A study on the influence of teaching experience on social intelligence and professional commitment of secondary school teachers of West Bengal

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Abstract

Teachers' social intelligence and the commitment to their profession highly contribute to the quality of the teaching process. This article focused on examining whether and how the levels of teachers' social intelligence and professional commitment is influenced by their experiences in teaching. The study also attempted to investigate whether there are differential effects of teachers' social intelligence on professional commitment of tecachers having different teaching experiences. Multistage sampling procedures were used to select387 (186 female and 201 male) secondary school teachers selected from five districts (viz. Hooghly, Birbhum, North Dinajpur, Murshidabad, and Nadia) of West Bengal.A cross-sectional survey research method was used for this study. One-way analysis of variance (ANOVA) and moderation analysis were employed during data analysis. Results show that teaching experience significantly influenced teachers' social intelligence and their commitment to the teaching profession. Further, the association between social intelligence and professional commitment was significantly moderated by teaching experiences of teachers.

Keywords: *Moderation, Professional Commitment, Social Intelligence, Teaching Experiences*

INTRODUCTION

Social intelligence (SI) is a very significant psychological construct mainly dealing with different social skills. Professional commitment means the psycho-social bonding of an individual in their profession. In the process of socialization and professional development, social intelligence plays an important role. Social intelligence helps to develop social skills, effective interaction skills, interpersonal relationship (Yermentaeyeva and Uaidullakyzy, 2014) mental health (Prathima and Kulsum, 2013), Professional Performance (Widodo et al., 2020), leadership qualities (Garg and Gera, 2019), Classroom Teacher-Student Interaction (Krcmar, 2018). So, it has a great contribution in the field of education, especially school education.

Teachers' Social intelligence

It is a combination of interaction style, social dynamics, interpersonal relationships, and communication in different social situations (Prathima & Umme Kulsum, 2013; Gulliford et al., 2019; Zehir & Karaca, 2019), social cooperation with others (Albrecht, 2006). The classroom is a social laboratory wherein the teacher must build a web of communication that becomes a medium for bilateral transactions between the teachers and teachers which is driven by the social intelligence of the teachers. Teachers must possess social skills to

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make the teaching-learning process more interactive. There was a difficulty in the definition of social intelligence over years (Guilford, 1967; Ford & Tisak, 1983; Thorndike, 1920). Social intelligence is part of general intelligence such as interpersonal processes and social perception (Thorndike, 1920; Mohanasundram et al., 2020), the ability to adapt the individual and social needs (Eysenck, 1985), the ability to judge everyone properly, adapting qualities in every situation (Allport, 1937), social attitudes are the ability to evaluate one (Myers, 1995) total combination and regulating the cognitive processes that related social facilities (Guilford, 1967), it is the kind of mental abilities which help in solving many societal problems (Ford & Tisak, 1983).

Different psychologists generally agree that social intelligence is undoubtedly a multifaceted construct. Different dimensions are unclear and very conflicting. The multiplicity of modes of measurement of social intelligence using the different instruments is another challenge for diverse dimensions. To measure social intelligence there were some specific modes like Self-report (Miller & Ross, 1975; Silvera et al., 2000), observation schedule (Wong et al., 1995); Scale (Moss et al., 1955; Silvera et al., 2001), Inventory (Lacanlale, 2013); test (Sullivan & Guilford, 1966; Moss, et.al., 1949) used for the same purpose. Different dimensions are unclear and very conflicting. After a thorough review of related literature different indicators of social intelligence are depicted below (see Table 1):

Table 1

Social intelligence scales used in previous studies

Existing standardised Tools	Indicators of Social Intelligence
Silvera, Martinussen and Dahl, 2001	social knowledge, social awareness, and social skill
Silberman, 2000	expressing emotions, expressing needs, understanding other people, social communication and feedback generation, motivating others, generating creative solutions in intricate situations
Buzan, 2002	verbal and nonverbal communication, active listening skills, sociability, inducement, active social medium, negotiation, and social problem solving,
impressing others, interpersonal behavior	
Sullivan & Guilford, 1966	Social awareness, comprehending social situations, understanding facial expressions, social expressivity, changing ability, managing behavioral events, and prediction.
Goleman, 2008	find solutions by discussing, establishing personal connections, being able to organise social groups, man making social analysis
Hampel, Weis, Hiller and Witthöft, 2001	social memory, social perception, and social flexibility
Prathima & Umme Kulsum, 2013	Self-Development, Empathy, Self-awareness, Value Orientation, and Social Stability

Teachers' professional commitment to teaching

Professional commitment means the psycho-social bonding of an individual in their profession (Pfeffer, 1978). It affects self-esteem (Lodahl and Kejner, 1965).It helps to identify one's profession and help to accept its values and individual belief (Morrow and Goetz, 1988). It helps in job involvement and loyalty of individuals (O'Reilly, 1991). Trained teachers are competent and committed to their profession (Dave, 1998), it has an in-depth value (Mariados, 2000). From the above discussion, it can be clear that professional commitment is the major factor inthe qualitative growth of the educational system. Teachers' commitment to learners is very important. Teachers need to be committed to their profession, society, and basic human values and need to trust for academic excellence to get the quality outcome and holistic development as well. Educationists is searching for quality for a long time over years. Teaching is a very important interactive process linked with teachers and students to get a quality outcome. Teachers' professional commitment means a psycho-social bonding of an individual in their profession. High-quality teaching-learning materials and learning resources are important for the teaching profession for high-quality teaching. Different educationists suggested some quality indicators for teaching (Killen, 2007; Lile, & Kelemen, 2014).

Review of related literature

Srivastava et al., (2016) revealed that good interpersonal skills were essential for success in both personal relationships and career endeavors. This is especially true for positions that need frequent face-to-face interaction and direct communication with co-workers. Management and organisational psychology have long investigated the causes, correlates, and different effects of professional commitment in organization (Zehir, Muceldili & Zehir, 2012). Professional

commitment in their institution depends upon their loyalty to the institution (Zahed Babalan, Karimianpour & Ranjbar, 2018). Compensation and commitment were two important factor for professional commitment to the institutions irrespective of teaching experiences(Vizanoet al.,2020).An successful school teacher is a dedicated, professional someone who continually expands their knowledge to better serve the children as well as able to deal with the challenges of teaching in a classroom environment. Thus, quality of instruction depends upon teachers personal traits, contentment knowledge competency, commitment and experiences in teaching profession (Gholipour Haftkhavani et al., 2012). Teachers' trust, socio-emotional and magament skills were important for professional commitment (Celep and Yilmazturk, 2012). Professional commitment would help to the quality of work (Loan, 2020).

According to Ingersoll (2001), too high staff turnover rather than a complete lack of suitable teachers in the population werethe causes for teacher shortages. Researchers now recognise that quitting the profession or transferring to another institution, significantly contributes to challenges in teaching profession (Darling et al., 2003; Ingersoll, 2001). Early years teaching experiences were the most critical part of teaching for professional commitment (Chapman&Green,1986;Fideler&Haselkorn, 1999; Feiman, 1983). Teachers induction program were the significant predictor to enhance professional commitment among teaching (Fideler & Haselkorn, 1999). Smith and Ingersoll (2001) found good monitoring by the mentor was most important against leaving the profession and help to be more commited in their particular profession (Darling et al., 2003; Humphrey et al., 2000). Although there were some studies with above mentioned variable but very less amount of studies conducted on social intelligence and professional commitment. Especially effect of teaching experience on social intelligence and professional commitment was a very significant research gap.

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Need of the present study

The present study mainly focused on the influence of teachers teaching experiences on social intelligence and professional commitment. The classroom is a social laboratory wherein the teacher must build a web of communication that becomes a medium for bilateral transactions between the teachers and taught which is driven by the social intelligence of the teachers. Teachers must possess social skills to make the teaching-learning process more interactive. Teachers should create a positive constructive learning environment for quality teaching. Quality output depends upon quality input. Teachers should provide quality output and at the same time quality input for the process of education. Teachers psychologically and socially bonding to their profession is very needed. Teachers should dedicate themselves to their work without any distractions. So that they can teaching in their own ways. Then the total teaching learning would be joyful and student friendly. These are the most important criteria for quality teaching. Teachers experiences matter all the times because the more experienced we are the more we learn. Experienced teachers can channelize the students in proper direction towards their life. So, quality teaching depends upon the feedback system towards their teaching profession. The study tested whether teachers' social intelligence influences professional commitment equally for the less experienced and more experienced teachers. Major research questions: whether teachers' social intelligence and their professional commitment differ with their teaching experience, and whether teachers' social intelligence has differential effects on the professional commitment of less experienced and more experienced teachers.

Objectives

1. To examine the effect of teaching experiences on teachers' social intelligence.

2. To examine the effect of teachers teaching experience on professional commitment.
3. To investigate the moderation effect of teaching experience on the relationship between social intelligence and professional commitment.

Hypotheses of the Study

H01: There exists no significant influence of teachers' teaching experience on their social intelligence.

H02: There exists no significant influence of teaching experience on professional commitment.

H03: There exists no significant moderation effect of teaching experience on the interrelationships between social intelligence and professional commitment.

According to objectives following hypothetical model (see Figure 1) was developed:

Figure 1

Hypothetical model
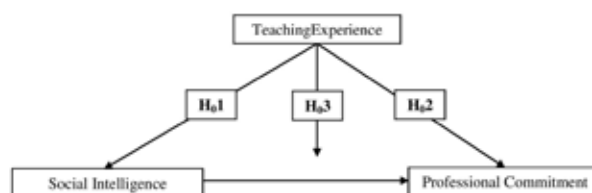
Methodology

Population, sampling procedures and sample of the study

The secondary school teachers who teach the ninth and tenth graders in the Bengali medium secondary schools under West Bengal Board of Secondary Education (WBBSE) were the target group for the present investigation. Thus, such teachers forms the population of this study. Further, the multistage sampling procedures were employed to select a sample for the present study from the large population of teachers. In the first stage, five districts (out of twenty

three districts in West Bengal) were randomly selected using the Fish-bowl method. Then, in the second stage, six schools were randomly chosen from each of the five selected districts (viz. Hooghly, Birbhum, North Dinajpur, Murshidabad, and Nadia). The list of the schools are available from the government website: https://wbbse.wb.gov. in. Finally, all the teachers teaching the ninth and tenth graders in those 30 schools formed the sample for this study. Thus, 387

secondary level school teachers participated in this study. Among them, 186 (48.06%) teachers were female and 201 (51.94%) were male (for details, see Table 2 and figure 2). Besides, 119 (30.75%) teachers had the experience of teaching between 0-2 years (novice teachers), 133 (34.37%) teachers had between 2-5 years (experienced teachers), and 135 (34.88%) teachers had more than 5 years (expert teachers).

Table 2

Demographic profile of the participants

		Sample	
		(387participants)	
	N	**%**	
Gender			
Female	186	48.06	
Male	201	51.94	
Teaching experience			
Novice	119	30.75	
Experienced	133	34.37	
Expert	135	34.88	
Geographical location (Districts)			
Hooghly	73	18.86	
Birbhum	77	19.90	
North Dinajpur	72	18.60	
Murshidabad	81	20.93	
Nadia	84	21.71	

Measurement
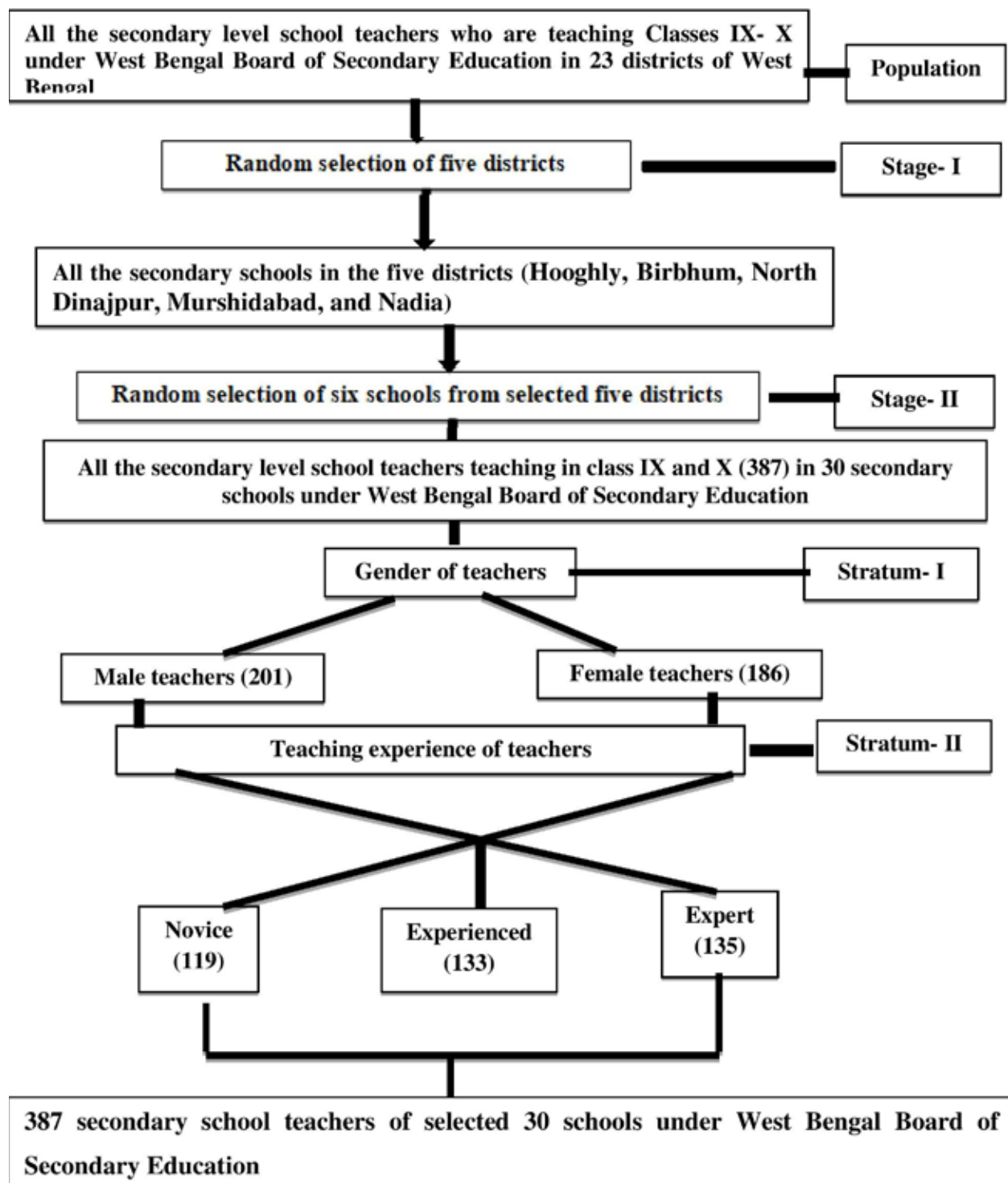
Professional commitment

It means psycho-social bonding of an individual in their profession. The 12-item Professional Commitment Scale was used to measure teachers' professional commitment. Professional commitment consisted of five dimensions that are commitment to the profession, students, society,basic human values, and academic excellence. A five-point

Likert type professional commitment scale standardised by Meyer and Allen in 1991 was used for this study.

Teachers' social intelligence

It is the combination of social awareness, social dynamics, interpersonal relationships, and interpersonal communication i.e. different social situations (Prathima & Kulsum, 2013), social cooperation with others

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Figure 2

Sampling design

(Albrecht, 2006), effective interpersonal communication in every situation (Goleman and Boyatzis 2008), attainment of significant social goals in specific socio-cultural contexts (Ford, 1982), ability to deal others with adapted social skills, social cooperation, inter personal relationship, communication ability with different unknown persons in different unexpected situations (Vernon, 1933).A five-point social intelligence scale was constructed by Silvera, Martinussen, and Dahlin 2001 consisting of social knowledge, social awareness, and social skill dimensions used for this study.

Teaching experience

The teaching experience of the teachers was considered as the time duration between the date of joining as a secondary school teacher and the date of filing the questionnaires for the present study. There were following three categories teachers as per different teaching exoeriences: Novice teachers (0-2 years), Experienced teachers (2-5 years), and Expert teachers (>5 years).

Data collection procedures

Firstly, all the heads of the institution were informed about the present study. Then it was requested to allow the researcher to collect data from the teachers. The teachers were communicated about the study and the questionnaires were provided only to those teachers who agreed to provide their responses. They were assured that their responses will not be disclosed anywhere and will only be used. The teachers were asked to provide their unbiased and honest opinion regarding the statements in the questionnaires. They were also told to read the instructions before filling out the questionnaires.

Data analysis plan

Using IBM SPSS 26.0collected data were analyzed. To test the first two null hypotheses i.e.,there exists no significant influence of teachers' teaching experience on their social intelligence and professional commitment in teaching, one-way ANOVA was performed. Further, to explore the moderation analysis for the differential effect of teaching experiences on interrelationships between social intelligence and professional commitment.

Results and Discussions

Teachers' professional commitment and their social intelligence in teaching a preliminary analysis were conducted with the help of descriptive statistics. In this analysis, mean scores of the variables, skewness, kurtosis, and SD were calculated. The results were given below(see Table 3):

H01: There exists no significant influence of teachers' teaching experience on their social intelligence.

To test the first null hypothesis i.e. H01, one-way Analysis of variance (ANOVA) was used and the data were analyzed using SPSS. The teaching experience-wise descriptive statistics for social intelligence were presented below(see Table 4):

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Table 4

Descriptive Statistics

Types	N	Mean	Std. Deviation	Std. Error
Novice Teachers	119	51.35	3.57	1.17
Experienced Teachers	133	51.17	2.87	0.37
Expert Teachers	135	56.24	1.18	0.91
Total	**387**			

Objective 1 was to know the effect of experiences in teaching on social intelligence. The teachers belonged to three groups, namely, novice (0-2 years), experienced (2-5 years), and expert (>5 years) teachers. Thus, the data were analysed using one-way ANOVA (see Table 5).

Table 5

Summary of 1 Way ANOVA of social intelligence across teaching experience of the teachers

Source of Variance	df	SS	MSS	F-value	Remark
Teaching Experience	2	1963.38	981.69	37.23	p<.01
Error	384	10127.67	26.37		
Total	386	12091.05			

It is evident from Table 4 that the ANOVA value was 37. 23 significant at a 0.01 level with df= 2, 384. Mean scores of social intelligence of the novice, experienced and expert teachers differ significantly. So, here the alternative hypothesis was accepted and the above null hypothesis was not accepted. So, the mean scores of these two variables differ significantly (see Table 5). To find out the mean score difference of social intelligence in relation to different teaching experiences the data were further analysed using Tukey HSD test or post hoc test.

So, experienced teachers and expert teachers differ significantly in relation to mean score. The mean score of expert teachers was 56.24 which was significantly higher than that of the experienced teachers whose mean score of professional commitment was 51.17 (see Table 6). Therefore, it was evident that the teachers with experience of more than 5 years of teaching are more socially intelligent as compared to those having 2-5 years of teaching. However, the mean scores of social intelligence of novice teachers and experienced teachers did not differ significantly. Hence, it can be said that both novice teachers and experienced teachers were professionally committed to teaching to the same extent. Further, the mean scores of professional commitment of novice teachers and expert teachers differ significantly. Expert teachers' mean score of professional commitment was 56.24 significantly higher in comparison to the novice teachers whose mean score of professional commitment was 51.35 depicted above (see Table 6). Therefore, it was evident that the social intelligence of expert teachers was significantly higher than that of novice teachers. On the whole, it may be said that expert teachers are significantly more socially intelligent than novice and experienced teachers.

H02: *There exists no significant influence of teaching experience on professional commitment.*

To test the second null hypothesis i.e. H02, one-way ANOVA was used and the data were analysed using SPSS. The teaching experience-wise descriptive statistics for professional commitment were shown here(see Table 7):

<center>**Table 7**</center>

<center>**Descriptive Statistics**</center>

Types	N	Mean	Std. Deviation	Std. Error
Novice Teachers	119	39.88	1.24	1.31
Experienced Teachers	133	38.93	2.08	1.17
Expert Teachers	135	36.24	2.13	0.62
Total	387			

Objective 2 was to know the effect of teaching experience on the professional commitment of teachers. The teachers belonged to three groups, namely, novice (0-2 years), experienced (2-5 years), and expert (>5 years) teachers. Thus, the data were analysed using one-way ANOVA. The results of the analysis are given below(see Table 8).

<center>**Table 8**</center>

<center>**Summary of One Way Analysis of Variance (ANOVA) of professional commitment across teaching experience of the teachers**</center>

Source of Variance	df	SS	MSS	F-value	Remark
Teaching Experience	2	1936.54	968.27	36.44	p<.01
Error	384	10203.37	26.57		
Total	386	12139.91			

It was evident from Table 8 that the F-value was 36.44 significant at a 0.01 level with df=2,384. Mean scores of professional commitment of the novice, experienced and expert teachers differ significantly. Therefore, the H0 was rejected. So, it can be concluded that the mean score of professional commitment differs significantly across teaching experiences. To find which teachers had significantly higher mean scores of professional commitment Tukey HSD test was used (see Table 9).

<center>**Table 9**</center>

<center>**Post Hoc Tests**</center>

Types	M	N	Novice Teachers	Experienced Teachers	Expert Teachers
Novice Teachers	39.88	119	---	Not significant	*
Experienced Teachers	38.93	133		---	*
Expert Teachers	36.24	135			---

Significant at 0.05 level

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Therefore, professional commitment of experienced teachers and expert teachers differ significantly in relation to their mean score. The mean score of expert teachers was 36.24 which was significantly higher than that of the experienced teachers whose mean score of professional commitment was 38.93 (see Table 9). Therefore, it was evident that the teachers with experience of more than 5 years of teaching were more committed to their profession as compared to those having 2-5 years of teaching. However, the mean scores of professional commitment of novice teachers and experienced teachers did not differ significantly. Hence, it can be said that both novice and experienced teachers were committed towards teaching to the same extent. Further, the mean scores of professional commitment of novice teachers and expert teachers differ significantly. Expert teachers' mean score of professional commitment was 36.24significantly lower in comparison to the novice teachers whose mean score of professional commitment was39.88 depicted below (see Table 9). Therefore, it was

evident that the professional commitment of novice teachers is significantly higher than that of expert teachers. On the whole, it may be said that novice teachers are significantly more committed to their profession than the expert and the experienced teachers.

H03: *There exists no significant moderation effect of teaching experience on the interrelationships between social intelligence and professional commitment.*

Here, a major objective to study whether the interrelationships between teachers' social intelligence and professional commitment a moderation analysis was conducted. From the above hypothesis it can be said that whether social intelligence and professional commitment differs significantly across novice, experienced, and expert teachers (H03). A path model was constructed where social intelligence was the predictor and professional commitment was the outcome variable, whereas teaching experience was considered as the moderator. Results have been shown (see Table 10).

Table 10

Moderating effect of teaching experience on the interrelationship between social intelelligence and professional commitment

Regression path	B	SE	t	LLCI	ULCI
Predictor=SI, Moderator= Teaching Experience, Outcome variable= Professional Commitment					
Constant	13.96	0.71	4.12**	12.17	15.75
Social Intelligence	0.28	1.27	0.88*	0.17	0.39
Teaching Experience	2.04	0.81	1.37*	1.78	2.30
Interaction: Social Intelligence *Teaching Experience	0.64	0.13	2.21*	0.47	0.81
Conditional Effects					
Novice Teachers	0.43	0.18	1.21*	0.35	0.51
Experienced Teachers	0.37	0.13	0.92*	0.23	0.51
Expert Teachers	1.12	0.61	2.61**	0.79	1.45

Note. SI= Social Intelligence, PC= Professional Commitment, SE: Standard Error, LL: lower limit, UL: upper limit, CI: confidence interval, **p<.01, *p<.05

The model explained a 47.25% (R^2) variance in professional commitment. Social intelligence had significant effects on professional commitment (B= 0.28, SE=1.27, t=0.88, p<0.05, 95% CIs [0.17, 0.39]. Teaching experience had significant effects on professional commitment (B= 2.04, SE=0.81, t=1.37, p<0.05, 95% CIs [1.78, 2.30]. The

interaction between social intelligence and teaching experience had significant effects on professional commitment (B= 0.64, SE=0.13, t=2.21, p<0.05, 95% CIs [0.47, 0.81]. Further, the conditional effects (see Figure 3) were the largest for the Expert teachers (B= 1.12, SE=0.61, t= 2.61, p<0.01, 95% CIs [0.79, 1.45]) and were the smallest for the Experienced teachers (B= 0.37, SE= 0.13, t= 0.92, p<0.05, 95% CIs [0.23, 0.51]). However, the conditional effects for Novice teachers (B= 0.43, SE= 0.18, t= 1.21, p<0.05, 95%

CIs [0.35, 0.51]) were also significant. So, it can be concluded from this analysis that there exists a significant moderation effect of teaching experience on the interrelationships between social intelligence and professional commitment. Hence, teaching experiences has a significant mediator on the interrelationships between social intelligence and professional commitment. So, teaching experiences effects social intelligence and professional commitment.

Figure 3

Moderation effect of teaching experience on the relationship between social intelligence and professional commitment of teachers
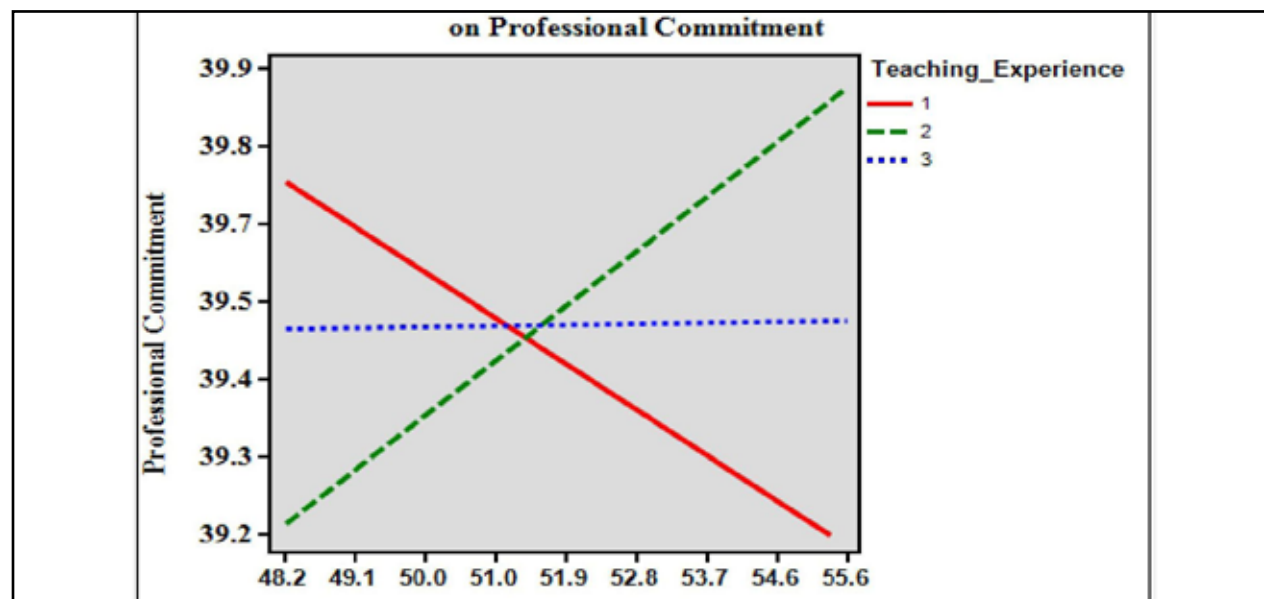
Note. Novice teachers (0-2 years) are coded as 1, Experienced teachers (2-5 years) are coded as 2, and Expert teachers (>5 years) are coded as 3.

Discussions

Social intelligence is a part of intelligence which deals with specific types of general ability, practical knowledge, social cooperation and social adaptation as per different social situations. Here as per the teaching experiences teachers social intelligence and professional commitment has been discussed. On the basis of data analysis, the major findings emerged

from the first hypothesis that the social intelligence of experienced teachers and expert teachers differ significantly in relation to mean score. The mean score of social intelligence of the expert teachers was 56.24 which was significantly higher than that of the experienced teachers (mean score=51.17) and novice teachers (mean score = 51.35). Therefore, it was evident that the social intelligence of expert teachers was significantly higher than that of novice

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teachers. On the whole, it may be said that expert teachers are significantly more socially intelligent than novice and experienced teachers. Expert teachers have more social intelligence because they have more experience in the teaching profession and they face many challenging situations than novice teachers. These findings are in the line of Mohadesi , (2021); Thorndike, (1920); Chidolue (1996); Rice (2003); Murnane et al., (1991); Leigh (2007); Needels, (1991).

However, after analysing the data it can be concluded from the second hypothesis that the professional commitment of experienced teachers and expert teachers differ significantly in relation to their mean score. The mean score of expert teachers was 36.24 which was significantly higher than that of the experienced teachers (mean score=38.93) but lower from novice teachers (mean score=39.88). Therefore, it was evident that the professional commitment of novice teachers is significantly higher than that of expert teachers. On the whole, it may be said that novice teachers are significantly more committed to their profession than the expert and the experienced teachers. These findings are in line with some previous studies (Darling- Hammond & Sykes, (2003); Humphrey et al., (2000); NCTAF, (1996); Smith & Ingersoll, (200s4). Socially intelligent people can handle every psycho-social problem in any challenging situation. From the previous studies it was also depicted that social intelligence is one of the prerequisites for a successful professional development. Every institution is a social laboratory and students come from different socio-cultural backgrounds. So, to understand the students' problems empathetically, social intelligence of teachers is very much required (Yermentaeyeva, et al., 2014).

Further, after analysing the third hypotheses the conditional effects were the largest for the Expert teachers (B= 1.12, SE=0.61, t= 2.61, p<0.01, 95% CIs [0.79, 1.45]) and were the smallest for the Experienced teachers (B= 0.37, SE= 0.13, t= 0.92, p<0.05, 95% CIs [0.23, 0.51]). However, the conditional effects

for Novice teachers (B= 0.43, SE= 0.18, t= 1.21, p<0.05, 95% CIs [0.35, 0.51]) were also significant. So, it can be concluded from this analysis that the effect of teaching experience on the interrelationships between social intelligence and professional commitment. If teaching experiences increase then social intelligence and professional commitment also increases. These findings are also in the line of many previous studies and social intelligence makes sense to discuss future teachers' communicative competence while addressing the issue of their social intelligence. Teachers who are socially intelligent, professional commitment and communicative competence also increased because expert teachers face many challenges of life and can guide in a proper way to direct students in the right direction Durksen, and Klassen, (2012), Weiss, E. M. (1999). Darling- Hammond & Sykes, (1996).

Social intelligence helps to increase communication skills which is very important for the teaching profession. Flowing previous studies showed that social intelligence, teaching experience, communication skills and professional commitment is interlinked. It also results that novice teachers had higher levels of social adaptability, social expressivity, and social cooperation than , making them more professionally committed and social in nature. It also helps to transform their colleagues' environment to be more joyful and next generation future students and teachers will be more sociable. Social intelligent teachers can deal with any challenging situations of society and are able to inculcate the same towards their students. Students with high social intelligence can understand human behavior, nonverbal attitude, decision about others and are able to augur others' reactions. Low socially intelligent students are not able to adjust in social situations. (Yermentaeyeva, et al., 2014).

Conclusion

The study concludes that novice teachers are more committed to their profession than

experienced and expert teachers. Perhaps, the experienced teachers were found to be engaged due to their mental fatigue or due to teacher burnout. On the contrary, expert teachers are more socially intelligent than novice and experienced teachers. Further, teachers' social intelligence was associated with their professional commitment to teaching irrespective of their teaching experiences. The strongest relationship was found between social intelligence and professional commitment for the teachers who are more experienced mainly with more than 5 years of experience. However, the professional commitment was found to be more important for the experienced teachers to enhance their professional commitment to teaching. Thus, the study recommends refreshment courses especially, for the experienced teacher to cope with the teacher burnout. The study was only limited to a particular board that was west Bengal board of secondary education (WBBSE). Further, the respondents selected in the present study were limited only to the teachers who are teaching in secondary level schools only. Thus, the study may be extended by including the teaching in higher education institutions in others states across India.

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