</b>	<b>Dimension Emotional Abilities</b>
1. Emotional perception, evaluation, and expression	How well people can recognize emotions and emotional content
2. Thinking is facilitated by emotion	describes emotional occurrences that support cognitive processing
3. Recognising emotions, analyzing them, and using emotional intelligence	Understanding, identifying, and interpreting emotions
4. Reflective emotional control to foster emotional and intellectual development	Controlling emotions consciously and reflectively to promote growth

**b) Mixed Models**

It is combination of Goleman model and Bar On model. These two models are discussed below:

**I. Daniel Goleman’s Emotional Competencies Model**

The mixed emotional intelligence model by Daniel Goleman (1998, 1995a) contributed to the popularity of the idea of emotional intelligence. In 1998, Goleman offered a hybrid framework. He said emotional intelligence is a concept that can be learned and is not innate; when it is present, positive outcomes may occur. The five fundamental facets of emotional intelligence are self-awareness, motivation, empathy, self-regulation, and social skills. The most important aspects of emotional intelligence are its practical applications. Personal competencies are linked to the first three, as opposed to social competencies, which are linked to the latter two categories. Goleman (1998b) describes an authoritative and fruitful union of institutions with emotional intelligence in his book "Working with Emotional Intelligence." The personality, emotions, moral principles, and behavioral components of an individual are considered by psychologists when defining emotional intelligence. Goleman (1998 & 2001) established a theory of emotional intelligence competency that categorizes 25 competencies into five types. Emotionally intelligent people have both social and personal competency (see Table 1.4).

**Table 1.4**

*The emotional competence framework (Goleman, 1998)*

<b>Personal competencies</b>	
<b>Dimensions</b>	<b>Competencies</b>
<b>Personal Competencies</b>	
<b>Self-Awareness:</b>	• <b>Emotional Awareness:</b> Knowing one's feelings



<p>understanding one's own interior conditions, tastes, and intuitions</p>	<p>and how they affect one</p> <ul style="list-style-type: none"> <li>• <b>Accurate Self-assessment:</b> knowing one's limitations and strengths</li> <li>• <b>Self-confidence:</b> a strong sense of one's abilities and worth</li> </ul>
<p><b>Self-regulation:</b> regulating one's own inner feelings, urges, and resources</p>	<ul style="list-style-type: none"> <li>• <b>Self-control:</b> Controlling impulsive behaviour and disruptive emotions</li> <li>• <b>Trustworthiness:</b> upholding the highest standards of integrity and honesty</li> <li>• <b>Consciousness:</b> Accepting accountability for one's actions</li> <li>• <b>Adaptability:</b> flexibility in how you handle money</li> <li>• <b>Innovation:</b> Being at ease with innovative concepts, methods, and information</li> </ul>
<p><b>Motivation:</b> Emotional characteristics that aid in achieving Educational objectives</p>	<ul style="list-style-type: none"> <li>• <b>Achievement Drive:</b> aiming to get better or achieve a high quality of perfection</li> <li>• <b>Commitment:</b> coordinating with the organization's or group's objectives</li> <li>• <b>Initiative:</b> willingness to seize opportunities</li> <li>• <b>Optimism:</b> perseverance in pursuing goals despite difficulties and setbacks</li> </ul>
<p><b>Social Competencies</b></p>	
<p><b>Empathy:</b> The skills we possess dictate how we should manage a relationship.</p>	<ul style="list-style-type: none"> <li>• <b>Understanding others:</b> recognizing the thoughts, feelings, and perspectives of others and showing active concern for their needs</li> <li>• <b>Developing others:</b> recognizing others' emotions, perspectives, and abilities while scoring them</li> <li>• <b>Service orientation:</b> recognizing, anticipating, and catering to customer demands</li> <li>• <b>Leveraging Diversity:</b> developing opportunities by utilizing various types of people</li> </ul>

	<ul style="list-style-type: none"> <li>• <b>Political Awareness:</b> Reading a group of emotionally charged individuals and power dynamics</li> </ul>
<p><b>Social Skills:</b> adeptness at getting others to do what you want</p>	<ul style="list-style-type: none"> <li>• <b>Influence:</b> using persuasive strategies that work</li> <li>• <b>Communication:</b> Persuasion through communication, listening, and delivery</li> <li>• <b>Conflict Management:</b> Using negotiation to settle disputes</li> <li>• <b>Leadership:</b> Motivating and directing people and groups</li> <li>• <b>Change catalyst:</b> bringing about and overseeing change</li> <li>• <b>Building Bond:</b> fostering cooperative relationships.</li> <li>• <b>Collaboration and cooperation:</b> collaborating with others to achieve common aims</li> <li>• <b>Team capabilities:</b> fostering group harmony while pursuing shared objectives.</li> </ul>

It is a mixed model, and Goleman's (2001) competency-based model of emotional intelligence is unique in four key ways:

1. The capacity to recognize one's emotions, comprehend their effects, and use intuition to inform decisions is known as self-awareness.
2. Self-management entails restraint of one's emotions and illogical impulses as well as flexibility in response to changing conditions.
3. The ability to perceive, understand, and react to other people's emotions while being aware of social networks is referred to as social awareness. Goal-setting, decision-making, and sincerity
4. The capacity to motivate, influence, and foster the development of others while handling disagreement.

### **c. Bar-On Model**

A comprehensive explanation of emotional intelligence is provided by the Bar-On (1997a) paradigm. Bar-On described a further division of emotional intelligence (1997). They are a) Intrapersonal skills which include the ability to comprehend and successfully express one's own emotions b) Interpersonal skills, which include the capacity to comprehend other people's feelings and emotions and how they affect interpersonal interactions. c) The ability to moderate and control one's degree of stress is referred to as stress management d) Adaptability denotes the capacity to effectively control one's emotions in response to changing circumstances and problems; and e) general mood, which is the capacity to express a variety of positive emotions and anticipate better days ahead.

### **d. Trait Emotional Intelligence Model**

Petrides and Furnham (2000a, 2000b, and 2001) drew a dividing line between trait and ability models. While self-perceived emotional intelligence refers to cognitive emotional intelligence, trait emotional intelligence refers to behavioral inclinations. These two differ not only conceptually but also in terms of how they are assessed; ability emotional intelligence is assessed through tests of maximal performance, whereas trait emotional intelligence is assessed through self-reporting. People with high emotional intelligence are more enthusiastic and cooperative than people with low emotional intelligence.

## **1.4 Social Intelligence**

A classroom is a social laboratory in which instructors must construct a web of communication that serves as a medium for bilateral transactions between teachers and students, which are driven by the teachers' social intelligence. Teachers must demonstrate social skills to provide a more engaged learning environment. Social intelligence has been difficult to define throughout the years (Guilford, 1967; Thorndike, 1920; Ford & Tisak, 1983). In 1920, psychologist Edward Thorndike coined the phrase "social intelligence" and described it as "the capacity to comprehend and control people to behave successfully in interpersonal relationships." Social intelligence is the capability of adapting to the individual's and society's needs (Eysenck, 1985), the ability to judge everyone appropriately and adapt qualities to

every situation (Allport, 1937), social attitudes are the capacity to evaluate an individual (Myers, 1995), and the total combination and regulation of cognitive processes related to social facilities (Guilford, 1967). It is a type of mental ability that aids in resolving various societal issues (Ford and Tisak, 1983).

Originally, it was believed that social intelligence was a distinct idea. When further research was completed, it became clear that social intelligence is a complicated concept. Social intelligence is the combination of social awareness, social dynamics, interpersonal relationships, and interpersonal communication, i.e. different social situations (Prathima&Kulsum, 2013), social cooperation with others (Albrecht, 2006), effective interpersonal communication in all situations (Goleman and Boyatzis 2008), achievement of significant social goals in particular socio- cultural contexts (Ford, 1982), ability to deal with others with adapted social skills, social (Vernon, 1933). Kosmitzki and John (1993) characterized a person with social intelligence as "one who understands people's thoughts, emotions, and intentions effectively; is excellent at assuming the views of others; adapts well to social settings; is warm and kind; and is open to new experiences, ideas, and ideals."

#### **1.4.1 Historical development of Social Intelligence**

Thorndike was the first to propose the concept of social intelligence in 1920. Thorndike claims that it is the ability to do interpersonal duties. Thorndike thereby connects both cognitive and behavioral areas, i.e., the ability to understand others as well as to react to them or engage with them, given the aforementioned definition. Thorndike classified intelligence into three categories: 1) Applying abstract intelligence to idea interpretation 2) Mechanical acumen—Ease of use with objects made of concrete 3) Social interaction: Being aware of others. In the series of ideas he offered, Karl Albert provided a six-dimensional classification of intelligence. According to him, there are six basic categories of intelligence in people that was known as A.S.P.E.A.K means abstract intelligence, social intelligence, practical intelligence, emotional intelligence, Aesthetic intelligence, and kinesthetic intelligence.

Different psychologists generally agree about social intelligence is a multi-dimensional Social intelligence is undoubtedly multifaceted construct. Different

dimensions are unclear and very conflicting. The multitude of methods for measuring social intelligence utilizing distinct instruments is an additional obstacle for numerous aspects. To measure social intelligence there were some specific modes like Self-report (Silvera, Martinussen, & Dahl, 2000; Miller & Ross, 1975), observation schedule (Wong et. al., 1995); Scale (Silvera, Martinussen & Dahl, 2001; Moss et al., 1955), Inventory (Lacanlale, 2013); test (O'Sullivan & Guilford, 1966; Moss, et.al., 1949; 1955) used for the same purpose. Different dimensions are unclear and very conflicting. After a thorough review of related literature, different indicators of social intelligence are depicted in Table 1.5:

**Table 1.5**

*Social intelligence scales used in previous studies*

<b>Existing standardized Tools</b>	<b>Indicators of Social Intelligence</b>
Silvera, Martinussen and Dahl, 2001	social knowledge, social awareness, and social skill
Silberman, 2000	expressing emotions, expressing needs, understanding other people, social communication and feedback generation, motivating others, generating creative solution in intricate situations
O'Sullivan & Guilford, 1966	Social awareness, comprehending social situations, understanding facial expressions, social expressivity, changing ability, managing behavioural events and prediction.
Chadha and Usha Ganesan, 1986	Sensitivity, Recognition of Social Environment, Tactfulness, Sense of Humour, Memory, Patience, Cooperativeness and Confidence
Goleman, 2008	find solutions by discussing, establishing personal connections, being able to organize groups, man making social analysis
Prathima & Umme Kulsum, 2013	Self-Development, Empathy, Self-awareness, Value Orientation and Social Stability

### **1.4.1 Models of Social Intelligence**

#### **a) Thorndike's Social Intelligence Theory**

Thorndike (1920) was the first to describe social intelligence as the ability to grasp, exert control over, and appropriately react to interpersonal interactions. He included social intelligence in a model of human intellectual abilities. He distinguished three separate types of intelligence: social, mechanical, and abstract. Thorndike focused his research on the psychometric, behavioral, and cognitive aspects of social intelligence. In addition, he had a psychometric view of social intelligence. According to this perspective, social intelligence is simply the application of general intelligence to social contexts or the ability to grasp and inspire others, both of which are observable and quantifiable. There is a connection between the concepts of Thorndike's Theory of Social Intelligence and Howard Gardner's Interpersonal Intelligence.

#### **b) Buzan's Social Intelligence Model**

According to Buzan (2002), self-assurance is the key to Social Intelligence and is crucial in all phases of social engagement. Another crucial part of Social Intelligence is celebrating one's success. To comprehend a person, we must use 'Aikido,' which is a method of harmony based on interpreting the other person's thoughts and body language. As a further component of Social Intelligence, he adds "Art of Reconciliation." We must see the best in people. Social intelligence is the ability to empathize and sympathize with another person's thoughts, objectives, and ambitions.

#### **c) Goleman's Social Intelligence Model**

Based on social neuroscience, Goleman's (2006) approach to social intelligence asserts that social intelligence entails connection savvy. It is being empathic, detecting what the other person is experiencing, comprehending their point of view, and having the ability and confidence to have successful, fluid relationships. He demonstrates that "being manipulative and prioritizing just what works for one person at the cost of the other cannot be considered social intelligence." Social intelligence may be divided into two major categories: social awareness and social facility.

**d) Model Weis Performance (2007)**

This idea of Social Intelligence proposed by Weis is comprised exclusively of cognitive ability requirements. The Performance Model, which offers a structural model of Social Intelligence, includes Social understanding, social skills, empathic collaboration, social memory, social perception, social creativity, and social knowledge as cognitive talents.

**e) Greenspan's Hierarchical Social Intelligence Model (1979)**

In this approach, Social Intelligence consists of three components, according to Greenspan: Social Sensitivity, which manifests itself through role-playing and social inference; social insight, which includes social understanding, psychological insight, and moral judgment; and social communication and social problem-solving. Greenspan did not offer specific tests for any of these facets of Social Intelligence, but he concluded that they may be gained via experimental procedures used to study social cognition in general.

The social intelligence paradigm has three elements:

- Social consciousness
- Social understanding
- Interpersonal interaction

**f) Maslow's Social Performance Skills Model (1986)**

Maslow identified five areas of social intelligence.

- Interest in and care for others, or pro-social attitudes.
- Capabilities for social engagement.
- Empathy is the ability to have compassion for others.
- Emotional expressiveness.
- Confidence is one's level of social comfort.

**g) Williamson Model of Social Intelligence (1995)**

Six skills are included in the Williamson model of social intelligence those were imagination; Hypothetical reasoning; Abstract reasoning; Creative reasoning; Inductive reasoning; the capacity to renew intellectual excellence.

**h) Albrecht Model of Social Intelligence (2004)**

Social intelligence, according to Karl Albrecht, is "the capacity to get along well with others and to persuade them to cooperate." Interpersonal skills of intelligence are the foundation of Albrecht's (2004) theory of social intelligence. He divided these abilities into nourishing and harmful activities. People engaged in toxic behavior feel inferior, angry, irritated, guilty, or in some other way inadequate comes under harmful activities. People who engage in nourishing conduct feel appreciated, respected, confirmed, encouraged, or capable. Gardner's Multi Dimensions of Intelligence were simplified by Karl Albrecht (2004) and are mostly applicable in commercial and professional contexts. He asserts that there are six dimensions of intellect in humans. There are five main dimensions of social intelligence discussed below (see table 1.6)

**Table 1.6**

Dimensions of Albrecht's Model of Social Intelligence

	<b>Dimensions</b>	<b>Involves</b>
<b>S</b>	<b>Social Awareness</b>	The capacity to assess social context, comprehend how situations affect behaviour, and select the behavioural tactics with the highest likelihood of success.
<b>P</b>	<b>Presence</b>	Others only see one's confidence, self-respect, and sense of value on the outside.
<b>A</b>	<b>Authenticity</b>	It is a method of acting that gives the impression that one is truthful both to oneself and to others.



<b>C</b>	<b>Clarity</b>	It is the capacity to communicate clearly, to use language skilfully to convey ideas, and to persuade through argument.
<b>E</b>	<b>Empathy</b>	In this case, empathy refers to the capacity to forge a sense of connection with others rather than just an inward sense of relatedness or admiration for their circumstances. It is his ability to connect with others on a personal level of respect and cooperation.

**i) Weis and Sub Model of Social Performance (2007)**

A model of social performance based on cognitive performance has five domains: The ability to assess social cues in light of a situation's context is known as social understanding. These stimuli could be as simple as a simple facial expression or as complicated as a string of interactions. It makes it possible to pass judgment on someone's emotions, intentions, motives, or personality traits. The ability to remember and recall social information that has been objectively supplied and can vary in complexity is referred to as social memory. Social perception: The ability to quickly assimilate information that is socially significant in circumstances that may or may not be complex. Ability to eliminate as many potential causes for, or remedies to, a societal issue or dilemma. Knowledge of the social world is known as social knowledge.

**1.5 Teaching Style**

The teaching style is a unique way of teaching. Teaching style governs the reality of the classroom (Gregorc, 1987 as cited in Kumari, 2008). The ability of students to handle course expectations, the requirement for the teacher to directly oversee classroom activities, and the willingness of the teacher to create and maintain connections are the three criteria involved in the choice of a teaching style. On the other hand, teaching methods have an impact on the nature of the students, the atmosphere for learning, and how lessons are delivered in a classroom (Grasha, 1994 as cited in Babu, 2015). A common strategy of approaching students known as "teaching style" may be consistent with a variety of educational modalities (Fisher

and Fisher, 1979 as cited by Lakshmi, 2013). By definition, a teacher's method of carrying out teaching and learning activities is referred to as their teaching style. According to Fischer & Fischer (1979), the teaching style is a multidimensional construct that is based on how teachers behave in classrooms and are used to characterize the teacher-student relationship. Teaching style refers to the distinctive features and characteristics that an educator displays and uses during the teaching-learning process. It is an external characteristic that may be modified to match students' learning modalities (Dunn & Dunn, 1972; Fischer & Fischer, 1979 and Grasha, 2002 as cited in Bhardwaj, 2009). Studies carried out by several researchers (Sands, 1994, Smith, 1988, & Soliven, 2001 as quoted in Bhardwaj, 2009) have demonstrated a variety of classroom behavior patterns as demonstrated by various teaching pedagogies and considerably affecting the teaching-learning process.

Grasha (1996) described the teaching style of a teacher as their unique collection of assumptions, skills, performance criteria, and actions. The phrase "teaching style" refers to the diversity of decisions and actions a teacher takes to successfully impart information to pupils in the classroom. According to Fisher & Fisher, teaching style is intended to describe the traits teachers display as they interact with pupils (1979). According to Conti & Welborn, a teacher's distinct set of classroom behaviors are those that are connected to and used by them (1986). Many disputes, nevertheless, that a teaching style is not merely a method but rather something more general that pertains to the entire teaching-learning process. Teaching style was defined by Yuksel (Yuksel, 2008 as quoted in Khandaghi and Rajaei, 2011) as teachers' actions in the classroom and other teaching settings. A teacher's or educators overall model for classroom behavior, common behaviors, and permanent features, as well as their teaching strategies and duties in various educational settings, are all considered to be instances of their teaching style.

### **1.5.1 Types of Teaching Style**

There are several types of teaching style. Lewin, Lippitt, and White (1939), for instance, identified authoritarian and democratic as the two main categories of teaching methods. Withall (1949) distinguished between teacher- and student-centered teaching methods. Flanders distinguished between direct and indirect teaching methods in 1960. Adams (1970) cited 14 instructional philosophies.

The subject matter is the primary focus, followed by interpersonal relationships, discipline, and control, skill acquisition, fact acquisition, understanding acquisition, communication that is dominated by the teacher, communication that is dominated by the student, and free communication that is unrestricted by the teacher. Gilbert (1972) outlined four fundamental teaching philosophies Authoritative, benign, Consultative, and Participative. Yanoff (1973) described the instructor-guided, small-group, and individual-oriented teaching methods, which varied in their degree of defectiveness. Joseph Axelrod (1973) distinguished between two basic categories of university professors' teaching methods: (1) didactic and (2) emotive.

Grasha (1996) identified the following five categories of teaching styles: This kind of teacher holds the information and skills that students need, seeks to preserve their standing as an expert among students by pushing them to develop their competence, and is committed to teaching students and assuring their readiness called Expert Teaching style. Formal Authority Style: Owing to their knowledge and position as faculty members, this instructor enjoys respect among the students. They are responsible for providing both positive and negative feedback, creating learning objectives and behavioral standards for students, and ensuring that they have the necessary framework to learn. This teacher believes in teaching via personal experiences and providing an example of how to think and behave. He monitors, counsels, and directs the class by showing them how to do assignments and encourages students to observe and then imitate his manner. Facilitator Method: This kind of educator emphasizes the interpersonal character of interactions with students. He leads and guides his pupils by asking questions, investigating choices, presenting alternatives, and assisting them in developing decision-making criteria. The primary purpose of education is to develop students' independence, initiative, and sense of responsibility. He discusses students' work with them and strives to be as supportive and instructive as possible. Delegator Style: This style of instructor focuses on strengthening their students' capacity for autonomous activity. Students either work alone or in autonomous teams on assignments. Teachers are accessible as resource individuals upon request from learners. In a teacher's classroom, one form of instruction may be more prevalent than another. Hence, a teacher may present a profile of many teaching methods. There are several types of teaching style discussed below (see Table 1.7)

**Table 1.7**

Different types of teaching style

Classified By						
Flander (1970)			Direct Teaching Style	Indirect Teaching Style		Discipline Centered
Berger (1974)		Teacher Oriented	Student Oriented			Student-Teacher Cooperation Oriented
Dressel & Mareus (1982)		Teacher Centered	Student Centered			Discipline Centered
Weinberg (1983)		Direct Teaching Style	Peer Teaching Style		Problem Solving	Group Approach
Grasha (1996)	Expert	Formal Authority	Facilitator	Delegator	Personal Model	

## 1.6 Professional commitment

Professional commitment is a person's psychological attachment to their career. It is a crucial factor for an efficient teaching-learning process in education. Professional commitment is something that defines and articulates the quality and character of people's actions within a group, expertise, special skill or knowledge that is acquired through training, study, or practice (Goodson and Hargreaves 1996 as cited in Sharma 2018), ideology and special set of institutions (Frierson's, 1994 as cited in Yazdani, 2016), and the internalized beliefs regarding professional obligations, attributes, interactions, attitudes, and values (Comprehensive Dictionary of Education, 2008 as cited in Sharma 2018). The professional commitment was described by Aranya and Ferris (1984) as "the relative strength (of a person's) connection to and interest in one's work; acceptance of its aims; and willingness to exert effort on behalf of that profession.

Current educators, according to Baggini (2005) as cited in Sunira (2015), professional commitment is defined as "to what extent the teachers overcome the difficulties" and "to what extent they can use their skills and experiences related to their profession." It also refers to how teachers perceive their profession, the reasons why they should be professional, and how they act and use their knowledge and skills in ways that are related to their profession (Phelps, 2006 as cited in Sunira, 2015), requires teachers to have expert knowledge and specialized skills, acquired and maintained through rigorous and ongoing study, personal and corporate responsibility for the education and welfare of the students in their care, and principles, values, standards, or rules of behavior that direct the decision-making processes, systems, and processes in which teachers work (ILO, 1984 as cited in Yazdani, 2016). According to Skaalvik and Skaalvik (2011), self-efficacy and teacher professional commitment are associated because self-efficacy is the belief that teachers have in their capacity to organize, plan, and carry out actions that are related to educational objectives. According to Unruh and Zhang (2014), professional commitment is a sense of pride in one's career and a desire to continue one's membership in it. Professional commitment, according to Kanter (1974), is "the process through which people come to be willing to offer their loyalty and energy to a certain social system." According to Caldwell, Chatman, and O'Reilly (1990), commitment is defined as a person's psychological connection to an organization, which encompasses feelings of loyalty, job involvement, and belief in the organization's principles. According to Sperling (1998), instructors who are competent and dedicated to becoming professionals are those who have had the best training.

Professional commitment is comprised of some central elements professional autonomy, accountability, knowledge, and professional ethics (Kaur, 2009), pedagogical competence, personal competence, social competence, and professional competence (Wardoyo, Herdiani, & Sulikah, 2017). Goodson (2003) distinguished three phases of teacher Professional commitment as follows: Classical, Practical and Principled (Goodson, 2003 as cited in kurup, 2013), component-integrity, respect, ethics, responsibility (Marbaniang, 2014), teacher knowledge, attitude, skill (Snoek, 2009 as cited in Sharma, 2018), Professional Attitude, Professional Ethics, Professional Development/Service, Professional Human Relations, Professional Knowledge and Execution of Duties, Use of the

Professional Organization, Belief in Public Service, Belief in Self-Regulation, Sense of Calling to the Field, Autonomy, Belief in Continuing Competence (Raju, 2014), Knowledge Base (Competence, Skills, and Reflection), Autonomy and discretion (Control over Classroom Practice), and Responsibility (Individual and Collective) (Miner, 1994 as cited in Sharma, 2018).

Well-trained and effective teachers are those who "are both competent and devoted professional practitioners," according to NCTE (1998). It elaborated on the following five commitment areas of a teacher; (i) Commitment to the learner, (ii) Commitment to society, (iii) Commitment to the profession. (iv) Commitment to achieving excellence and, (v) Commitment to basic human values Fruth, Bredson, and Kasten (1982). Professional commitment, according to Jauch (1978), is a career-focused arena of work devotion and one of the key elements influencing employees' behavior in the workplace. Commitment to the students involves having sincere affection for them, being willing to assist them, being enthusiastic and friendly, caring about their overall development, and wanting to see them succeed academically and as productive members of society.

Dedication to society It represents the nation's democratic values and the welfare of society. Academic excellence commitment entails responsibilities, care, and concern for all activities both inside and outside of the classroom. Commitment to Basic Human Values indicates that teachers should be role models in the classroom and Community through the genuine and consistent practice of professional value (Dave, Rajput, 1998 and NCTE, 1998 as cited in Sundari, 2017; Chand, 2011; Kumar, 2012; Sharma, 2010; Shubhangini, 2015). In another study, the dimensions of professional commitment consist of other dimensions those are Affective Professional Commitment (APC), Continuance Professional Commitment (CPC), and Normative Professional Commitment (NPC).

The concept of a teacher's dedication to their profession is seen as having multiple dimensions: Teachers' commitment to their work, teachers' commitment to their school, and teachers' commitment to their pupils were the dimensions described by Firestone and Rosenblum in 1988. Billingsley (1993) outlined the following categories of commitment: dedication to the school, dedication to the district, dedication to the teaching profession, and dedication to the teaching field.

In this study, Ross and Gray (2006) found three dimensions those are: Commitment to the educational mission, commitment to collaborations with the local community, and commitment to the school as a community of learners. The components of a professional commitment can occasionally cross over, link together, and have an impact on one another. In a nutshell, being committed to the profession entails having pride in one's work, a love for teaching, a desire for excellence, professional attitudes, loyalty to the organization, integrity, ethics, being a good example for students and colleagues, self-awareness, humility, dynamism, a well-rounded personality, optimism, patience for learning, and a desire for both personal and professional growth.

### **1.6.1 Theories of Professional Commitment**

#### **a) Exchange Theory**

The exchange hypothesis states that exchanges between a group and its members are what lead to commitment. However, whether or not members think the outcome was good depends on how well the organization meets its expectations. Becker's (1960) side-bet theory, which asserts that a person accrues side-bets or gains when he joins an organization, presents the opposite premise of the exchange theory. Once the person leaves the company, these extrinsic gains will be lost (Arjunan, 2014). People stake their own gains or side bets on organizations while investing in them.

#### **b) Social Identity Theory**

According to social identity theory, people categorize themselves into different social groupings, which may include affiliations with organizations and professions (Dutton et al, 1994). Numerous studies (Kochler and Sinich, 1993) provide evidence for this claim, arguing that commitment can take many different forms and be focused on a variety of different things, including an organization, a job or profession, a team, or a union (Somers, 2010).

#### **c) Bandura's Social Cognitive Theory (1977)**

The social cognitive theory makes up the third theoretical framework. According to this theory, skill acquisition and behavior control take place within a complicated, multilayered causal system. Through agentive behaviors, humans can govern their life. People take action, think about those actions afterward, and

adjust their behavior accordingly and continuously. Through this procedure, educators prepare themselves mentally for situations as they emerge in the classroom. Most of the time, teachers don't merely react. Bandura conceptualized the three components of the social cognitive theory—behaviors, personal variables, and environment—in his attempt to comprehend human behavior. These three work together to create a triadic series of interactions called reciprocal presses. Teachers' sense of efficacy represents their factors, their trust in their students and parents fosters a trusting environment, and their sense of academic emphasis results in behaviors that push for achievement. These three elements of teachers' academic optimism represent various aspects of triadic interactions (Kumar, 2012).

### **1.7 Rationale of the Study**

Teachers and their teaching styles play a crucial role in student achievement. The factors such as gender, educational level, number of years of teaching experience, type of school management, subject area taught, etc. are the important demographic variables that may influence teaching style (Babu, 2015: 06). The teachers trained or getting training in various institutions are lacking or at least differ in quality. The teacher is the most crucial component of any educational programme (NCTE, 1998). At every step, the instructor is primarily in charge of carrying out the educational process. This demonstrates the need for investing in teacher preparation to safeguard a country's future. In addition to providing all children with a broad general education, the new "National Curriculum Framework" (NCF, 2000 and NCF, 2005) School Education by NCERT lays a heavy focus on the development of high IQ, EQ, and spiritual intelligence quotient requirements. In addition to IQ, the NCF (2000) highlights the need for EQ and SQ evaluations. Academic achievement can be improved by developing social-emotional learning (SEL) or emotional intelligence (EI) (Elias & Arnold 2006). The importance of teachers serving as role models for children in establishing social obligations is restored and reaffirmed by SEL/EI.

The teacher's performance in the classroom and other teaching settings are influenced by their opinions on teaching, preferred teaching methods, beliefs about



curricula, subject-matter expertise, management and control skills, as well as their background in teaching and teaching behavior (Ayati, Attaran and Mehrmohammadi, 2001 as cited in Khandaghi and Rajaei, 2011). According to Schultz (Schultz, 1982, as stated in Kumari, 2008), teachers with different teaching philosophies should make an effort to develop social and psychological climates in the classroom that are compatible with those philosophies. A particular role is modeled for students by teachers by adopting a particular style (Spear and Sternberg, 1987 as cited in Kumari, 2008). According to the researcher (Gregorc 1987, referenced in Kumari, 2008), every instructor has a different teaching style that is exclusive to them. A teaching style is a collection of behaviors and attitudes that allow students access to both formal and informal learning environments (Butler, 1984 as cited in Kumari, 2008).

The subject matter and socialization during school, the impact of curriculum efforts, work satisfaction, sociocultural backgrounds, and attitudes are some of the factors that researchers have identified as affecting teachers' teaching styles. Other academics have looked at the connection between teaching methods and how well students learn (Evans, 2004; Hargreaves, 2003; Opdenakker & Van Damme, 2006; Adey, Fairbrother, William, Johnson & Jones, 1999; Villegas & Lucas, 2002; Aitkin & Zuzovsky, 1994; Conti, 1985 as cited in Babu, 2015). Bhambore (Bhambore, 2017: 19) has demonstrated the interrelationships between the elements of teaching effectiveness, including analytical prowess, clarity in instruction, teacher-student interaction, and enthusiasm, and the components of emotional intelligence, including interpersonal skills, and intrapersonal skills. Furthermore, there is evidence that emotional intelligence, as one of the unique traits of instructors, may be a deciding factor in a teacher's teaching approach. He (Bhambore, 2017: 19) also pointed out that certain emotional intelligence traits are related to certain specific teacher behavior (see Table 1.8):

**Table 1.8***Benefits of Emotional Intelligence in Teaching*

<b>Emotional intelligence traits</b>	<b>Benefits for a teacher</b>
<b>Self awareness</b> I. Emotional II. Confidence Assessment	I. Creative II. Constructive III. Innovative IV. Adaptive
<b>Self regulation</b> I. Managing oneself II. Being positive III. Adaptability IV. Goal oriented	I. Exhibits positive values and attitudes II. Lead by example III. Open by change
<b>Social awareness</b> I. Empathy II. External or organisational awareness	I. Better communication II. Appreciate colleagues and students III. Facilitate and encourage
<b>Relationship management</b> I. Teamwork and collaboration II. Inspire and influence III. Dispute management	I. Cordial and respectful relations II. Effective team player III. Guide and mentor IV. Arbitrator

With emotional intelligence, teachers can inspire students' curiosity about learning more in addition to imparting facts (Sharma & Arora 2012: 53). Individual learning style, teaching methods, and interactions between the two are all influenced by the individual emotional intelligence (Dixon & Woolhouse, 1996 as cited in Babu, 2015). Similarly to this, social intelligence may also be necessary as a possible teaching style requirement. The following relationship between the elements of social intelligence, emotional intelligence, and teaching style can be used to support this. A teacher's ability to comprehend each student as an individual and provide them with high-quality instruction is aided by social intelligence. A teacher must make decisions based on partnerships, harmony, cooperation, and

excellent relationships. It also helps them make decisions about significant matters and maintain a better life balance.

Understanding students' intentions, feelings, reasons, and behaviors as well as inspiring and influencing their group behavior require social intelligence. Teachers with high social intelligence are typically adept at picking up on small cues from students' faces, words, and behaviors that can hint at their emotions and intentions. Without social intelligence, it is challenging to lead a successful life in modern society. A teacher who possesses social intelligence can foster harmonious relationships with others. People with social intelligence act diplomatically and achieve success in life. Social intelligence helps resolve social issues and support various social duties (Borgio, 2016: 24). As a result, social intelligence is a crucial educational component for development. It largely aids the pupils in developing specific cognitive comprehension and adaptability to novel settings. Social intelligence is the capacity to comprehend and act sensibly in interpersonal interactions. It solely relates to a person's understanding of social circumstances. Social intelligence helps in interpersonal relationships (Ford & Tisak, 1983) to achieve the desired goal (Yermentaeyeva & Uaidullakzy, 2014). Social intelligence helps to improve communicative competence (Yermentaeyeva & Uaidullakzy, 2014), mental health (Prathima & Kulsum, 2013), Professional Performance (Widodo, Suendarti & Hasbullah, 2020), leadership qualities (Garg and Gera, 2019), Creative Behavior (Kriemeen & Hajaia, 2017), teachers' continuous improvement (McQuade, 2013), teacher-student interaction (Krcmar, 2018). So, it has a very important role in the field of education especially school education.

Today all teachers are facing the ongoing challenges of making their teaching more effective. Teachers must develop their skills to meet student's educational needs during the training period itself. The teacher trainee has to put his heart and soul into the course. All the B.Ed. students may not develop the desired level of teaching competence within a short duration of time. Unless and until they are tuned with strategies like planning, monitoring, and self-evaluation, they may experience a lot of problems that result in calmness and low performance in academics as well as in teaching style. This study is an attempt in this direction. Different teaching style demands a variety of human traits and abilities. It is based on the teachers' personality,

interests, attitudes, likes, dislikes, and beliefs (Borgio, 2016: 25). So the teacher must be competent enough to develop all the teaching skills and proper teaching style within themselves.

People with social intelligence are fully aware of them and are aware of their surroundings. Social intelligence is intimately tied to personality and individual behavior. Every person has needed to achieve a better life. Teachers of today will develop nations of tomorrow. They always look for methods to improve the students' lives (Borgio, 2016: 26). The only way to effect this shift is through effective instruction. There was still a huge gap between teacher training and actual teaching style. At present, the student-teachers are facing many problems in their walks of life and they need to be bold enough to manage their social skills, and problem-solving style and to develop the teaching competency skills which show the symbol of good teachers. The teacher should have high social intelligence because without understanding the social relations with students in a better way a teacher cannot get successful in his/her profession. Selection criteria for admission to teacher training colleges can be decided according to the level of social intelligence. Proper teaching style can be improved by increasing the level of social intelligence of the teacher and it will help to create a positive teaching environment in the classroom. It will help to make the effective teacher in the teacher training institutions (Agrawal, 2003: 22).

A teacher is supposed to have mastery over the content, but this is not enough to become a good teacher. A teacher is never successful unless he/she can deliver the content to the students. The teacher must reach the students to meet their needs. The process of teaching is not only the transfer of information, knowledge, and concepts rather it is the transfer of experience and emotion. Emotional attachment with the students serves as the bridge through which the content knowledge will be delivered to the students effectively. This study will guide and help all those administrators engaged in the task of improving the educational standard of teaching and learning. So, there is a need to investigate whether social intelligence and emotional Competence, performance, and conduct are the three key components of teacher professional commitment; they represent the educator's objectives, skills, and standards and have a direct impact on teaching style through their development.

Teachers need to be able to work in teams and cooperate with colleagues and the parents of the students. In other words, we can say that teachers, today, have to be global players with cutting-edge skills and knowledge if they want to survive respectfully in the cyber society (Yazdani, 2016). The Indian education commission and the national policy on education have identified professional commitment, quality, and efficiency as the single most significant element impacting the quality of education (Gautam, 2017).

Teaching is the profession that creates all other professions. To attain good results in teaching it is necessary to appoint good teachers. An effective teacher is competent, resourceful, can well manage the classroom, have a good interpersonal relationship with students, colleagues, and the head of the institution, possess good knowledge of the subject matter, disciplined, mentally and emotionally strong. There must be a regular evaluation of teachers also by providing feedback to them on their teaching. There are so many factors such as emotional and social intelligence which influence teacher's teaching style and Professional commitment. Teachers' professional qualities like teaching related attributes like methods of teaching, interpersonal relationship, knowledge of subject matter, mental and emotional health of a teacher, communicative skills and responsibility are very important (Sharma, 2018).

## **1.8 Statement of the Problem**

The major focused area of the study was school education especially secondary level school teachers in West Bengal, India. The aim of the study was to check the influence of two psychological construct that were emotional intelligence and social intelligence and their impact on teaching style and professional commitment of secondary level school teachers in West Bengal. The present study may be stated as 'A study on Emotional Intelligence, Social Intelligence in relation to Teaching Style and Professional commitment of Secondary level School teachers in West Bengal'.

## **1.9 Purpose statement**

In sum, the study attempted to quantify the relationship between the influence of emotional intelligence and social intelligence and their impact on teaching style and professional commitment of secondary level teachers who

are teaching class IX-X. None of the variables was neither manipulated nor controlled, directly or indirectly.

### **1.10 Research Questions**

RQ1: Is there any gender gap in emotional intelligence of male and female teachers? Does emotional intelligence of teachers varies with their teaching experiences?

RQ2: Is there any gender gap in social intelligence of male and female teachers? Does social intelligence of teachers varies with their teaching experiences?

RQ3: whether gender gap in emotional intelligence and social intelligence explain the gender gap in teaching style of secondary school teachers?

RQ4: whether gender gap in emotional intelligence and social intelligence explain the gender gap in professional commitment of secondary school teachers?

RQ5: whether emotional intelligence and social intelligence mediate the relationship between teaching experience and teaching style of teachers?

RQ6: whether emotional intelligence and social intelligence mediate the relationship between teaching experience and professional commitment of teachers?

RQ7: whether there is a differential effect of emotional intelligence on teaching style of male and female teachers?

RQ8: Does social intelligence influence teaching style differently for the male and female teachers?

RQ9: whether teachers' gender moderates the relationship between emotional intelligence and professional commitment of teachers?

RQ10: whether teachers' gender exerts differential effect of social intelligence on professional commitment?

RQ11: whether there is a differential effect of teaching experience on the relationship between emotional intelligence and teaching style of teachers?

RQ12: Does social intelligence influence teaching style differently for the Novice, Experience and expert teachers?

RQ13: whether teachers' teaching experience moderates the relationship between emotional intelligence and professional commitment of teachers?

RQ14: whether teachers' teaching experience exerts differential effect of social intelligence on professional commitment?

### **1.11 Objectives of the Study**

The salient purpose of the present study is to investigate the status emotional intelligence and social intelligence at secondary level of education in relation to gender and teaching experiences. Further, in this study, the researcher will also attempt to examine interrelationship among emotional intelligence and social intelligence in relation to teaching style and professional commitment of secondary level school teachers in West Bengal. Hence, the objectives of the present study are:

To study the influence of gender, teaching experience and their interaction on emotional intelligence of teachers

1. To study the influence of gender, teaching experience and their interaction on social intelligence of teachers
2. To study the mediation effect of emotional intelligence and social intelligence on the relationship between gender and teaching style of teachers
3. To study the mediation effect of emotional intelligence and social intelligence on the relationship between gender and professional commitment of teachers
4. To study the mediation effect of emotional intelligence and social intelligence on the relationship between teaching experience and teaching style of teachers
5. To study the mediation effect of emotional intelligence and social intelligence on the relationship between teaching experience and professional commitment of teachers
6. To study the moderation effect of gender on the relationship between emotional intelligence and teaching style of teachers
7. To study the moderation effect of gender on the relationship between social intelligence and teaching style of teachers

8. To study the moderation effect of gender on the relationship emotional intelligence between and professional commitment of teachers
9. To study the moderation effect of gender on the relationship between social intelligence and professional commitment of teachers
10. To study the moderation effect of teaching experience on the relationship between emotional intelligence and teaching style of teachers
11. To study the moderation effect of teaching experience on the relationship between social intelligence and teaching style of teachers
12. To study the moderation effect of teaching experience on the relationship between emotional intelligence and professional commitment of teachers
13. To study the moderation effect of teaching experience on the relationship between social intelligence and professional commitment of teachers

### **1.12 Hypotheses**

H<sub>0</sub>1: There is no significant influence of gender, teaching experience and their interaction on emotional intelligence of teachers

H<sub>0</sub>2: There is no significant influence of gender and teaching experience and their interaction on social intelligence of teachers.

H<sub>0</sub>3: There is no significant mediation effect of emotional intelligence and social intelligence on the relationship between gender and teaching style of teachers

H<sub>0</sub>4: There is no significant mediation effect of emotional intelligence and social intelligence on the relationship between gender and professional commitment of teachers

H<sub>0</sub>5: There is no significant mediation effect of emotional intelligence and social intelligence on the relationship between teaching experience and teaching style of teachers

H<sub>0</sub>6: There is no significant mediation effect of emotional intelligence and social intelligence on the relationship between teaching experience and professional commitment of teachers



H<sub>0</sub>7: There is no significant moderation effect of gender on the relationship between emotional intelligence and teaching style of teachers

H<sub>0</sub>8: There is no significant moderation effect of gender on the relationship between social intelligence and teaching style of teachers

H<sub>0</sub>9: There is no significant moderation effect of gender on the relationship emotional intelligence between and professional commitment of teachers

H<sub>0</sub>10: There is no significant moderation effect of gender on the relationship between social intelligence and professional commitment of teachers

H<sub>0</sub>11: There is no significant moderation effect of teaching experience on the relationship between emotional intelligence and teaching style of teachers

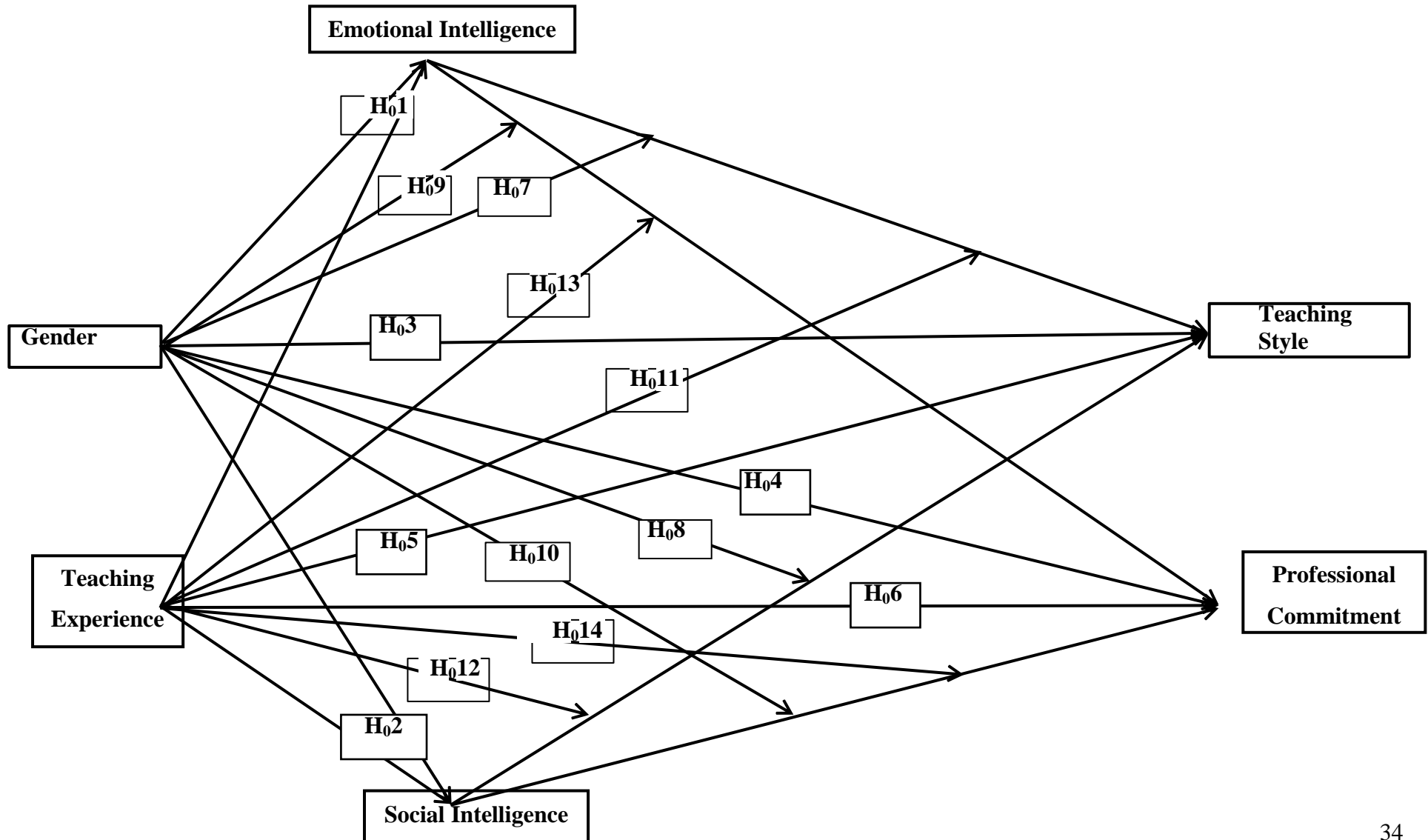
H<sub>0</sub>12: There is no significant moderation effect of teaching experience on the relationship between social intelligence and teaching style of teachers

H<sub>0</sub>13: There is no significant he moderation effect of teaching experience on the relationship between emotional intelligence and professional commitment of teachers

H<sub>0</sub>14: There is no significant moderation effect of teaching experience on the relationship between social intelligence and professional commitment of teachers.

**Figure1.1**

*Diagram showing the relationship among variables of the study*



## 1.13 Operational Definitions

### 1.13.1 Independent Variables

#### a) Emotional Intelligence

By the term Emotional Intelligence, the researcher refers the ability of an individual to know, understand, and the capability to regulate emotion effectively. On the basis of review of related literature (Oznacar, Yilmaz & Guven, 2017; Ayatollahi & Ferdosi, 2021; Giti & Alireza, 2015, Yulianti, Zarkasyi, Suharman & Soemantri, 2023; Kumar & Shakila, 2022), emotional intelligence is considered as independent variable. The researcher has gone through several studies related to emotional intelligence where different researchers have considered various components and some of the construct are common and too much relevant from the point of view of researcher's knowledge. Hence, the researcher decided to keep those certain common components of emotional intelligence to be considered in the context of present study. In this study Emotional intelligence is considered as a psychological variable consisting of 5 dimensions: Self-Perception (SP), Self-Regulation (SR), Self- Drive (SD), Empathy (EM) and Social Motive (SM).

- I. **Self-perception:** It is the capability to under self-emotion and linking between thought and action. Sensing different types of emotions of self and other. It is actually observations of emotions and recognizing different types of emotions as if happens.
- II. **Self-regulation:** It is the ability types regulate different types of emotional states. Managing different types of emotional states, realizing what is behind a feeling, find various ways to handle various fear anxiety and sadness.
- III. **Self-drive:** It I the ability to identify different types of emotional states in a proper ways connected with a drive to achieve and being successful for that motive. It is a kind of intrinsic drive for goal attainment. It helps to channelize different types of emotions for success.
- IV. **Empathy:** It is the ability to read and sensing other people emotions and others problems from their perspectives. It means sensitivity to other feeling and emotions taking their different perspectives to understand other feelings in how people feel about different things.

- V. **Social motive:** It is the ability to understand others as a member of society. It needs to be healthy interpersonal relationship. It is the capacity for understanding others saying, feeling their problems and take imitate to solve others problems selflessly.

**b) Social intelligence**

By the term social intelligence researcher refers to the senses of an individual about social situations and social dynamics and style of interaction with others. On the basis of review of related literature (Akinlolu & Chukwudi, 2019, Yulianti, Zarkasyi, Suharman & Soemantri, 2023; Kumar, & Shakila, 2022), Social intelligence is considered as independent variable. The researcher has looked on various studies related to social intelligence where different researchers have considered various components and some components are similar and too much important from the point of view of researcher's knowledge. Hence the researcher decided to keep those certain common components of social intelligence to be considered in the context of present study. For the present study, the researcher has categorized social intelligence in following 5 dimensions: Social-Awareness (SAw), Social-Regulation (SAd), Social- Cooperation (SCo), Social Expressivity (SEx), Interpersonal Relationship (IR).

- I. **Social Awareness:** It refers to individual's perception about different social situation. It encompasses consciousness of social situation in general and social situation at a certain moment. The ability to take responsibility for others.
- II. **Social Adaptability:** It refers to individual's adjustment capability in different social situations. It is the ability to maintain certain interpersonal relationship and ability to work together without conflicts.
- III. **Social Cooperation:** It refers to individual's ability of working together and to take initiative for helping others. It is a kind of social integration and attitude to work together to gain a common end.

- IV. **Social Expressivity:** It refers to individual's skill of interpersonal communication. It is not a kind of verbal communication skill but a kind of ability to hold other attention in different kind of social interaction.
  
- V. **Interpersonal relationship:** It refers to relationship of individual with students, colleagues and other members of society. A person behavior with others and initiative to solve others problem.

### 1.13.2 Dependent Variables

- a) **Teaching Style:** By the term teaching style the researcher refers to the teaching behavior of the secondary school teachers in West Bengal. On the basis of review of related literature (Oznacar, Yilmaz & Guven, 2017; Giti, & Alireza, 2015, Ayatollahi & Ferdosi, 2021, Rajyaguru, 2022, Pandey, 1981), teaching style is considered as dependent variable. The researcher has observed various studies related to teaching style where different researchers have considered various components and some of the categories are common and too much relevant from the point of view of researcher's knowledge. Hence, the researcher decided to keep those certain common components of teaching style to be considered in the context of present study. In the present study, Teaching style has 5 dimensions: Expert style (ES), formal authority style (FAs), demonstrator style (DEs), facilitator style (FS) and delegator style (DS)

- I. **Expert Style:** Strives to maintain status as an expertise among students and enhance their competence by transmitting information, displaying detailed knowledge.
  
- II. **Formal Authority Style:** Sets instructional objectives, standards, and norms of behavior, providing pupils with a framework for learning and Pupils are encouraged to focus on proper, acceptable, and conventional procedures.

- III. **Personal Model Style:** Creates a mental and behavioral model, supervises, leads, and directs by demonstrating how to do things, and encourages pupils to observe and imitate the instructor's approach to teaching by personal example.
- IV. **Facilitator Style:** Encourages kids to build the ability for autonomous action, initiative, and responsibility while offering as much assistance and encouragement as feasible.
- V. **Delegator Style:** Develops students' ability to operate autonomously and encourages them to work on projects individually or as part of autonomous teams.

**b) Professional commitment**

Professional commitment is a crucial factor in the success of the teaching-learning process in the classroom. By the term professional commitment researcher refers to psycho-social bonding of an individual in their profession. On the basis of review of related literature (Tamunosiki-Amadi, Sele, & Ernest, 2020; Mohadesi, 2021; Zaccaro, Gilbert, Thor, Michael, & Mumford, 1991), professional commitment is considered as dependent variable. The researcher uses the word “professional commitment” to refer to a person's socio-psychological connections with others in the teaching profession. There are 5 dimensions to professional commitment: Commitment to the learner (CL), Commitment to the society (CS), Commitment to the profession (CP), Commitment to achieve excellence (CE), Commitment to basic human values (CV).

**1.13.3 Related Key Terms**

- a) **School Teachers:** In the present study the School teachers refers to permanent teachers who are teaching different subjects at secondary level i.e. class IX and class X in the schools in West Bengal.
- b) **Teachers' Gender:** Male and female teachers of secondary level school teachers of West Bengal.

c) **Teaching Experience:** Teachers reported their teaching experiences in the specified columns in both of the above-mentioned tools. Novice teacher means the teacher who have 0 to 5 years of experiences, experienced teachers means the teachers who have 5 to 10 years teaching experiences, expert teachers means the teacher who have more than 10 years of teaching experiences.

#### **1.14 Delimitations of the Study**

The present study is delimited to

- a) State government aided Secondary level Bengali medium schools under West Bengal Board of Secondary Education.
- b) Secondary level school permanent teachers who are teaching class IX-X.

The researcher is unable to find any study on emotional intelligence and social intelligence in relation to Teaching Style and Professional commitment especially on the teachers at Secondary level. Hence, in order to fill the above mentioned gap, the researcher has planned to undertake a study on emotional intelligence, social intelligence in relation to teaching style and Professional commitment of school teachers at Secondary level.

#### **1.15 Organization of the Thesis chapters**

The thesis is basically composed of six chapters as follows:

##### **Chapter 1- Introduction**

This is the introductory part of the thesis that started with the global scenario as well as the global problems regarding emotional intelligence and social intelligence, impact of these two key variables on teaching style and professional commitment of teachers. Further, the problems regarding emotional intelligence, social intelligence, teaching style and professional commitment were also discussed in the context of school education in India. After then, a glossary with definitions of key terminology utilized in this research was given. These were supported by the circumstances of the research topic and the justifications for the study's conduct. The aims, research questions, and hypotheses of the study, as well as its importance, title, and delimitations, are all presented in the introduction chapter.

## **Chapter Two- Review of related literature**

This specific portion dealt with a review of the literature that is pertinent to the issue being studied. This section analyzed and summarized comparable and pertinent research that were carried out all over the world and were obtained in a variety of formats, including academic journal articles, official reports, published dissertations, and theses. Thus, the chapter encapsulated discussions on various issues related to emotional intelligence and social intelligence, impact of these two key variables on teaching style and professional commitment of teachers

## **Chapter Three- Research Methodology**

This section goes into great length about the research technique. As a result, it covered topics like the study's justification, research paradigm, and philosophical underpinnings, as well as the research's methodologies and demographic, sample, and data sources. Further, the development procedures and use of the tools the researcher has used for measuring both emotional intelligence, social intelligence, teaching style and professional commitment have been discussed in detail. In addition, a graphical representation of methodology of the study, scoring procedures, data analysis tools, and finally, limitations of the study has been provided.

## **Chapter Four- Data analysis and Interpretation**

This section of the thesis focuses only on the results and interpretations of the results. Thus, it has included the demographic variable (teachers' gender and teaching experience) related to the respondents and the pertinent findings of the research. The findings have also included the comparisons of the emotional intelligence and social intelligence across their gender and teaching experiences. Further, it has included the result of the association among emotional intelligence and social intelligence on teaching style and professional commitment of the teachers.

## **Chapter Five- Results and Discussions**

The main goal of this section of the thesis was to summarize the study's findings and provide a rationale and believable explanation for them. Additionally, explanations of the key findings within the context of the current study were provided in this section. Additionally, it made an effort to compare and contrast the findings of the current study



with those of earlier comparable studies conducted around the world.

## **Chapter Six- Summary, conclusions and suggestions**

The findings of the study have been systematically presented in this chapter. Following this, the researcher has concluded its journey by forwarding crucial observations from the theoretical dimensions and practical observations deduced from field works. Finally, in the suggestion frame, the researcher pinpointed some gloomy areas that need further investigations.

### **1.16 Chapter summary**

This chapter provides the detailed description of the background for the study. The chapter included the statement of the problem, emergent questions, objectives and hypotheses, the conceptual framework of the study, context of the study, the critical underpinnings and definitions of the study variables. Further, the review of the related literature has been discussed in the following chapter.

In the beginning of the chapters first discussed about status of emotional intelligence and social intelligence in relation to gender and teaching experiences. It was also studied that theoretical background of emotional intelligence, social intelligence, teaching style and professional commitment. The remaining chapters will present (a) a review of related literature (Chapter 2) with focus on gender gaps and teaching experience gaps in emotional intelligence and social intelligence and inter-relations among emotional intelligence, social intelligence, teaching style and professional commitment, (b) research design and methodology (Chapter 3) to include the research context and participants and the instruments and procedures used for data collection and analysis; (c) results of the analysis (Chapter 4) and (d) discussion of the answers to the research questions (Chapter 5), (e) finally, including a summary of findings, limitations, implications, and suggestions for future researches, and conclusions (Chapter 6). This study was significant in that it added to the existing literature on the topic of emotional intelligence, social intelligence and its link on teaching style and professional commitment. Results of the study indicated that high

levels of emotional intelligence, social intelligence are contributing factors to high of teaching style and, thus ensuring that high levels of professional commitment are needed in order to achieve an optimal level of quality education.