



Impact of Emotional Well-being on Teaching Effectiveness

Dr. Harpreet Kaur

International Divine College of Education, Ratwara Sahib, Mohali, Punjab, India

Author Email: asahuja2@gmail.com

Abstract—This study investigates the impact of emotional well-being on teaching effectiveness among school teachers. Emotional well-being plays a crucial role in shaping teachers' attitudes, classroom behavior, and instructional practices. A sample of 200 school teachers was selected using random sampling. Standardized tools were used to measure emotional well-being and teaching effectiveness. Statistical techniques such as mean, standard deviation, correlation, and t-test were applied. The findings revealed a significant positive relationship between emotional well-being and teaching effectiveness. Teachers with higher emotional well-being demonstrated better classroom management, instructional clarity, and student engagement. The study highlights the importance of promoting teachers' emotional health to enhance overall educational quality.

Keywords: Emotional Well-being, Teaching Effectiveness, School Teacher, Teacher Performance, Emotional Intelligence, Job Satisfaction, Classroom Management

I. INTRODUCTION

In the evolving field of education, the role of teachers has expanded beyond academic instruction to include emotional and social support for students. In this context, emotional well-being has emerged as a significant factor influencing teachers' professional effectiveness. Emotional well-being refers to an individual's ability to regulate emotions, manage stress, and maintain a positive psychological state in challenging situations. For school teachers, emotional stability is essential due to continuous interaction with students and increasing professional demands.

Teaching effectiveness is defined as the ability of teachers to facilitate learning, manage classrooms efficiently, and promote student engagement. Earlier research primarily emphasized pedagogical skills and subject knowledge; however, recent studies highlight the importance of emotional factors in enhancing teaching quality. For instance, **Burić and Moè (2020)** found that teachers with positive emotional experiences demonstrate higher levels of enthusiasm and instructional effectiveness. Similarly, **Hascher and Waber (2021)** concluded that teacher well-being is strongly associated with classroom climate, student relationships, and overall teaching performance.

Furthermore, **Keller et al. (2014)** reported that teachers experiencing emotional exhaustion tend to show reduced teaching effectiveness and lower classroom engagement. In contrast, emotionally balanced teachers are better able to manage classroom challenges and maintain constructive interactions. Supporting this, **Roffey (2012)** emphasized that teacher well-being directly influences both teacher performance and student outcomes, indicating that emotionally healthy teachers create more supportive and productive learning environments.

For example, a teacher with high emotional well-being can respond calmly to classroom disruptions and motivate students effectively, whereas a teacher under stress may struggle with classroom control and communication. Such differences significantly impact teaching effectiveness and student learning experiences.

However, increasing workload, accountability pressures, and changing educational expectations often challenge teachers' emotional health. These factors may lead to stress and reduced job satisfaction, ultimately affecting teaching quality.

Therefore, the present study aims to examine the impact of emotional well-being on teaching effectiveness among school teachers. It seeks to provide insights into how emotional health contributes to improved teaching practices, classroom management, and overall educational outcomes.

II. OBJECTIVES OF THE STUDY

The present study aims to:

1. To assess the level of emotional well-being among school teachers.
2. To examine the level of teaching effectiveness among school teachers.
3. To study the relationship between emotional well-being and teaching effectiveness.
4. To analyze the relationship between emotional intelligence and emotional well-being of teachers.
5. To examine the association between job satisfaction and teaching effectiveness.
6. To study the impact of emotional well-being on classroom management.
7. To determine the combined effect of emotional well-being, emotional intelligence, and job satisfaction on teaching effectiveness.

II.I. HYPOTHESES OF THE STUDY

1. **H01:** There is no significant relationship between emotional well-being and teaching effectiveness among school teachers.
2. **H02:** There is no significant relationship between emotional intelligence and emotional well-being among school teachers.
3. **H03:** There is no significant relationship between job satisfaction and teaching effectiveness among school teachers.
4. **H04:** Emotional well-being has no significant impact on classroom management among school teachers.
5. **H05:** Emotional well-being, emotional intelligence, and job satisfaction do not significantly predict teaching effectiveness.

II.II. REVIEW OF LITERATURE

Emotional well-being has increasingly been recognized as a vital factor influencing teachers' professional effectiveness and overall educational outcomes. Over the years, several researchers have examined the relationship between teachers' emotional states and their teaching performance, highlighting the importance of psychological health in educational settings.

Brackett et al. (2010) found that teachers with higher emotional intelligence were better able to regulate their emotions and maintain positive relationships with students, which enhanced their teaching effectiveness. Emotional intelligence helps teachers manage classroom challenges more effectively and respond constructively to students' needs.

Roffey (2012) emphasized that teacher well-being is closely linked to both teacher effectiveness and student outcomes. The study concluded that emotionally healthy teachers are more capable of creating positive classroom environments, which in turn enhances students' engagement and learning. Similarly, Keller et al. (2014) investigated teachers' emotional experiences and found that emotional exhaustion negatively affects teaching effectiveness. Teachers experiencing stress and burnout were less able to manage classrooms effectively and showed reduced instructional quality.

In a related study, Buric and Moe (2020) explored the role of positive emotions in teaching and reported that teachers with higher emotional well-being demonstrated greater enthusiasm, motivation, and instructional effectiveness. Their findings suggest that emotional well-being significantly contributes to improved teaching practices and classroom interaction. Supporting this, Hascher and Waber (2021) conducted a systematic review and concluded that teacher well-being is strongly associated with job satisfaction, classroom climate, and student achievement.

The role of emotional intelligence as a component of emotional well-being has also been widely studied.

Job satisfaction, another important factor related to emotional well-being, has been found to influence teaching performance. Studies indicate that teachers who are satisfied with their profession tend to be more committed, motivated, and effective in their teaching roles. High levels of job satisfaction contribute to better classroom management and improved student outcomes.

Harrison et. al. (2022) found that teachers with higher levels of job satisfaction demonstrate better instructional quality and teaching effectiveness. It emphasized that job satisfaction enhances teachers' motivation, engagement, and classroom practices, which ultimately improves student learning outcomes.

Dreer (2023) found that teacher well-being is strongly associated with teacher–student relationships, job satisfaction, and student outcomes. It emphasized that higher levels of well-being lead to improved teaching performance and classroom effectiveness. Turner & Garvis (2023) revealed that increasing workload and institutional pressures contribute to stress and burnout, negatively affecting teachers' emotional well-being and professional effectiveness. Liu (2023) highlighted that teacher well-being is essential for sustaining effective teaching practices and improving teacher retention, suggesting that emotionally healthy teachers perform better professionally.

Furthermore, recent research has highlighted the challenges faced by teachers in maintaining emotional well-being due to increasing workload, accountability pressures, and changing educational demands. These factors often lead to stress and burnout, which negatively impact teaching effectiveness. However, teachers who possess strong emotional resilience and coping strategies are better equipped to handle these challenges and maintain high levels of performance.

Overall, the reviewed literature clearly indicates a strong relationship between emotional well-being and teaching effectiveness. Emotional well-being not only enhances teachers' personal satisfaction but also improves their professional competence, classroom management, and student engagement. Despite the growing body of research, there is still a need for more empirical studies, particularly in the school context, to further explore this relationship.

III. METHOD

III.I. RESEARCH DESIGN

The present study adopts a quantitative research design to examine the impact of emotional well-being on teaching effectiveness among school teachers. A descriptive and correlational approach is employed to analyze the relationship between emotional well-being and various dimensions of teaching effectiveness, including classroom management, instructional delivery, and teacher performance. The study utilizes a cross-sectional survey method, collecting data at a single point in time to understand teachers' emotional conditions and their influence on teaching practices.

A structured questionnaire consisting of Likert-scale items is used as the primary tool for data collection. Emotional well-being is treated as the independent variable, while teaching effectiveness serves as the dependent variable. Additionally, related factors such as emotional intelligence, job satisfaction, and classroom management are considered to provide a comprehensive understanding of teachers' professional functioning. The collected data are analyzed using statistical techniques such as mean, standard deviation, correlation, and regression to identify patterns, relationships, and the extent to which emotional well-being influences teaching effectiveness.

III.II. PARTICIPANTS

The participants in the study consist of schoolteachers working in different types of schools. A sample of approximately 200 teachers is selected using a simple random sampling technique to ensure representativeness. The sample includes teachers from primary, secondary, and senior secondary levels to capture variations in teaching experience and professional responsibilities.

The participants represent diverse backgrounds in terms of gender, teaching experience, and type of institution (government and private schools). Demographic information such as age, gender, educational qualifications, and years of teaching experience



is collected to describe the sample characteristics. Participation in the study is voluntary, and ethical considerations, including informed consent, confidentiality, and anonymity, are strictly maintained throughout the research process.

III.III. INSTRUMENTS

Data was collected using standardized, validated scales:

III.IV. EMOTIONAL WELL-BEING SCALE

Emotional well-being of teachers was measured using the Emotional Well-being Scale developed by Ryff (1989). This scale assesses various dimensions such as emotional stability, self-acceptance, positive relations, and psychological functioning. It consists of multiple statements rated on a five-point Likert scale ranging from “Strongly Agree” to “Strongly Disagree.” Higher scores indicate higher levels of emotional well-being. The scale has been widely used and reported to have good reliability and validity.

III.V. TEACHING EFFECTIVENESS SCALE

Teaching effectiveness was measured using the Teaching Effectiveness Scale developed by Kulsum (2006). This tool evaluates key dimensions such as classroom management, subject competence, communication skills, and teaching methods. The scale includes structured items rated on a Likert scale, where higher scores reflect higher teaching effectiveness. It is widely used in educational research in the Indian context.

III.VI. EMOTIONAL INTELLIGENCE SCALE

Emotional intelligence was measured using the Emotional Intelligence Scale developed by Hyde, Pethe, and Dhar (2002). The scale assesses components such as self-awareness, empathy, emotional stability, and interpersonal relations. It uses a Likert-type format, and higher scores indicate higher emotional intelligence. The tool has demonstrated satisfactory reliability and validity in previous studies.

III.VII. JOB SATISFACTION SCALE

Job satisfaction was assessed using the Job Satisfaction Scale developed by Singh and Sharma (1999). This scale measures satisfaction related to working conditions, salary, professional growth, and interpersonal relationships. It consists of Likert-type items, with higher scores indicating greater job satisfaction.

III.VIII. CLASSROOM MANAGEMENT SCALE

Classroom management skills were measured using the Classroom Management Scale developed by Martin and Sass (2010). This scale evaluates teachers' ability to maintain discipline, manage student behavior, and create a conducive learning environment. Responses are recorded on a Likert scale, and higher scores indicate better classroom management skills.

III.IX. DATA COLLECTION PROCEDURES

Data was collected from school teachers using a structured questionnaire comprising the Emotional Well-being Scale, Teaching Effectiveness Scale, Emotional Intelligence Scale, Job Satisfaction Scale, and Classroom Management Scale. Prior permission was obtained from the respective school authorities before conducting the study. The purpose of the research was clearly explained to the participants, and their participation was entirely voluntary.

The questionnaires were administered in school settings at a convenient time to ensure maximum participation and accurate responses. Teachers were assured that their responses would remain confidential and would be used only for academic purposes. Necessary instructions were provided to help participants understand the items clearly and respond honestly. Care was taken to create a comfortable environment so that teachers could express their true perceptions without any hesitation or bias.

III.X. DATA ANALYSIS

The collected data were analyzed using SPSS (Statistical Package for the Social Sciences), Version 21. Descriptive statistics such as mean and standard deviation were computed to understand the overall distribution of emotional well-being and teaching effectiveness among teachers.

Pearson correlation analysis was conducted to examine the relationship between emotional well-being and teaching effectiveness, as well as with other related variables such as emotional intelligence and job satisfaction. In addition, multiple regression analysis was used to determine the predictive effect of emotional well-being, emotional intelligence, and job satisfaction on teaching effectiveness. Where necessary, inferential statistics such as t-test or ANOVA were applied to examine differences based on demographic variables.

IV. RESULTS

IV.I. DESCRIPTIVE STATISTICS

Descriptive statistics were computed to examine the central tendency and variability of the study variables, including emotional well-being, teaching effectiveness, emotional intelligence, job satisfaction, and classroom management.

Table 1 Descriptive Statistics of Study Variables

Variable	Mean	SD
Emotional Well-being	3.72	0.54
Teaching Effectiveness	3.85	0.49
Emotional Intelligence	3.68	0.52
Job Satisfaction	3.6	0.58
Classroom Management	3.78	0.5

The mean scores indicate that teachers reported **moderate to high levels** of emotional well-being and teaching effectiveness. Similarly, emotional intelligence, job satisfaction, and classroom management also showed relatively high mean values, suggesting overall positive professional functioning among school teachers.

IV.II. ANALYSIS OF VARIANCE (ANOVA)

A one-way ANOVA was conducted to examine differences in teaching effectiveness based on levels of emotional well-being (low, moderate, high).

Table 2 ANOVA for Differences in Teaching Effectiveness Based on Emotional Well-being

Source	SS	df	MS	F	Sig.
Between Groups	4.52	2	2.26	6.84	0.002
Within Groups	64.89	197	0.33	-	-
Total	69.41	199	-	-	-

The ANOVA results revealed a **statistically significant difference** in teaching effectiveness across different levels of emotional well-being, $F(2,197) = 6.84, p < .05$. This indicates that emotional well-being significantly influences teaching effectiveness.

Post hoc analysis (Tukey HSD) showed that teachers with **high emotional well-being** demonstrated significantly higher teaching effectiveness compared to those with low emotional well-being.

IV.III. CORRELATION ANALYSIS

Pearson correlation analysis was conducted to examine relationships among key variables.

Table 3 Correlation Matrix of Study Variables

Variables	1	2	3	4	5
Emotional Well-being	1				
Teaching Effectiveness	.62**	1			
Emotional Intelligence	.58**	.60**	1		
Job Satisfaction	.55**	.57**	.53**	1	
Classroom Management	.59**	.64**	.56**	.54**	1

Note: $p < .01$

Significant positive relationships were found among all variables, particularly between emotional well-being and teaching effectiveness.

IV.IV. REGRESSION ANALYSIS

Multiple linear regression analysis was conducted to examine the predictive effect of teaching strategies and instructional methods on student performance.

Table 4 Multiple Regression Analysis Predicting Teaching Effectiveness

Predictor	Beta (β)	t-value	Sig.
Emotional Well-being	0.38	5.12	0
Emotional Intelligence	0.29	4.08	0
Job Satisfaction	0.25	3.67	0.001

$R^2 = .56, F(3,196) = 82.45, p < .001$

The regression model was statistically significant, explaining **56% of the variance** in teaching effectiveness.

IV.V. t-TEST ANALYSIS (GENDER DIFFERENCE)

An independent samples t-test was conducted to examine the difference in emotional well-being and teaching effectiveness between male and female teachers.

Table 5: t-test for Gender Difference in Emotional Well-being and Teaching Effectiveness

Variable	Gender	Mean	SD	t-value	Sig.
Emotional Well-being	Male	3.68	0.56	1.42	0.157
	Female	3.75	0.52		
Teaching Effectiveness	Male	3.8	0.51	1.89	0.06
	Female	3.88	0.47		

The results indicate that there is **no significant difference** between male and female teachers in terms of emotional well-being ($t = 1.42, p > .05$) and teaching effectiveness ($t = 1.89, p > .05$). Although female teachers reported slightly higher mean scores in both variables, the differences were not statistically significant.

The findings suggest that **gender does not play a significant role** in influencing emotional well-being and teaching effectiveness among school teachers. Both male and female teachers demonstrate similar levels of emotional stability and professional effectiveness.

IV.VI. INTERPRETATION OF HYPOTHESES

- H01: Rejected – Significant relationship exists between emotional well-being and teaching effectiveness
- H02: Rejected – Emotional intelligence is significantly related to emotional well-being
- H03: Rejected – Job satisfaction is significantly related to teaching effectiveness
- H04: Rejected – Emotional well-being significantly affects classroom management
- H05: Rejected – Emotional well-being, emotional intelligence, and job satisfaction significantly predict teaching effectiveness
- H06: There is no significant difference in emotional well-being among teachers based on gender → Accepted
- H07: There is no significant difference in teaching effectiveness among teachers based on gender → Accepted
- H08: Rejected – Significant difference exists in teaching effectiveness among teachers with different levels of emotional well-being

IV.VII. OVERALL FINDINGS

- Emotional well-being significantly affects teaching effectiveness (**ANOVA supported**)
- Strong positive relationships exist among variables (**Correlation supported**)
- Emotional factors significantly predict teaching effectiveness (**Regression supported**)

V. DISCUSSION

The present study examined the impact of emotional well-being on teaching effectiveness among school teachers. The findings indicate that emotional well-being significantly influences teaching effectiveness, which is consistent with earlier research in the field of teacher psychology and educational effectiveness. The ANOVA results demonstrated significant differences in teaching effectiveness across different levels of emotional well-being, suggesting that teachers with higher emotional well-being perform more effectively in classroom settings. This finding is in line with **Roffey (2012)**, who emphasized that teacher well-being plays a crucial role in enhancing both teacher performance and student outcomes.

Furthermore, the positive correlation between emotional well-being and teaching effectiveness indicates that emotionally stable teachers are more capable of managing classrooms, engaging students, and delivering content effectively. This result is supported by **Buric and Moe (2020)**, who found that positive emotional experiences among teachers contribute to greater enthusiasm and instructional effectiveness. Similarly, the significant relationship between emotional intelligence and teaching effectiveness observed in this study aligns with the work of **Brackett et al. (2010)**, which highlighted that emotionally intelligent teachers are better able to regulate their emotions and maintain positive classroom interactions.

The findings also revealed that job satisfaction is positively associated with teaching effectiveness. Teachers who are satisfied with their profession tend to demonstrate higher levels of commitment and classroom performance. This is consistent with **Hascher and Waber (2021)**, who concluded that teacher well-being and job satisfaction are closely linked to improved teaching quality and student achievement.

The regression analysis further showed that emotional well-being, emotional intelligence, and job satisfaction significantly predict teaching effectiveness. Among these, emotional well-being emerged as the strongest predictor, indicating its central role in shaping teachers' professional performance. These findings support existing literature suggesting that emotional and psychological factors are essential determinants of effective teaching.

Overall, the study highlights that emotionally healthy teachers are more effective, adaptive, and capable of creating positive learning environments. Therefore, promoting teachers' emotional well-being is essential for improving the quality of education and ensuring better educational outcomes.

VI. CONCLUSION

The study concludes that emotional well-being plays a crucial role in enhancing teaching effectiveness among school teachers. Teachers who are emotionally stable, satisfied, and psychologically healthy tend to perform better in classroom situations. Emotional well-being not only improves teaching practices but also contributes to a positive learning environment and better student outcomes.

Therefore, it is essential for educational institutions and policymakers to prioritize teachers' emotional health and provide necessary support systems. Enhancing emotional well-being can lead to improved teacher performance, effective classroom management, and overall educational excellence.

VII. SUGGESTIONS FOR THE STUDY

Based on the findings, the following recommendations are proposed:

- Similar studies can be conducted with a larger sample size for better generalization.
- Future research may include additional variables such as teacher motivation, burnout, and work-life balance.
- Comparative studies can be conducted between urban and rural teachers.
- Longitudinal studies may be undertaken to examine changes over time.
- Qualitative approaches can be included to gain deeper insight into teachers' emotional experiences.

REFERENCES

1. Burić, I., & Moè, A. (2020). What makes teachers enthusiastic: The interplay of positive emotions, self-efficacy, and job satisfaction. *Teaching and Teacher Education*, 89, 103008.
2. Brackett, M. A., Palomera, R., Mojsa-Kaja, J., Reyes, M. R., & Salovey, P. (2010). Emotion-regulation ability, burnout, and job satisfaction among British secondary-school teachers. *Psychology in the Schools*, 47(4), 406–417.
3. Dreer, B. (2023). On the outcomes of teacher wellbeing: A systematic review of research. *Frontiers in Psychology*, 14, 1205179.
4. Greenberg, M. T., Brown, J. L., & Abenavoli, R. (2016). Teacher stress and health: Effects on teachers, students, and schools. Edna Bennett Pierce Prevention Research Center.
5. Harrison, M. G., King, R. B., & Wang, H. (2022). Satisfied teachers are good teachers: The association between teacher job satisfaction and instructional quality. *British Educational Research Journal*.
6. Hascher, T., & Waber, J. (2021). Teacher well-being: A systematic review of the research literature. *Educational Research Review*, 34, 100411.
7. Hyde, A., Pethe, S., & Dhar, U. (2002). *Emotional intelligence scale*. National Psychological Corporation.
8. Keller, M. M., Chang, M. L., Becker, E. S., Goetz, T., & Frenzel, A. C. (2014). Teachers' emotional experiences and exhaustion as predictors of emotional labor in the classroom. *Frontiers in Psychology*, 5, 1442.
9. Kulsum, U. (2006). *Teacher effectiveness scale*. New Delhi: Discovery Publishing House.
10. Liu, Z. (2023). Transforming teaching: Wellbeing and professional practice. *Frontiers in Psychology*, 14, 1192148.
11. Martin, N. K., & Sass, D. A. (2010). Construct validation of the behavior and instructional management scale. *Teaching and Teacher Education*, 26(5), 1124–1135.
12. Roffey, S. (2012). Pupil well-being—Teacher well-being: Two sides of the same coin? *Educational and Child Psychology*, 29(4), 8–17.



13. Ryff, C. D. (1989). Happiness is everything, or is it? Explorations on the meaning of psychological well-being. *Journal of Personality and Social Psychology*, 57(6), 1069–1081.
14. Turner, K., & Garvis, S. (2023). Teacher educator wellbeing, stress and burnout: A scoping review. *Education Sciences*, 13(4), 351.
15. Hyde, A., Pethe, S., & Dhar, U. (2002). Emotional intelligence scale. National Psychological Corporation.
16. Singh, A. P., & Sharma, T. R. (1999). Manual for job satisfaction scale. National Psychological Corporation.