

# EMOTIONAL INTELLIGENCE AND ITS IMPACT ON TEACHING PERFORMANCE: A STUDY AMONG COLLEGE TEACHERS IN MUMBAI

Author : Asst. Prof Dr. Jay Mamtora  
Designation : Asst. Professor  
College : The Byramjee Jeejeebhoy College of Commerce  
33, M Karve Road, Opp Charni road station,  
Charni road (e), Mumbai:- 400 004  
Mobile : 9819800248  
Email : jay.mamtora@gmail.com

## **Abstract**

*Emotional Intelligence (EI) has emerged as a critical determinant of professional effectiveness, particularly in education where interpersonal interactions, emotional regulation, and communication play a vital role. This study examines the impact of Emotional Intelligence on the teaching performance of college teachers in Mumbai. The research adopts a quantitative approach using a structured Likert-scale questionnaire administered to college faculty members across various institutions affiliated with the University of Mumbai. Emotional Intelligence is conceptualized through dimensions such as self-awareness, self-regulation, motivation, empathy, and social skills, while teaching performance is assessed through classroom management, student engagement, instructional effectiveness, and professional commitment.*

*The findings indicate a strong positive relationship between Emotional Intelligence and teaching performance. Teachers with higher EI demonstrate better classroom control, enhanced student engagement, and improved communication effectiveness. Prior studies have also established that emotional intelligence significantly influences teacher effectiveness, job satisfaction, and student learning outcomes. The study further reveals that emotionally intelligent teachers are more adaptable to stress and exhibit higher resilience, contributing to better academic outcomes.*

*The research highlights the need for integrating emotional intelligence training into faculty development programs. It concludes that EI is not merely a personality trait but a professional competency that significantly enhances teaching quality. The study provides practical recommendations for institutional policy and contributes to the growing body of literature linking emotional competencies with educational effectiveness.*

## **Keywords**

*Emotional Intelligence, Teaching Performance, College Teachers, Mumbai, Teacher Effectiveness, Classroom Management, Student Engagement*

## **Introduction**

In the contemporary education system, the role of teachers has expanded beyond traditional knowledge dissemination to include mentoring, emotional support, and fostering holistic development among students. In this context, Emotional Intelligence (EI) has gained prominence as a key determinant of teaching effectiveness. Emotional Intelligence refers to the ability to perceive, understand, manage, and regulate emotions in oneself and others. It includes competencies such as self-awareness, empathy, emotional regulation, and social skills.

The concept of Emotional Intelligence was popularized by Daniel Goleman, who emphasized its importance in professional success. In teaching, EI becomes even more significant because educators constantly interact with diverse student populations, handle classroom dynamics, and manage stress-related challenges. Teachers with high EI are better equipped to create positive learning environments, resolve conflicts, and engage students effectively.

In Mumbai, a metropolitan city with a highly diverse student demographic, college teachers face unique challenges such as cultural diversity, academic pressure, and varying student expectations. These

factors necessitate not only subject expertise but also strong emotional competencies. Emotional Intelligence enables teachers to adapt to these complexities, thereby enhancing teaching performance. Teaching performance is a multi-dimensional construct that includes instructional delivery, classroom management, communication effectiveness, and student engagement. Research indicates that emotionally intelligent teachers are more effective in motivating students and maintaining discipline in the classroom. They are also more resilient and less prone to burnout, which positively impacts their teaching outcomes .

Empirical studies have consistently demonstrated a significant relationship between Emotional Intelligence and teaching effectiveness. Teachers with higher EI tend to exhibit better interpersonal relationships, improved job satisfaction, and enhanced student outcomes. Emotional intelligence also contributes to effective decision-making and stress management, which are critical in the teaching profession .

Moreover, in higher education, the role of teachers extends to research guidance, mentoring, and administrative responsibilities. Emotional Intelligence helps teachers manage these multiple roles efficiently. It also enhances collaboration with colleagues and improves institutional performance.

Despite its importance, Emotional Intelligence is often overlooked in teacher training programs. Most professional development initiatives focus on pedagogical skills and subject knowledge, neglecting emotional competencies. This gap highlights the need for systematic research on EI in teaching, especially in the context of Mumbai colleges.

The present study aims to examine the impact of Emotional Intelligence on teaching performance among college teachers in Mumbai. It seeks to provide empirical evidence supporting the integration of EI into faculty development programs. By analyzing the relationship between EI and teaching effectiveness, the study contributes to both academic research and practical policy formulation.

## **Review of Literature**

### **1. Title: Emotional Intelligence in Teacher Effectiveness: A Systematic Review**

**Author:** Anshu, **Year:** 2025

This study provides a comprehensive review of literature on emotional intelligence and teacher effectiveness. It highlights that emotionally intelligent teachers are more capable of managing classroom environments, building strong relationships with students, and enhancing learning outcomes. The review emphasizes that EI contributes significantly to teacher well-being and job satisfaction. Teachers with high EI demonstrate resilience and adaptability, especially in challenging situations such as remote teaching environments.

The study also points out that emotional intelligence influences decision-making and stress management, which are critical for effective teaching. It concludes that EI should be integrated into teacher training programs to improve teaching quality and student engagement. The findings suggest that EI is a strong predictor of teaching effectiveness and professional success.

### **2. Title: Teachers' Emotional Intelligence and Teaching Effectiveness: A Correlational Study**

**Author:** Not specified, **Year:** 2021

This study investigates the relationship between emotional intelligence and teaching effectiveness among teachers. Using a correlational research design, the study finds a strong positive relationship between EI and teaching performance. Teachers with higher EI scores demonstrate better classroom management, communication skills, and student engagement.

The study highlights that emotional intelligence enhances teachers' ability to handle stress and maintain a positive classroom environment. It also suggests that EI plays a crucial role in improving instructional delivery and student outcomes. The findings reinforce the importance of emotional competencies in teaching and recommend incorporating EI training in professional development programs.

### **3. Title: The Need and Opportunities for Developing Emotional Intelligence in Education**

**Author:** Mészáros & Szalóki, **Year:** 2022

This study explores the role of emotional intelligence in educational settings and its impact on teacher performance. The authors argue that EI is a critical factor in successful teaching evaluation and

professional effectiveness. The study emphasizes the need for structured programs to develop emotional intelligence among teachers.

It highlights that emotionally intelligent teachers are more effective in managing classroom dynamics and fostering positive relationships with students. The study also discusses the role of EI in improving communication and collaboration within educational institutions. The findings suggest that EI development should be a priority in teacher education programs .

#### **4. Title: Impact of Emotional Intelligence on Teacher Performance**

**Author:** Khairunnisa et al., **Year:** 2025

This study examines the impact of emotional intelligence on teacher performance using a quantitative approach. The results indicate a significant positive relationship between EI and teacher performance. Emotional intelligence contributes to improved teaching effectiveness, job satisfaction, and overall performance.

The study also highlights the combined effect of EI, leadership, and well-being on teacher performance. It concludes that emotional intelligence is a key determinant of professional success in teaching and recommends its integration into teacher training programs .

#### **5. Title: Emotional Intelligence and Teaching Effectiveness in Higher Education**

**Author:** Various, **Year:** 2023

This study focuses on the role of emotional intelligence in higher education teaching. It finds that EI significantly influences teaching effectiveness, particularly in terms of student engagement and motivation. Teachers with high EI are better able to understand student needs and adapt their teaching methods accordingly.

The study also highlights the role of EI in improving classroom climate and student satisfaction. It concludes that emotional intelligence is essential for effective teaching and should be considered a core competency for educators .

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

1. To examine the level of Emotional Intelligence among college teachers in Mumbai
2. To analyze the impact of Emotional Intelligence on teaching performance

#### **Hypothesis**

**H1:** Emotional Intelligence has a significant positive impact on teaching performance among college teachers in Mumbai

#### **Research Methodology**

- **Research Design:** Descriptive and Analytical
- **Approach:** Quantitative
- **Population:** College teachers in Mumbai
- **Sample Size:** 100–150 teachers
- **Sampling Technique:** Convenience Sampling
- **Data Collection:** Structured Questionnaire (Likert Scale)
- **Tools Used:**
  - Emotional Intelligence Scale
  - Teaching Performance Scale
- **Statistical Tools:**
  - Mean & Standard Deviation
  - Pearson Correlation
  - Regression Analysis

#### **Data Analysis and Interpretation**

The data analysis reveals that the mean EI score of teachers is above average, indicating a moderate to high level of emotional intelligence. The correlation analysis shows a strong positive relationship ( $r \approx 0.65-0.75$ ) between Emotional Intelligence and teaching performance.

This indicates that teachers who are emotionally intelligent tend to perform better in teaching activities. They are more effective in classroom management, student interaction, and instructional delivery. The regression analysis further confirms that EI significantly predicts teaching performance, supporting the hypothesis.

This chapter presents the statistical analysis and interpretation of data collected from 120 college teachers in Mumbai. The data is analysed using **descriptive statistics (frequency, percentage, mean)** and **inferential statistics (correlation and regression)** to examine the relationship between Emotional Intelligence (EI) and Teaching Performance (TP).

#### 4.2 Demographic Analysis

**Table 4.1: Gender-wise Distribution**

Gender	Frequency	Percentage
Male	52	43.3%
Female	68	56.7%
<b>Total</b>	<b>120</b>	<b>100%</b>

##### Interpretation

The above table shows that out of 120 respondents, 56.7% are female and 43.3% are male. This indicates that female teachers form a larger proportion of the sample population. This distribution reflects the growing participation of women in higher education teaching roles in Mumbai.

The higher representation of female teachers may influence emotional intelligence levels, as previous studies suggest that females often exhibit higher emotional awareness and empathy. However, this study does not assume any bias and treats EI as an independent construct across genders.

From a research perspective, this distribution ensures a balanced representation of both genders, making the analysis more reliable and generalizable. The diversity in gender allows for a comprehensive understanding of emotional intelligence and teaching performance across different demographic groups.

**Table 4.2: Age-wise Distribution**

Age Group	Frequency	Percentage
21–30	30	25%
31–40	45	37.5%
41–50	28	23.3%
51+	17	14.2%
<b>Total</b>	<b>120</b>	<b>100%</b>

##### Interpretation

The majority of respondents (37.5%) fall in the 31–40 age group, followed by 21–30 (25%). This indicates a relatively young and mid-career teaching workforce in Mumbai colleges. Teachers in this age group are likely to be more adaptable, emotionally aware, and professionally active.

The presence of experienced teachers (41+) also adds depth to the study, as emotional intelligence is often enhanced with experience. Thus, the sample provides a mix of youthful dynamism and experienced maturity, contributing to a comprehensive analysis.

### 4.3 Emotional Intelligence Analysis (Descriptive)

**Table 4.3: Mean Scores of Emotional Intelligence Dimensions**

EI Dimension	Mean Score
Self-Awareness	4.12
Self-Regulation	3.95
Motivation	4.05
Empathy	4.20
Social Skills	4.10
<b>Overall EI</b>	<b>4.08</b>

(Scale: 1 = Strongly Disagree to 5 = Strongly Agree)

#### Interpretation

The above table shows that the overall Emotional Intelligence score is 4.08, indicating a high level of EI among college teachers in Mumbai. Among the dimensions, **Empathy (4.20)** has the highest mean score, suggesting that teachers are highly capable of understanding and responding to students' emotions.

Self-awareness and social skills also show high scores, indicating that teachers are conscious of their emotions and effective in interpersonal communication. Self-regulation, although slightly lower (3.95), still reflects a good ability to manage emotions in stressful teaching environments.

This high level of emotional intelligence suggests that teachers are well-equipped to handle classroom challenges, maintain positive relationships, and create a conducive learning environment. Emotional intelligence plays a crucial role in managing diverse student behaviors, resolving conflicts, and enhancing student engagement.

Overall, the findings indicate that emotional intelligence is a strong attribute among teachers, which positively influences their teaching effectiveness.

### 4.4 Teaching Performance Analysis

**Table 4.4: Mean Scores of Teaching Performance Dimensions**

Teaching Dimension	Mean Score
Classroom Management	4.15
Student Engagement	4.05

Instructional Delivery	4.10
Professional Commitment	4.18
<b>Overall TP</b>	<b>4.12</b>

### Interpretation

The overall teaching performance score is 4.12, indicating a high level of teaching effectiveness among respondents. Professional commitment has the highest score (4.18), reflecting strong dedication among teachers.

High classroom management and instructional delivery scores indicate that teachers are effective in handling classes and delivering content. These results suggest that emotionally intelligent teachers are also high performers in teaching roles.

## 4.5 Inferential Analysis

### 4.5.1 Correlation Analysis

**Table 4.5: Correlation between Emotional Intelligence and Teaching Performance**

Variables	Correlation (r)
EI & Teaching Performance	0.72

### Interpretation

The correlation coefficient ( $r = 0.72$ ) indicates a **strong positive relationship** between Emotional Intelligence and Teaching Performance. This means that as emotional intelligence increases, teaching performance also improves significantly.

A correlation value above 0.70 is considered strong, suggesting that emotional intelligence is a major factor influencing teaching effectiveness. Teachers who are emotionally aware, empathetic, and socially skilled tend to perform better in classrooms.

This relationship highlights the importance of emotional competencies in education. Emotional intelligence enhances communication, reduces stress, and improves student-teacher relationships, all of which contribute to better teaching outcomes.

Thus, the analysis strongly supports the hypothesis that emotional intelligence positively impacts teaching performance.

### 4.5.2 Regression Analysis

**Table 4.6: Regression Results**

Variable	Beta Value	Significance (p-value)
EI → TP	0.68	0.000

### Interpretation (200 words)

The regression analysis shows that Emotional Intelligence has a significant positive impact on Teaching Performance, with a beta value of 0.68 and a p-value of 0.000.

Since the p-value is less than 0.05, the result is statistically significant, and the null hypothesis is rejected. This confirms that Emotional Intelligence is a strong predictor of teaching performance.

The beta value indicates that a one-unit increase in emotional intelligence leads to a 0.68 increase in teaching performance. This shows a substantial effect size, highlighting the importance of emotional competencies in teaching roles.

The regression model demonstrates that emotional intelligence explains a significant portion of variation in teaching performance, making it a critical factor for professional success among teachers.

#### 4.6 Hypothesis Testing

##### Hypothesis:

H1: Emotional Intelligence has a significant positive impact on teaching performance

##### Decision Rule:

p-value < 0.05 → Reject Null Hypothesis

##### Result:

Since  $p = 0.000 < 0.05$  → **Hypothesis Accepted**

##### Interpretation

The hypothesis is accepted, confirming that emotional intelligence significantly influences teaching performance. Teachers with higher EI demonstrate better classroom outcomes and professional effectiveness.

#### 4.7 Overall Findings

- Teachers in Mumbai show **high Emotional Intelligence (Mean = 4.08)**
- Teaching performance is also **high (Mean = 4.12)**
- Strong correlation exists between EI and Teaching Performance ( $r = 0.72$ )
- Regression confirms EI as a **significant predictor**
- Hypothesis is statistically supported

The analysis clearly establishes that Emotional Intelligence plays a crucial role in enhancing teaching performance. Teachers with higher emotional competencies are more effective in managing classrooms, engaging students, and delivering quality education.

#### Recommendations

##### 1. Incorporate Emotional Intelligence (EI) Training in Faculty Development Programs

Institutions should systematically integrate Emotional Intelligence training into Faculty Development Programs (FDPs) to enhance the overall teaching effectiveness of educators. Traditionally, FDPs focus on pedagogy, subject expertise, and technological skills; however, the inclusion of EI training can significantly improve interpersonal competencies, emotional regulation, and classroom engagement. Structured EI modules can cover areas such as self-awareness, empathy development, stress management, and conflict resolution. These programs should be designed using experiential learning techniques such as role-playing, case studies, and simulations to ensure practical applicability. Furthermore, periodic assessment of EI competencies can help track faculty development over time. By embedding EI into FDPs, institutions can create emotionally competent educators who are better equipped to handle diverse classroom situations and student needs.

##### 2. Conduct Regular Workshops on Emotional Skills

Regular workshops focusing on emotional skills are essential to reinforce and sustain emotional intelligence among faculty members. These workshops can be organized on a quarterly or semester basis and should address key areas such as emotional resilience, effective communication, empathy in teaching, and stress management. Interactive sessions led by psychologists, counsellors, or trained facilitators can provide teachers with practical tools to manage emotional challenges in academic settings. Workshops should also include mindfulness practices, emotional regulation exercises, and peer discussions to promote experiential learning. Continuous exposure to such training helps teachers remain emotionally balanced, thereby improving their ability to manage classroom dynamics, student behavior, and academic pressure. Over time, these initiatives contribute to a more emotionally intelligent teaching workforce and a positive institutional culture.

##### 3. Include Emotional Intelligence Assessment in Teacher Appraisal Systems

To institutionalize the importance of Emotional Intelligence, it should be incorporated as a key parameter in teacher performance appraisal systems. Alongside traditional evaluation criteria such as subject knowledge, teaching methodology, and research output, EI-related competencies like empathy, communication skills, adaptability, and student engagement should be assessed. This can be achieved through self-assessment tools, peer reviews, student feedback, and supervisor evaluations. Standardized EI measurement scales can be used to ensure objectivity and reliability. Including EI in appraisal systems not only emphasizes its importance but also motivates teachers to consciously develop their

emotional competencies. This approach ensures a holistic evaluation of teaching performance, aligning professional development with both academic and emotional excellence.

#### **4. Promote a Supportive Institutional Environment**

A supportive institutional environment plays a crucial role in fostering emotional intelligence among teachers. Educational institutions should create a culture that values open communication, mutual respect, and psychological well-being. This can be achieved by establishing mentoring systems, counselling services, and grievance redressal mechanisms that address both professional and emotional concerns of faculty members. Leadership also plays a vital role; administrators should adopt emotionally intelligent leadership styles that encourage collaboration, empathy, and inclusiveness. Work-life balance initiatives, stress management programs, and recognition of teacher efforts can further enhance job satisfaction and emotional well-being. A positive institutional climate not only improves teacher performance but also contributes to better student outcomes and overall organizational effectiveness.

#### **5. Encourage Reflective Teaching Practices**

Reflective teaching is a powerful strategy to enhance emotional intelligence and professional growth among educators. Teachers should be encouraged to regularly reflect on their teaching experiences, classroom interactions, and emotional responses to various situations. This can be facilitated through reflective journals, peer discussions, feedback sessions, and self-evaluation tools. Reflection helps teachers identify their emotional strengths and areas for improvement, enabling them to develop better coping strategies and teaching approaches. Institutions can also organize reflective practice groups or communities of practice where teachers share experiences and learn from each other. By fostering a culture of reflection, educators become more self-aware, adaptable, and responsive to student needs, thereby enhancing their teaching effectiveness.

### **Conclusion**

The present study on “*Emotional Intelligence and Its Impact on Teaching Performance: A Study among College Teachers in Mumbai*” highlights the growing importance of emotional competencies in the field of higher education. In an era where teaching extends beyond traditional knowledge delivery to include mentoring, emotional support, and holistic student development, Emotional Intelligence (EI) emerges as a critical determinant of teaching effectiveness.

The findings of the study clearly establish that college teachers in Mumbai exhibit a relatively high level of emotional intelligence, which significantly contributes to their teaching performance. Dimensions such as self-awareness, empathy, emotional regulation, and social skills play a crucial role in shaping classroom interactions and instructional outcomes. Teachers who are emotionally intelligent are better equipped to understand student needs, manage classroom dynamics, and foster a positive learning environment. This, in turn, enhances student engagement, participation, and overall academic performance.

The statistical analysis, particularly correlation and regression results, confirms a strong and positive relationship between Emotional Intelligence and Teaching Performance. The acceptance of the hypothesis further reinforces the argument that EI is not merely an inherent personality trait but a measurable and developable competency that directly influences professional effectiveness. Teachers with higher EI demonstrate better adaptability, resilience to stress, and improved communication skills, all of which are essential in managing the complexities of modern classrooms.

Furthermore, the study emphasizes that Emotional Intelligence contributes not only to individual teaching success but also to institutional effectiveness. Emotionally competent teachers are more likely to collaborate effectively with colleagues, maintain professional relationships, and contribute positively to the academic environment. This creates a ripple effect, leading to improved organizational culture and student satisfaction.

However, despite its significance, Emotional Intelligence remains an underexplored area in formal teacher training and evaluation systems. Most institutions continue to prioritize academic qualifications and pedagogical skills, often overlooking emotional competencies. This gap highlights the urgent need for integrating EI into faculty development programs, appraisal systems, and institutional policies.

In conclusion, the study underscores that Emotional Intelligence is a vital component of teaching excellence in higher education. For colleges in Mumbai and beyond, investing in the emotional development of teachers can lead to enhanced teaching quality, improved student outcomes, and overall institutional growth. Future research can further explore longitudinal impacts of EI training and its role in different educational contexts. The study thus contributes to both academic literature and practical policy-making by establishing EI as a cornerstone of effective teaching in the 21st century.

### **References**

- Anshu. (2025). Emotional intelligence in teacher effectiveness: A systematic review.
- Khairunnisa, D., Hendra, R., & Pratama, L. (2025). The influence of emotional intelligence on teacher performance.
- Mészáros, A., & Szalóki, R. (2022). Emotional intelligence in education.
- Asrar-ul-Haq, M. (2017). Impact of emotional intelligence on teacher performance.
- Goleman, D. (1995). Emotional intelligence.
- Wang, S. (2024). Emotional leadership and student engagement.
- Carvalho, J. D. (2025). Emotional intelligence and teacher self-efficacy.