

## CHAPTER FIVE

### RESULTS AND DISCUSSIONS

#### 5.1 Introduction

In this study, a predicted theoretical model was constructed on the basis of previous research and evaluated using primary data obtained from 632 secondary school students in West Bengal, India. After analyzing the data results were justified with other probable explanations. This research examined the effect of gender and teaching experience on the emotional and social intelligence of teachers, as well as the influence of emotional and social intelligence on teaching style and professional dedication. The following methods were used to investigate these relationships: gender, teaching experience, and their connections on instructors' emotional intelligence. Understanding the impact of emotional and social intelligence on the gender difference in teachers' professional commitment Addressing the roles of emotional intelligence and social intelligence in the link between a teacher's teaching experience and teaching style Understanding the influence of emotional and social intelligence on the link between teaching experience and teachers' professional commitment Differential impact of emotional intelligence on the teaching styles of male vs female educators. Varying effects of social intelligence on the teaching styles of men and women instructors Asymmetric effects of emotional intelligence on male and female teachers' professional commitment Varying impacts of social intelligence on gender differences in teachers' professional commitment The moderating influence of teaching experience on the link between instructors' emotional intelligence and instructional style The moderating influence of teaching experience on the correlation between instructors' social intelligence and teaching style The moderating impact of teaching experience on the link between teachers' emotional intelligence and professional dedication, The moderating effect of teaching experience on the relationship between teachers' social intelligence and professional dedication.

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

### **5.2.1 Influence of gender on emotional intelligence**

In this research, female teachers were shown to have much better emotional intelligence than male instructors. These findings are in conformity with the results of the earlier investigations. In recent years, the relationship between EI and gender has also attracted substantial research; however the findings have been ambiguous. Mandell and Pherwani (2003) discovered a substantial difference in EI scores between men and women, with women having higher levels. Their data imply that women appeared more capable of managing their emotions and those of others than males. These findings confirmed the results of Mayer and Geher (1996), Mayer et al (2000), Ciarrochi et al. (2000), Mandell and Pherwani (2003), Boyatzis and Sala (2004), and Brackett et al (2006), which revealed higher scores for women with various measures of EI. In contrast, the findings of other writers (Goleman, 1998a; Bar-On, et al., 2000; Petrides and Furnham, 2006; Nikolaou and Tsaousis, 2002; and Cakan and Altun, 2005) suggest that there is no difference between men and women in terms of their total EI ratings.

Women score more on measures of self-consciousness and empathy, whereas males score higher on measures of self-regulation. Bar-On (1997b) reveals that women are more emotionally aware, empathise more, and relate better, whereas men are more adept at emotion management and regulation. In this respect, while Fatt (2002) found no differences between men and women on measures such as understanding and control of emotions, males scored better on identifying and using emotions. Brody (1997) identified a variety of social processes. Prestige imbalance and discrimination in gender roles were the key source of disparities in emotional intelligence. The maternal character of females may contribute to good relationships with others, particularly with students. From childhood to adulthood parents prepare mentally for their daughters so that they need to keep patience in stages of life (UNESCO, 2011).

Nevertheless, the outcomes of the current investigation refuted the Goleman (1998) position that neither men nor females transcend each other. Every individual has a unique emotional intelligence profile with varying skills and weaknesses. In addition, he

said that regardless of gender, there were some similarities and differences. Few females were adapted as men and few males are sensitive and outspoken as females. If their emotional intelligence profiles average out, there is no difference in emotional intelligence between the sexes. Goleman (1998) stated disputed that both gender groups had the same qualifications and were in the same profession, therefore their employment requirements were same and they managed the problems well. The results of the research were more positive for female educators than for male educators.

Brackett, Mayer, & Warner (2004), Chaudhry et al. (2013), Makvana (2014), and Rooy, Alonso, and Viswesvara (2004) likewise recognise the superiority of female over male in terms of emotional intelligence, however Shahzad and Bagum (2012) assert that men are superior in terms of emotional awareness. Majid (2012) investigated gender differences in emotional intelligence. They observed differences in emotional intelligence between male and female students on many dimensions. On the 'interpersonal element' of emotional intelligence, they found that female instructors outperformed males. Similarly, Nasir and Masrur (2010) discovered gender-related correlations between emotional intelligence scores.

### **5.2.2 Influence of teaching experiences on emotional intelligence**

In this study, it was shown that the emotional intelligence of experienced teachers was much higher than that of beginner teachers, but significantly lower than that of expert instructors. Several studies demonstrate that EI levels increase with knowledge and organisational status (Goleman, 1998a and 1998b). This has not yet been shown scientifically. Similarly, the relevance of EI at work rises as people develop within an organisation (Fatt, 2002). Van Der Zee (2004) performed a fascinating empirical study which found that board members scored higher than a control group on eleven of fifteen EI dimensions. This study's results are compatible with those of previous research (Penrose, Perry, & Ball, 2004; Mayer et al., 1999; Ghanizadeh & Moafian, 2010), but not with those of Cobb (2004) and Rastegar and Memarpour (2001).

Longer teaching experience (within the current context or nation and/or internationally) was associated with greater emotional and social intelligence among teachers. This finding corroborates previous research on emotional intelligence and the

idea that it can be developed through experience (see, for example, Bar-On, 2000) and has also been confirmed by another study, which discovered that longer teaching experiences were positively associated with trait emotional intelligence as well as classroom management and pedagogical skills (Dewaele et al., 2017). Powell & Kusuma-Powell (2010: 166) observed implications for inexperienced or newly certified instructors and demonstrates the need for pre-service teacher training programmes to include emotional and social intelligence instruction.

### **5.2.3 Influence of interaction between gender and teaching experience on emotional intelligence of teachers**

In contrast, the emotional intelligence of expert male instructors was higher than that of seasoned teachers and further than that of rookie teachers. In instance, gender was the largest predictor of both emotional intelligence and social intelligence, with female teachers surpassing their male colleagues in both domains. This is consistent with previous research in general psychology and education on emotional and social intelligence (Bar-On, 2007; Corcoran and Tormey, 2012, 2013; Fernández-Berrocal et al., 2012; Petrides et al., 2004). Suggestions that women may experience emotions (both good and negative) more intensely than men (Grewal and Salovey, 2005) may be related to variations in the brain's processing of emotions between men and women (Craig et al., 2009).

Yet, skilled teachers were shown to be more emotionally intelligent than experienced teachers. Longer teaching experience (within the present context or country and/or internationally) was connected with stronger emotional and social intelligence among instructors. This finding corroborates previous research on emotional intelligence and the idea that it can be developed through experience (see, for example, Bar-On, 2000) and has also been confirmed by another study, which discovered that longer teaching experiences were positively associated with trait emotional intelligence as well as classroom management and pedagogical skills (Dewaele et al., 2017). Powell & Kusuma-Powell (2010: 166) also mention "people become more socially mature as their lives progress." For the purposes of our research, we interpreted this to mean that teaching experience has provided the participating instructors with a wealth of classroom

experiences from which they can draw to more effectively navigate the emotional terrain of their classrooms.

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

#### **5.3.1 Influence of gender on social intelligence of teachers**

In the instance of female teachers, it was shown that the social intelligence of experienced instructors was lower than that of novice teachers; however expert teachers were much more emotionally intelligent than experienced teachers. In the case of male instructors, however, it was shown that the social intelligence of experienced teachers was greater than that of beginner teachers, but the social intelligence of experienced and expert teachers remained practically same. In this research, female instructors were shown to have much better social intelligence than male teachers. Social intelligence is a subset of intelligence that focuses on certain forms of general ability, practical knowledge, social collaboration, and social adaptability in response to various social conditions. According to their teaching experiences, social intelligence and professional dedication have been addressed here. On the basis of data analysis, the first hypothesis that the social intelligence of experienced teachers and expert instructors vary considerably in terms of mean score led to the key conclusions. The mean social intelligence score of the expert instructors was 56.24, which was substantially higher than that of the experienced and novice teachers (mean score = 51.17 and 51.35, respectively). Hence, it was obvious that the social intelligence of experienced instructors was much greater than that of beginner teachers. Expert instructors are much more socially intelligent than beginner and experienced teachers, in general. Experienced instructors have more social intelligence than rookie teachers because they have more experience and are exposed to more demanding settings. These results are consistent with Mohadesi, (2021); Thorndike, (1920); Chidolue, (1996); Rice, (2003); Murnane et al., (1991); Leigh, (2007). This research demonstrates that there is no substantial difference between males and females in terms of social IQ. The conclusion contradicts the findings of Fellmann and Redolfi (2017), who assert that females are more socially intelligent than males. Social IQ increases via experience, cooperation, and interaction with others

(Riggio, 1986). Individuals who grow up learning effectively gradually acquire experiences in talking, treating, giving and receiving respect, and living a healthy existence (Albrecht, 2004).

### **5.3.2 Social intelligence and teaching experience**

However, after analysing the data, it is possible to conclude from the second hypothesis that the social intelligence of experienced teachers and expert teachers significantly differs in relation to their mean score. The mean score of expert instructors was 36.24, which was considerably higher than the mean score of experienced teachers (38.93) but lower than the mean score of beginner teachers (39.88). These results are consistent with those of previous research (Humphrey et al., 2000; NCTAF, 1996; Smith & Ingersoll, 2004). Socially intelligent individuals are capable of resolving all psychosocial issues in any difficult circumstance. Moreover, recent research indicated that social intelligence is essential. Every institution functions as a social laboratory and students come from various sociocultural backgrounds. Therefore, teachers must have a high degree of social intelligence in order to empathise with their students' issues (Yermentaeyeva, et al., 2014).

In addition, the conditional effects were greatest for the Expert instructors ( $B=1.12$ ,  $SE=0.61$ ,  $t=2.61$ ,  $p<0.01$ , 95% CIs [0.79, 1.45]) and least for the Experienced teachers ( $B=0.37$ ,  $SE=0.13$ ,  $t=0.92$ ,  $p<0.05$ , 95% CIs [0.23, 0.51]). Nevertheless, the conditional effects for novice instructors were equally significant ( $B= 0.43$ ,  $SE= 0.18$ ,  $t= 1.21$ ,  $p<0.05$ , 95% CIs [0.35, 0.51]). When teaching experience increases, so does social intelligence. It makes sense to explore the communication skill of prospective teachers when addressing the problem of their social intelligence, which is consistent with the results of a large number of prior researches. Teachers who are socially intelligent have greater communicative competence because they face numerous life challenges and are able to guide students in the right direction (Durksen, and Klassen, 2012; Weiss, 1999). Social intelligence contributes to the development of communication skills, which are crucial in the teaching profession. Previous research has shown a correlation between social intelligence, teaching experience, communication abilities, and teaching style. It also leads in rookie instructors having better levels of social adaptation, social

expressiveness, and social collaboration, making their teaching style more student-friendly. It also contributes to the improvement of their coworkers' environment and the socialisation of future students and instructors. Teachers with social intelligence are able to handle any demanding social setting and instill the same values in their pupils. Students with high social intelligence are able to comprehend human behaviour, nonverbal attitude, and decisions about others, as well as predict the behaviours of others. Those with low social intelligence cannot adapt to social settings (Yermentaeyeva, et al., 2014).

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

It was established that gender differences in teaching method explain gender differences in emotional intelligence and social intelligence. These findings are consistent with those of prior investigations (Ayatollahi and Ferdosi 2021; Katzman, Dolev, and Koslowsky, 2021; Oznacar, Yilmaz, and Guven, 2017). Furthermore, social intelligence was shown to be a more accurate predictor of gender differences in teaching styles among instructors. These findings are consistent with those of earlier research (Dash, 2021, Bhattacharyya and Gayen, 2018). Teachers who are socially intelligent have more communication competence because they are able to assist pupils in the appropriate path and confront several problems in life Durksen, and Klassen, 2012; Weiss, 1999. Social intelligence contributes to the development of communication skills, which are crucial in the teaching profession. Previous research has shown a correlation between social intelligence, teaching experience, communication abilities, and teaching style.

It also leads in rookie instructors having better levels of social adaptation, social expressiveness, and social collaboration, making their teaching style more student-friendly. It also contributes to the improvement of their coworkers' environment and the socialisation of future students and instructors. Teachers with social intelligence are able to handle any demanding social setting and instill the same values in their pupils. Students with high social intelligence are able to comprehend human behaviour, nonverbal attitude, and decisions about others, as well as predict the behaviours of others. Those with low social intelligence cannot adapt to social settings (Yermentaeyeva, et al.,

2014). Socially savvy individuals are capable of resolving any psychosocial issues in any difficult circumstance. According to prior research, social intelligence is also one of the criteria for an effective teaching style; thus, gender variations in social intelligence result in gender disparities in teaching style.

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

The findings of the research suggested that gender differences in emotional intelligence and social intelligence accounted for gender differences in professional commitment. These findings are consistent with the findings of previous studies (Kumar and Shakila, 2022; Sharma, 2010; Seyal and Afzaal, 2013). In addition, teachers' social intelligence was shown to be a stronger predictor of the gender disparity in professional commitment. These findings are consistent with those of earlier research (Kumar, 2017; Chada and Ganeshan, 2004)

There are several plausible causes for these outcomes. Emotional intelligence is the recognition of emotions and the capacity to regulate them in diverse life circumstances. A professional commitment is an individual's psychosocial attachment to their career. Individual emotional intelligence is correlated with psychological connection in the teaching profession. If a teacher is emotionally intelligent, they will be able to give all of the material with more passion and enthusiasm. So, a highly emotionally intelligent educator may also be professionally dedicated.

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

It was shown that the teaching experience difference in teaching style accounts for the teaching experience gap in instructors' emotional intelligence and social intelligence. In the study by Ekinçi (2010) that examined the relationship between emotional intelligence levels and problem solving abilities of preschool teacher candidates, it was found that both total emotional intelligence points and problem solving ability points were above average, and that only a positive and statistically significant relationship existed between problem solving points and the emotional intelligence scale and



compatibility sub-dimension. This will have a favourable effect on our educational system.

EI is often related with effective teaching style (Maamari&Majdalani, 2017). High EI leads to a better understanding of teachers, accepting their work behaviour as leaders who know how to plan, organise, lead and control, delegate when necessary, how to communicate, motivate, adapt, understand and empathise with others, consistent with the findings of Gardner and Stough (2003), Wong and Law (2002).

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

In this study, it was revealed that the teaching experience gap in professional devotion explains the teaching experience disparities in emotional intelligence and social intelligence among instructors. In addition, social intelligence was a greater predictor of the difference in professional dedication between teachers with and without experience. Employees with high EI are more likely to be pleased with their occupations than those with low EI because they are better able to analyse and manage their own emotions (Shooshtarian, Ameli, &Lari, 2013). In contrast, employees with low EI are likely to be less emotionally aware and to have less coping abilities when presented with unpleasant circumstances, hence aggravating their stress and decreasing their job satisfaction. Furthermore, those with high EI are likely to report high levels of work satisfaction because they are able to capitalise on their talents to recognise and control the emotions of others. In group settings, persons with a high EI may use their talents to facilitate pleasant interactions that boost their own and the group's morale and positively contribute to a feeling of work satisfaction (Shimazu&Odahara, 2004).

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

By completing a moderation study, it was shown that the interaction impact of gender and emotional intelligence on the association between emotional intelligence and teaching style of instructors is statistically significant. The association between emotional intelligence and teaching style was shown to be significantly moderated by gender. So, it

is evident that emotional intelligence influences teaching style differently depending on the gender of the instructor. That is, emotional intelligence impacts male and female instructors differently. In addition, the correlation between emotional intelligence and teaching style was much larger for female instructors than for male teachers. Consequently, it can be concluded that female instructors benefit more from emotional intelligence in terms of obtaining a better degree of teaching style.

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

A moderation analysis revealed that the interaction effect of gender and social intelligence on the relationship between social intelligence and the teaching style of instructors is not statistically significant. Gender did not significantly moderate the relationship between social intelligence and instructional style. So, it is possible to infer that social intelligence has minimal impact on the teaching approaches of male and female teachers. In addition, social intelligence is essential for both male and female teachers to attain a higher level of teaching style. According to the findings (Balaghat & Pour, 2014), a social competence is the sole variable that entered the prediction model and may be the most important aspect of relation-oriented leadership style. So, we might conclude that social skills rely on the capacity to affect the emotions of others.

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

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

benefit more from emotional intelligence in terms of reaching a better degree of professional dedication.

Similar studies have been conducted to establish relationships with other factors, such as Salehnia and Ashraf's (2015) investigation into the connection between instructors' commitment to professional ethics and students' self-esteem in relation to their emotional intelligence. Hence, their findings demonstrated a favourable and statistically significant correlation between the majority of professional ethics principles, particularly the instructors' student professional growth principle, and students' self-esteem. These two studies confirm the positive relationship between professional ethics, students' self-esteem, and teachers' emotional intelligence. Hence, a teacher's dedication to professional ethics has a significant impact in the efficacy and emotional intelligence of their instruction. Additionally, analogous research has been undertaken to establish the connection between emotional intelligence and other qualities.

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

By completing a moderation study, it was shown that the interaction impact of gender and social intelligence on the link between social intelligence and teachers' professional dedication is not statistically significant. Gender did not attenuate the link between social intelligence and professional dedication considerably. Consequently, it can be stated that social intelligence has the same impact on male and female instructors' professional devotion. Hence, it may be stated that male and female teachers have a comparable link between social intelligence and professional commitment. In addition, social intelligence is essential for both male and female instructors to achieve a higher level of professional commitment.

Anari (2012) revealed a considerable positive connection between EI and organisational commitment with reference to the link between EI and organisational commitment. In other words, a higher EI corresponds with a higher level of organisational commitment. These findings are comparable with those of Abraham (2000) discovered that employees who were better able to recognise and express emotion, better able to understand their own and others' emotions, better able to manage both

positive and negative emotions in themselves and others, and better able to control intense emotional states experienced at work were more likely to be committed to the organisation. Abraham (2000) stated that employees with more EI would regard their connection with the firm as an extension of their relationships with coworkers and supervisors.

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

A moderation study revealed that the interaction effect of teaching experience and emotional intelligence is statistically significant in terms of the relationship between emotional intelligence and instructors' teaching methods. It was shown that teaching experience moderates the relationship between emotional intelligence and teaching style considerably. Thus, it is obvious that emotional intelligence effects teaching style differently based on the instructor's level of teaching expertise. Hence, emotional intelligence has distinct effects on novice, experienced, and expert educators. In addition, the association between emotional intelligence and teaching style was much greater for expert instructors than for experienced and rookie teachers. For expert instructors to gain a higher level of teaching style, emotional intelligence is thus more useful than for novice and experienced teachers.

Taking into account the direct channel from EI to TS, EI strongly predicted TS in the final model. It might be argued that coaches' emotional assessments impact their judgements of leadership behaviour both directly and indirectly through their effectiveness beliefs. Consistent with other empirical studies in business and organisational psychology (Humphrey, 2002), these findings indicate that leaders' emotional intelligence (EI) promoted organisational effectiveness. Miller (2003) interviewed 15 collegiate coaches and discovered that the EI factors (self-awareness, self-regulation, social skills, empathy, and self-motivation) were reinforced in relation to altruistic leadership, and that emotional control, language control, and consistency with athletes were some coaches' perceptions of altruistic leadership.

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

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

The majority of secondary school teachers have poor social intelligence, but their teaching skill ranges from moderate to high. There is no correlation between social intelligence and teaching skill that is statistically significant. This research demonstrates that instructors do not find a conducive setting for growing their social intelligence in schools. Schools fail to establish an atmosphere conducive to the improvement of teachers' relationships, conduct, social skills, attitudes, and mental health. To promote the growth of professionalism in teachers, as well as the promotion and enhancement of teachers' values and attitudes, a specialised training programme for educators must be designed.

Considering the importance of social intelligence, this study's results were comparable to those of Albrecht (2006), who stated that social intelligence is a prerequisite for instructors and plays a significant role in classroom behaviour management. He said that we need instructors who possess a high degree of social intelligence and demonstrate it to their pupils. He stated that socially intelligent teachers

organise the classroom by establishing supportive and encouraging relationships with their students, developing lessons based on the students' strengths and abilities, and creating and implementing behavioural guidelines that enhance intrinsic motivation, such as discussion, hints, recognition, and participation. The outcomes of this study complement the theoretical underpinnings of Mayer et al. (1999), who noted that social intelligence and human behaviour may share similar ground.

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

It was shown that teaching experience had a significant differential influence on the link between emotional intelligence and professional dedication. In addition, the connections between emotional intelligence and professional dedication were greater among expert instructors than among both experienced and rookie teachers. Consequently, it can be stated that the teaching experience gap in emotional intelligence contributed considerably to the teaching experience deficit in professional dedication. Hence, if teachers were more emotionally intelligent, their psychosocial attachment to their job would increase, and they would be more dedicated professionally. It was shown that teaching experience significantly moderates the association between emotional intelligence and teaching style. Thus, it is evident that emotional intelligence influences teaching style differently depending on the teaching experience of the instructor. That is, emotional intelligence affects rookie, experienced, and expert instructors differently. In addition, the association between emotional intelligence and teaching style was much greater for expert instructors than for experienced and rookie teachers. In order to acquire a better degree of teaching style, emotional intelligence is thus more advantageous for expert instructors than for experienced and rookie teachers.

Abraham performed one of the first investigations on the association between emotional intelligence and organisational commitment (2000). He investigated the notion that employees with more emotional intelligence are more dedicated to their businesses. It was interesting to observe that their commitment to the employing organisation was greater in the absence of any kind of control, indicating a more robust, internalised, emotional form of commitment. Notably, Abraham (2000) proposed that the social skills

components of emotional intelligence may have a powerful influence on organisational commitment by fostering good working connections among colleagues. This close bond between coworkers may increase the emotional commitment of emotionally intelligent employees to their firm. Affective commitment is the sort of commitment connected with emotional intelligence that employers appreciate the greatest.

In addition, the study discovered a significant correlation between emotional intelligence and organisational commitment, confirming the findings of prior research that employees with high emotional intelligence are more dedicated to their organisations. Nevertheless, this considerable association could not be established without the addition of 'work satisfaction' to the model. Having shown a favourable correlation between emotional intelligence and organisational commitment, there is need for more research into the influence of emotional intelligence on organisational commitment and perseverance in the profession. This article investigates the influence of trait EI on collaboration. Teams are crucial to the structures and practises of nursing. The capacity to operate within a team is crucial in the workplace, and a research that can establish a correlation between EI and good collaboration would be informative. It would suggest that personal obstacles to collaboration impede crucial parts of good clinical practise performance. The outcomes of this study indicate that there is a substantial association between emotional intelligence and organisational commitment among college instructors. The null hypothesis that there is no significant association between college instructors' emotional intelligence and organisational commitment was rejected because teachers with higher levels of emotional intelligence demonstrated more organisational commitment to the institution where they taught. These findings are supported by Gardner, 1983; Petrides&Furnham, 2006.

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

It was discovered that the teaching experience gap in social intelligence strongly explains the teaching experience gap in professional commitment. Hence, instructors with more social intelligence are able to adjust to many social conditions in their personal and professional lives, while also being able to channel pupils from diverse socioeconomic

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

Teachers are expected to provide high-quality instruction and learning in today's culture. To satisfy these requirements and criteria for excellent education, teachers must possess a tremendous lot of teaching knowledge and expertise. Social intelligence is a crucial factor in achieving the highest teaching performance. The study discovered that the social intelligence of instructors ranges from ordinary to high, while their teaching effectiveness is high to extremely high. There is no substantial correlation between SI and instructional effectiveness. This research demonstrates that schools are not conducive to the social intelligence development of teachers. Observations indicate that schools do not create an atmosphere conducive to the improvement of teachers' relationships, positive conduct, social skills, positive attitudes, and mental health. The growth of teachers' professionalism, promotion, and enhancement of their values and attitudes may be facilitated through specialised training programmes tailored to their requirements.