

Principals' Emotional Intelligence And Teachers' Self-Efficacy: A Correlational Study



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Abstract

Teacher Self-Efficacy is an important psychological resource that influences teachers' confidence in instructional practice, classroom management, and student engagement. The present study examines principals' Emotional Intelligence (EI) and teachers' Self-Efficacy in CBSE-affiliated private English-medium schools of Indore City. A quantitative, non-experimental, descriptive-correlational design was adopted. The sample comprised 40 principals and 800 teachers from 40 selected schools. Principal EI was measured with the Emotional Intelligence Scale developed by Hyde, Pethe and Dhar, while Teacher Self-Efficacy was measured with the Teacher Self-Efficacy Scale developed by Sood and Sen. Teacher scores were aggregated to obtain one school-level Self-Efficacy mean for each principal. Three null hypotheses were examined. The mean EI score of principals ($M = 147.75$, $SD = 9.43$) was significantly higher than the theoretical midpoint of 102, $t(39) = 30.68$, $p < .001$; therefore, H_{01} was rejected. The school-level Teacher Self-Efficacy mean ($M = 238.57$, $SD = 0.86$) was also significantly higher than the theoretical midpoint of 168, $t(39) = 517.77$, $p < .001$; therefore, H_{02} was rejected. Pearson's correlation between principal EI and school-level Teacher Self-Efficacy was weak and non-significant, $r = 0.119$, $p = 0.463$, $N = 40$; therefore, H_{03} was retained. A supplementary Spearman rank-order correlation ($\rho = 0.090$, $p = 0.581$) corroborated this result, indicating that the non-significant relationship is not an artefact of the Pearson procedure's normality assumption. The findings show that both constructs were high relative to their scale midpoints, although variation in principal EI did not significantly correspond with variation in average Teacher Self-Efficacy across the participating schools.

Keywords: Emotional Intelligence; Principals; Teacher Self-Efficacy; Educational Leadership; CBSE Schools; Indore City; Correlational Study

1. Introduction

Teacher Self-Efficacy refers to teachers' beliefs about their capabilities to organize and execute actions required to accomplish teaching tasks. Teachers with stronger efficacy beliefs are generally more willing to persist when difficulties arise, adapt instructional approaches, manage classroom demands and remain engaged with learners.

Teachers work within organizational contexts shaped by school leadership, professional relationships, feedback, recognition and institutional expectations. The principal is a central actor in this environment. Principals communicate expectations, respond to professional concerns, manage conflict and establish the tone of school relationships. Their emotional competencies may therefore be relevant to the professional confidence experienced by teachers.

The present study focuses on Principal Emotional Intelligence as the predictor variable and Teacher Self-Efficacy as the outcome variable. Emotional Intelligence is measured through the Hyde-Pethe-Dhar scale, which contains 34 items covering ten components: self-awareness, empathy, self-

motivation, emotional stability, managing relations, integrity, self-development, value orientation, commitment and altruistic behavior. The scale uses a five-point response format, giving a theoretical midpoint of 102.

Teacher Self-Efficacy is measured through the Teacher Self-Efficacy Scale developed by Sood and Sen. The National Psychological Corporation catalogue identifies the TSES-SVSS as a 56-item instrument standardized for secondary-school teachers. In the wider doctoral investigation, Teacher Self-Efficacy is the dependent variable, while principals' Emotional Intelligence and Leadership Effectiveness constitute principal-level independent variables. The present article isolates the EI-Self-Efficacy relationship for focused analysis.

Indore City offers a relevant setting for this inquiry because its CBSE-affiliated private schools operate under a common curricular board while differing considerably in size, management style and organizational culture. This heterogeneity allows the relationship between principal EI and teacher efficacy to be examined across a reasonably diverse

set of institutional contexts, even though the sample remains purposive rather than randomly drawn from the wider population of Indian schools.

2. Conceptual Framework

2.1 Principals' Emotional Intelligence

Emotional Intelligence is conceptualized as a multidimensional capacity involving awareness and management of emotional experiences together with effective interpersonal functioning. In educational leadership, self-awareness can help principals recognize their own emotional responses, emotional stability can support appropriate conduct under pressure, empathy can facilitate understanding of teachers, and relationship management can strengthen cooperation and trust. The Hyde-Petthe-Dhar framework additionally includes integrity, value orientation, commitment, self-development and altruistic behavior, giving EI both intrapersonal and interpersonal relevance for school leadership.

2.2 Teachers' Self-Efficacy

Teacher Self-Efficacy represents a teacher's belief in his or her capability to organize and execute the actions required for teaching. Bandura's social cognitive perspective explains that efficacy beliefs affect effort, persistence and behavior. In schools, such beliefs are reflected in teachers' confidence in handling classroom situations, implementing teaching strategies, responding to learner needs and sustaining effective performance under difficulty.

Teacher Self-Efficacy develops through mastery experiences, vicarious experiences, verbal persuasion

and emotional states. Principal behavior may contribute indirectly by creating opportunities for professional success, providing constructive feedback, recognizing effort and maintaining a supportive environment. Principal EI is therefore theoretically relevant, but it is not the only source of teacher efficacy.

2.3 Expected Relationship

A positive association between Principal Emotional Intelligence and Teacher Self-Efficacy is theoretically plausible. Emotionally intelligent principals may manage stressful interactions constructively, communicate with empathy and create a psychologically supportive work environment. At the same time, Teacher Self-Efficacy is influenced by teachers' own experiences, competence, professional learning, classroom success, peer support and organizational conditions. Consequently, Principal EI should be treated as one contextual factor rather than as a sufficient determinant of Teacher Self-Efficacy.

Figure 4 summarizes this reasoning. Principal EI is positioned as a distal predictor that is expected to operate mainly through contextual and organizational pathways — school culture, day-to-day leadership practice, and relationship management — rather than through a direct, unmediated statistical link to teacher efficacy. The dashed line marks the direct path that the present correlational design is equipped to test; the shaded boxes represent pathways and alternative determinants that this design does not measure directly.

Figure 4. Conceptual Framework Linking Principal Emotional Intelligence to Teacher Self-Efficacy

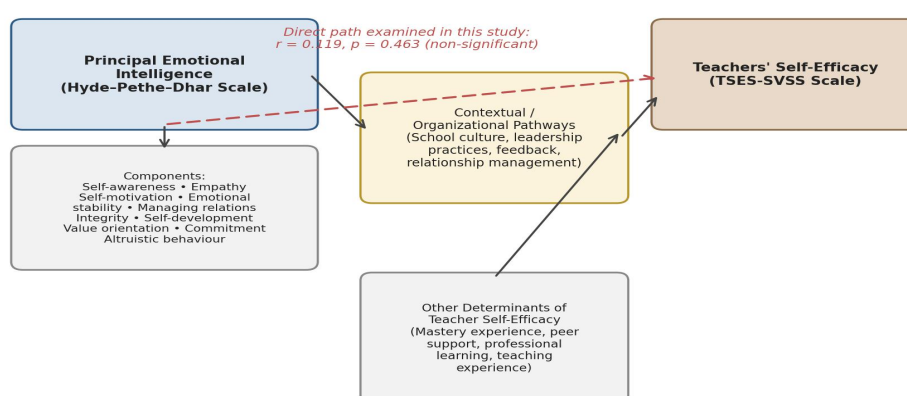


Figure 4. Conceptual framework linking principal Emotional Intelligence to Teacher Self-Efficacy, showing the direct path tested in this study and the contextual pathways and alternative determinants that lie outside its scope.

3. Review of Related Literature

Pierce (2014) examined the relationship between elementary-school principals' Emotional Intelligence and collective teacher efficacy. The study reported moderate positive correlations between collective teacher efficacy beliefs and most EI scores, while relationship management emerged as particularly relevant. Although the outcome was collective rather than individual efficacy, the study directly supports the proposition that principals' emotional competencies may be connected with teachers' shared confidence in their professional capability.

Maulod et al. (2016) investigated principals' Emotional Intelligence and teachers' Self-Efficacy among 396 secondary-school teachers in Negeri Sembilan, Malaysia. The researchers used Pearson correlation, multiple regression and structural equation modelling. They reported a moderate, significant and positive relationship between principals' EI and teachers' Self-Efficacy ($r = .560$, $p < .01$), with self-management emerging as the strongest EI predictor. The findings provide direct quantitative evidence that principals' emotional functioning can be associated with teachers' efficacy beliefs.

Singh (2017) studied 202 teachers from 11 New York City schools to examine principals' Emotional Intelligence, leadership toxicity, school culture and Teacher Self-Efficacy. The study found positive relationships involving principal EI, school culture and Teacher Self-Efficacy. Emotional Intelligence and school culture together accounted for 26% of the variance in Teacher Self-Efficacy, while school culture had a stronger effect than EI alone. This result suggests that EI may operate together with broader organizational conditions rather than in isolation.

Fleming (2021) conducted a qualitative multiple-case study to explore how teachers described the influence of principals' Emotional Intelligence, particularly relationship management, on Teacher Self-Efficacy. Teachers regarded emotional intelligence in principals as an important leadership capacity with potential to strengthen Teacher Self-Efficacy. The study contributes qualitative evidence that the influence of EI may be expressed through day-to-day relationships, communication and leadership interactions rather than only through a direct statistical relationship Panjwani and Kulkarni (2026).

Read together, these four studies suggest a graded picture rather than a uniform finding: quantitative studies conducted outside India (Maulod et al., 2016; Singh, 2017) report a measurable but partial association, often shared with or channelled through organizational variables such as school culture; the qualitative account (Fleming, 2021) locates the

influence of EI in everyday relational practice rather than in a single trait score; and the elementary-level study (Pierce, 2014) works at the level of collective rather than individual efficacy. Tasneem et al. (2025) None of the four studies was conducted in an Indian CBSE-affiliated private-school context, and none matches principal EI to a school-level teacher efficacy mean in the way the present design does.

3.1 Research Gap

The reviewed studies establish a plausible connection between principals' Emotional Intelligence and teacher efficacy, but several gaps remain. First, direct research on principals' EI in relation to teachers' individual Self-Efficacy is still limited because some studies focus on collective teacher efficacy, school culture or broader leadership processes. Second, much of the available evidence comes from educational settings outside India, particularly the United States and Malaysia, and therefore cannot automatically be generalized to Indian private-school contexts. Wakale and Pandey (2026) Third, several studies rely on teachers' perceptions of principals' emotional competence, whereas comparatively less attention has been given to designs in which principals provide their own EI scores and teacher efficacy is independently measured. Fourth, earlier evidence indicates that school culture and observable leadership practices may alter the EI-efficacy relationship, so a significant direct association should not be assumed in every setting. A contextual and methodological gap is therefore visible for CBSE-affiliated private English-medium schools in Indore City. The present study addresses this gap by matching each principal's EI score with the mean Self-Efficacy score of teachers from the same school and examining the association across 40 independent school-principal units.

4. Objectives of the Study

1. To determine whether the mean Emotional Intelligence score of principals belonging to CBSE-affiliated private English-medium schools of Indore City differs significantly from the theoretical midpoint of the Emotional Intelligence Scale.

2. To determine whether the mean school-level Self-Efficacy score of teachers belonging to CBSE-affiliated private English-medium schools of Indore City differs significantly from the theoretical midpoint of the Teacher Self-Efficacy Scale.

3. To study the relationship between principals' Emotional Intelligence and teachers' school-level Self-Efficacy in CBSE-affiliated private English-medium schools of Indore City.

5. Hypotheses

H01: There is no significant difference between the mean Emotional Intelligence score of principals and

the theoretical midpoint of the Emotional Intelligence Scale.

H02: There is no significant difference between the mean school-level Self-Efficacy score of teachers and the theoretical midpoint of the Teacher Self-Efficacy Scale.

H03: There is no significant relationship between principals' Emotional Intelligence and teachers' school-level Self-Efficacy in CBSE-affiliated private English-medium schools of Indore City.

6. Research Methodology

6.1 Research Design

A quantitative, non-experimental, descriptive-

correlational research design was employed. No variable was manipulated. Descriptive and one-sample inferential analyses were used to examine the level of each construct relative to a transparent scale midpoint, while correlational analysis was used to examine the association between Principal Emotional Intelligence and school-level Teacher Self-Efficacy.

6.2 Population and Sample

The population comprised CBSE-affiliated private English-medium schools in Indore City. The study included 40 principals and 800 teachers from 40 selected schools. Twenty teachers were represented in each school-level section. For the principal-to-teacher relationship analysis, the independent unit of analysis was the school/principal pair ($N = 40$).

Participants / Unit	Number
Principals	40
Schools	40
Teachers	800
School-level Teacher Self-Efficacy means	40

6.3 Tools

Variable	Tool	Respondent	Key Characteristics
Principal Emotional Intelligence	Emotional Intelligence Scale – Hyde, Pethe & Dhar	Principal	34 items; 10 components; five-point response format
Teacher Self-Efficacy	Teacher Self-Efficacy Scale (TSES-SVSS) – Sood & Sen	Teacher	56-item standardized scale for secondary-school teachers

The Leadership Effectiveness Scale was used in the wider doctoral study but is not included as a variable in the present article.

6.4 Data Collection

The EI instrument was administered to principals and the Teacher Self-Efficacy Scale to teachers. Completed responses were scored, coded and prepared for statistical analysis. For each school, the valid teacher Self-Efficacy scores were averaged to obtain a single school-level mean that could be matched with the corresponding principal EI score.

6.5 Data Preparation and Statistical Techniques

The analysis used 40 matched school-principal observations. The first hypothesis was tested with a one-sample t-test comparing the observed mean Principal EI score with the theoretical midpoint of the 34-item five-point EI scale ($34 \times 3 = 102$). The second hypothesis was tested with a one-sample t-test comparing the 40 school-level Teacher Self-Efficacy means with the neutral midpoint implied by

the 56-item five-category response structure ($56 \times 3 = 168$). The midpoint values function only as neutral scale reference points and are not diagnostic cut-offs. The third hypothesis was tested using Pearson's product-moment correlation between the 40 principal EI scores and corresponding 40 school-level Teacher Self-Efficacy means. As a robustness check on H03, a Spearman rank-order correlation was additionally computed because it does not assume normally distributed variables. Statistical significance was evaluated at the .05 level for all tests.

School-level aggregation avoids pseudoreplication. One principal EI score cannot appropriately be treated as 20 independent principal observations merely because 20 teachers were sampled from the same school. Accordingly, the correlation uses $N = 40$ independent matched school/principal observations.

6.6 Ethical Considerations

Participation by principals and teachers was voluntary, and responses were used only in aggregated or de-identified form for the purposes of

this analysis. School names appear in the appendix strictly as identifiers for the matched EI-efficacy

pairs and were not used to rank or compare individual institutions in the discussion of results.

7. Results and Analysis

7.1 Descriptive Statistics

Variable	N	Mean	SD	Minimum	Maximum
Principal Emotional Intelligence	40	147.75	9.43	122	170
Teacher Self-Efficacy – school mean	40	238.57	0.86	235.10	239.60

The 40 principals obtained a mean Emotional Intelligence score of 147.75 (SD = 9.43), with scores ranging from 122 to 170. The corresponding school-level Teacher Self-Efficacy means averaged 238.57 (SD = 0.86), with school means ranging from 235.10

to 239.60. Figure 3 displays the distribution of principal EI scores across the 40 schools; the distribution is reasonably symmetric, with the bulk of scores clustered between the mid-130s and mid-150s and a small number of higher-scoring outliers extending the upper tail toward 170.

Figure 3. Distribution of Principal Emotional Intelligence Scores Across 40 Schools (Min = 122, Max = 170)

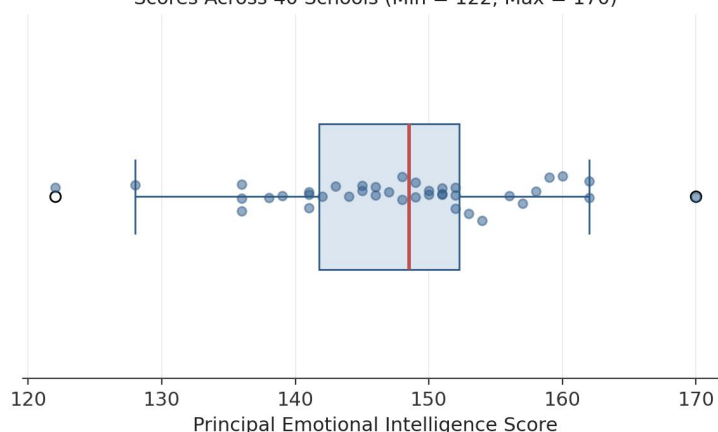


Figure 3. Distribution of principal Emotional Intelligence scores across 40 schools (median = 148.5, IQR = 10.5).

7.2 Testing of H01: Principal Emotional Intelligence

H01: There is no significant difference between the mean Emotional Intelligence score of principals and the theoretical midpoint of the Emotional Intelligence Scale.

N	Observed Mean	SD	Test Value	Mean Difference	t	df	p-value	Decision
40	147.75	9.43	102	45.75	30.68	39	< .001	Reject H01

The obtained t-value of 30.68 is statistically significant at the .05 level ($p < .001$). The observed mean of 147.75 is substantially above the theoretical midpoint of 102. Therefore, H01 is rejected. In the present sample, principals' Emotional Intelligence scores were significantly higher than the neutral midpoint of the scale. A Shapiro-Wilk test indicated that the distribution of EI scores did not depart

significantly from normality ($W = 0.985$, $p = .863$), supporting the use of a parametric one-sample t-test for this variable.

7.3 Testing of H02: Teacher Self-Efficacy

H02: There is no significant difference between the mean school-level Self-Efficacy score of teachers and the theoretical midpoint of the Teacher Self-Efficacy Scale.

N	Observed Mean	SD	Test Value	Mean Difference	t	df	p-value	Decision
40	238.57	0.86	168	70.57	517.77	39	< .001	Reject H02

The obtained t-value of 517.77 is statistically significant at the .05 level ($p < .001$). Therefore, H02 is rejected. The school-level mean Teacher Self-Efficacy score is significantly higher than the neutral midpoint of the scale. The very large t-value must be interpreted carefully because the analysis is based on 40 school means; averaging 20 teacher scores within each school substantially reduces between-school

variability. Consistent with this, a Shapiro-Wilk test showed that the school-level TSES means are markedly non-normal ($W = 0.745$, $p < .001$) and negatively skewed (skewness = -2.41), which is an expected consequence of averaging bounded, ceiling-tending scores within schools. The result therefore describes the aggregated school means and should not be interpreted as an individual-teacher one-sample test.

Figure 2. Observed Means Versus Theoretical Midpoints

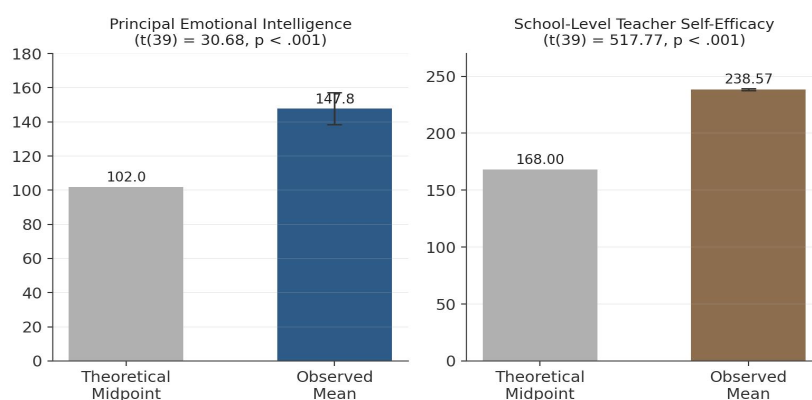


Figure 2. Observed means for principal Emotional Intelligence and school-level Teacher Self-Efficacy compared with their respective theoretical midpoints. Error bars show ± 1 SD.

7.4 Testing of H03: Relationship Between Principal EI and Teacher Self-Efficacy

H03: There is no significant relationship between principals' Emotional Intelligence and teachers' school-level Self-Efficacy in CBSE-affiliated private English-medium schools of Indore City.

Variables	N	Coefficient	p-value	Decision
Principal EI $\times$ Teacher Self-Efficacy (Pearson r)	40	0.119	0.463	Retain H03
Principal EI $\times$ Teacher Self-Efficacy (Spearman ρ)	40	0.090	0.581	Retain H03

Pearson's product-moment correlation yielded $r = 0.119$, $p = 0.463$, $N = 40$. The coefficient is positive but very weak. Because the school-level TSES means violate the normality assumption underlying Pearson's r (see Section 7.3), a Spearman rank-order correlation was computed as a distribution-free robustness check; it yielded $\rho = 0.090$, $p = 0.581$,

closely corroborating the Pearson result. Since $p > .05$ for both coefficients, the relationship is not statistically significant under either procedure. Therefore, H03 is retained. The data do not provide sufficient evidence that schools led by principals with higher EI scores necessarily have higher average Teacher Self-Efficacy.

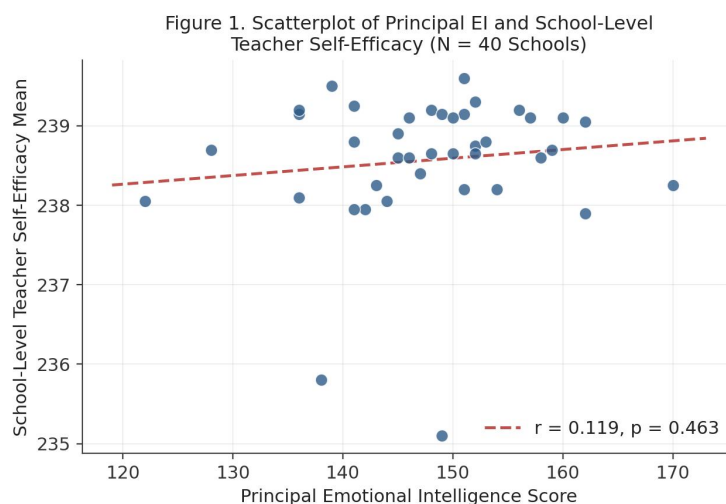


Figure 1. Scatterplot of principal Emotional Intelligence and school-level Teacher Self-Efficacy (N = 40 schools), with the fitted linear trend.

7.5 Summary of Hypothesis Testing

Hypothesis	Statistical Test	Result	Decision
H01: Principal EI mean vs. theoretical midpoint	One-sample t-test	$t(39) = 30.68, p < .001$	Rejected
H02: School-level Teacher Self-Efficacy mean vs. theoretical midpoint	One-sample t-test	$t(39) = 517.77, p < .001$	Rejected
H03: Principal EI $\times$ school-level Teacher Self-Efficacy	Pearson correlation (Spearman check)	$r = 0.119, p = 0.463$ ($\rho = 0.090, p = 0.581$)	Retained

8. Discussion

The revised analysis addressed three hypotheses. The first two concerned the position of the observed means relative to neutral reference points on the instruments, while the third examined the cross-school relationship between Principal Emotional Intelligence and Teacher Self-Efficacy.

The mean Principal Emotional Intelligence score was significantly higher than the theoretical midpoint of the EI scale, leading to rejection of H01. This indicates that the participating principals generally reported strong emotional competencies within the response framework of the instrument. The result is consistent with the expectation that school leadership requires self-awareness, emotional stability, empathy, relationship management and related emotional capacities.

The mean school-level Teacher Self-Efficacy score was also significantly higher than the neutral midpoint, resulting in rejection of H02. This suggests strong efficacy beliefs when teacher responses are represented through school-level averages. Because aggregation reduces individual variation, the unusually large t statistic should not be interpreted as an individual-level effect size.

The third result differs from the first two. Although both EI and Teacher Self-Efficacy were high relative to their reference midpoints, their school-to-school variations were not significantly related. Both the Pearson and Spearman coefficients were weak and non-significant, and H03 was therefore retained under both a parametric and a distribution-free test. High average levels on two constructs do not necessarily imply that higher values of one will correspond systematically with higher values of the other across schools.

The present correlation is weaker than the relationship reported by Maulod et al. (2016), who found a moderate significant positive association between principals' EI and teachers' Self-Efficacy. It also differs from Singh (2017), who found positive relationships involving principal EI, school culture and Teacher Self-Efficacy. Pierce (2014) and Fleming (2021) both emphasize the importance of relationship management and interpersonal processes, suggesting that EI may influence teacher efficacy through observable leadership behavior, school culture, communication, feedback and support rather than through a simple direct linear pathway.

One plausible explanation for the weaker association observed here, relative to Maulod et al. (2016), is the ceiling-like compression visible in the school-level TSES means: with a standard deviation of only 0.86 points across 40 schools whose means range from 235.10 to 239.60, there is very little between-school variance left for principal EI to explain, even if a true underlying relationship exists at the level of individual teachers. A correlation computed on individual teacher scores, rather than on 40 school averages, might behave differently, and this is a direction the present school-level design cannot itself resolve.

Teacher Self-Efficacy is a multidetermined construct. Mastery experiences, classroom success, professional knowledge, peer collaboration, teaching experience, professional development and organizational conditions can all contribute to efficacy beliefs. Principal EI may shape some of these conditions, but it is unlikely to be the sole determinant. The wider doctoral framework, which also includes Leadership Effectiveness, is therefore important for examining whether emotional competence becomes more consequential when translated into concrete leadership practices.

Finally, the school-level analytical strategy must be kept in view. Aggregating teacher scores creates a valid common unit for matching one principal with one school, but it removes within-school variation among teachers. The correlation consequently describes a relationship between principals and average school-level teacher efficacy, not the full range of individual teacher experiences.

9. Educational and Administrative Implications

- Emotional Intelligence should be included in principal professional development together with concrete leadership and instructional-support competencies.
- Principals can use empathy, emotional stability, supportive communication and constructive feedback to create conditions that may strengthen teachers' professional confidence.
- Schools should provide teachers with mastery experiences, mentoring, professional learning and collaborative opportunities because Teacher Self-Efficacy is shaped by multiple sources.
- Teacher Self-Efficacy should be treated as a teacher-level psychological construct and should not be inferred solely from characteristics of the principal.
- Leadership development should examine how Emotional Intelligence is translated into observable practices rather than treating EI as

an isolated personal trait.

- Given the ceiling-like clustering of school-level TSES means observed here, school administrators may find greater diagnostic value in examining within-school variation among individual teachers than in comparing schools on aggregated averages alone.

10. Limitations

The study is restricted to CBSE-affiliated private English-medium schools in Indore City.

- Purposive selection limits generalization to other educational contexts.
- The correlation is based on 40 independent school/principal observations.
- Teacher Self-Efficacy was aggregated to school means, so individual teacher-level variation was not examined in the primary correlation.
- The correlational design does not establish causality.
- The present article examines only the EI-Self-Efficacy relationship and does not test the combined predictive contribution of EI and Leadership Effectiveness.
- The narrow spread of school-level TSES means ($SD = 0.86$) constrains the maximum correlation that could be observed at the school level, independent of any true relationship at the individual-teacher level.

11. Directions for Future Research

Building on the limitations above, three extensions would usefully advance this line of enquiry. First, replicating the analysis at the individual-teacher level, rather than on school-level aggregates, would clarify whether the ceiling-like compression observed in the school means is masking a stronger EI-efficacy relationship among individual teachers. Second, incorporating the Leadership Effectiveness Scale alongside the EI measure — as intended in the wider doctoral study — would allow a test of whether EI predicts Teacher Self-Efficacy indirectly through observable leadership behavior, consistent with the pathways sketched in Figure 4. Third, extending the sample beyond CBSE-affiliated private schools in a single city, for example to government schools or to other boards and regions, would help establish whether the weak direct association found here is specific to this context or reflects a more general pattern in the Principal EI-Teacher Self-Efficacy literature.

12. Conclusion

The study examined three questions concerning principals' Emotional Intelligence and teachers' Self-Efficacy in 40 CBSE-affiliated private English-medium schools of Indore City. Principals obtained a mean EI score of 147.75 (SD = 9.43), which was significantly higher than the theoretical midpoint of 102, $t(39) = 30.68$, $p < .001$; therefore, H01 was rejected. The 40 school-level Teacher Self-Efficacy means averaged 238.57 (SD = 0.86), significantly exceeding the neutral midpoint of 168, $t(39) = 517.77$, $p < .001$; therefore, H02 was rejected.

Despite these high mean levels, the direct relationship between the two variables was weak and statistically non-significant under both Pearson ($r = 0.119$, $p = 0.463$) and Spearman ($\rho = 0.090$, $p = 0.581$) procedures. H03 was therefore retained. The findings show that high average Emotional Intelligence among principals and high average Teacher Self-Efficacy can coexist without a statistically reliable school-to-school association between the two.

The result should not be interpreted as evidence that Emotional Intelligence is unimportant in educational leadership. The reviewed literature and the wider doctoral framework suggest that emotional competence may become consequential through relationship management, leadership behavior, school culture, professional support and other organizational processes. Future analysis may therefore examine Leadership Effectiveness together with Emotional Intelligence to understand their separate and combined contributions to Teacher Self-Efficacy.

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Appendix: School-Level Data Used for the Correlation

No.	School	Principal EI	Valid TSES	Mean TSES
1	National Public School	149	20	235.10
2	Holy Family	122	20	238.05
3	Marthoma Academy	154	20	238.20
4	SICA 54	151	20	238.20
5	Sacred Heart School	142	20	237.95
6	Carmel Convent	144	20	238.05
7	Holy Cross School	136	20	238.10
8	St. Norbert High School	128	20	238.70
9	Vidyapeedh	148	20	238.65
10	VIBGYOR	152	20	238.75
11	St. Raphael	141	20	237.95
12	Billabong	145	20	238.60
13	St. Joseph Nandanagar	143	20	238.25
14	SICA Nipania	158	20	238.60
15	Holy Rosary School	152	20	238.65
16	Vedansh International	162	20	237.90
17	St. Elizabeth School	146	20	238.60
18	Daisy Dale	150	20	238.65
19	Vidyanjali International	138	20	235.80
20	St. Raphael Academy	141	20	238.80
21	DPES	153	20	238.80
22	Anusuiya School	148	20	239.20
23	St. Arnold Palda	145	20	238.90
24	Alpine Academy	152	20	239.30
25	Pioneer Convent	141	20	239.25
26	SICA	151	20	239.60
27	St. Paul School	139	20	239.50
28	St. Vincent Pallotti School	147	20	238.40
29	Omni International School	136	20	239.15
30	Serafa	151	20	239.15
31	MGM School	149	20	239.15
32	Golden International	150	20	239.10
33	St. Mary's Champion	157	20	239.10
34	Academic Heights	136	20	239.20
35	Prestige Public School	162	20	239.05
36	Green Valley School	156	20	239.20

No.	School	Principal EI	Valid TSES	Mean TSES
37	St. Arnold School Vijay Nagar	170	20	238.25
38	Marthoma Higher Secondary	146	20	239.10
39	Delhi World Public School	160	20	239.10
40	St. Arnold School Lalarm	159	20	238.70