

An Empirical Study of Emotional Intelligence of Post-Graduate and Undergraduate School Teachers of Delhi

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ABSTRACT

Emotional Quotient or EQ, popularized by Daniel Goleman, a much talked about term in present scenario has already proved its importance in different aspect of human life. The place of teacher as nation builder has been very well established. The present study was taken up to find out correlation between emotional intelligence of teachers and various components of emotional intelligence. The framework within which the research was conducted was basically descriptive in nature and the sample under study comprised of 100 school teachers (both trained graduate teachers and Post graduate teachers) from different private and government schools of Delhi. The results showed that Emotional intelligence level of teachers' has high positive correlation with: awareness of self and others (.755) and Interpersonal management of teachers (.757); moderate positive correlation with Professional Orientation of teachers (.539) and low positive correlation with Intrapersonal management of teachers (.163). The results also show that the teachers have low awareness of self and others and they also lag behind in Interpersonal management.

Keywords: Emotional intelligence, teachers, awareness of self and others, professional orientation, intrapersonal management, interpersonal management

In this competitive world, education plays a very important role in the success of a child in each and every discipline. The role of education is to develop an individual with well-developed body, mind and soul i.e., the emphasis of education is on the all-round development of a child/learner. Teachers are the instrument on which the very foundation of education is based since Vedic age. Teachers are the backbone of the educational institutions and these institutes are the body without soul in absence of teachers. The changes in our social system are well reflected in our education system, with the introduction of diverse variety of learners. The learner of modern world is very different from one another in terms of their physiological and psychological mark-up. They have intense emotions, various diversions and stress of their studies. They have exalted emotions which need to be directed in right path so that their potential can be utilized in a positive manner. This has posed a challenge to the

teachers of present age as the younger generation needs utmost care so that the very cause of education does not get affected. For being a successful teacher, knowledge of the subject is not sufficient but some other skills are required. Teaching is a combination of thinking and feeling. For being successful in any sphere of life, one should have a good command over his/her feeling part.

Salovey and Mayer (1990) coined the term emotional intelligence or Emotional Quotient (EQ) for this feeling part and described it as "the ability to monitor one's own and others' feelings and emotions, to discriminate among them and to use this information to guide one's thinking and actions". Goleman (1998) popularized the word emotional intelligence and defined it as "the capacity for recognizing our own feelings and those of others, for motivating ourselves, and for managing emotions well in us and in our relationship." Goleman has also identified a set of emotional

competencies that differentiate individuals from each other. Though Goleman described it in context of leaders and employees, it is equally applicable in the field of education i.e., for teachers. The most important variable in the teacher's EQ is how they handle their own emotions, especially their negative emotions in the classroom and outside. An effective, successful teacher is largely the one who can handle his or her negative feelings in an authentic, real and healthy way.

Dr. Shubhra Mangal (2008) has developed an inventory which measures emotional intelligence of teachers under following four major factors:

1. **Awareness of self and others:** This factor measures awareness of one's oneself and others with whom the teacher is interacting.
2. **Professional Orientation:** It governs the EQ of a teacher is his/her orientation towards the profession.
3. **Intrapersonal Management:** It measures ability of a teacher, that he/she can assert himself/herself in public independently by exhibiting positive EQ traits of self-confidence and self-control.
4. **Interpersonal Management:** It involves skill of a teacher to manage others where competencies like teamwork, problem solving, building bonds and initiating a change are required.

There are various studies in which emotional intelligence of teachers have been measured with respect to different demographic variables and also with other variables like, teachers' job satisfaction etc.

Singh (2003) concluded in his study that for being successful, teachers need to have high emotional intelligence. Sutton and Wheatly (2003) also advocated that emotional competency is requisite to be an effective teacher; as well as for wellbeing of self and for the socio-emotional development of students. The study of Dash *et al.* (2004) related to teacher effectiveness senior secondary school teachers in relation to their Emotional Intelligence revealed that there is a positive effect of emotional intelligence on teacher effectiveness (as overall and in the entire dimension). Pathan (2004) examined the level of emotional intelligence of teachers and found that nearly all teachers under study were

having 'low' category of emotional intelligence and no difference was found between male and female teachers with respect to their emotional intelligence. Amritha and Kadhiravan (2006) established that gender, age and qualification have a positive influence on emotional intelligence of school teachers. Though there are many such studies in which emotional intelligence of teachers have been studied in relation to various variables but there is dearth of such empirical studies, which measures the correlation of different dimensions of emotional intelligence of teachers. Yelkikalan *et al.* (2012) compared emotional intelligence with various demographic qualities (age, sex, family income, education level of parents, and place of residence) of the teachers, and a positive relationship of emotional intelligence with sex and education levels of parents was found; no significant difference was found between male and female teachers with respect to their emotional intelligence.

Hans, Mubeen and Rabani (2013) examined and reported that the level of emotional intelligence among teachers working in private institutions in Muscat is fairly high. Nisha and Budhisagar (2013) reported that emotional intelligence of higher secondary school teachers of Madhya Pradesh was independent of sex, type of school, age and length of experience. Toor (2013), concluded that male secondary school (private) teachers are more emotionally intelligent than female secondary school teachers whereas Government female secondary school teachers are more emotionally intelligent than private female secondary school teachers. Kaur and Talwar (2014) conducted a study of teaching competency of secondary school teachers in relation to emotional intelligence and results revealed that the type of school (government or private) does not play a defining role in the emotional intelligence of secondary school teachers.

Singh (2015) studied relationship between emotional intelligence (Four dimensions i.e. ability to express and appraise emotions, utilize emotions, manage emotions in self and in others.) and teaching aptitude of school teachers. Results indicated that three dimensions of E.I. (i.e. ability to express feeling, ability to utilize emotions and ability to utilize emotions in self) showed significant difference among private and government school teachers; a significant difference between teaching

aptitude of private and government school teachers and a positive correlation between emotional intelligence and teaching aptitude school teachers.

As far as investigators' search for related literature is concerned, no reported correlational and impact studies have been found in which correlation between different dimensions of emotional intelligence of teachers have been investigated. So, investigators have attempted to conduct this study.

Objectives of the Study

1. To study the level of Awareness of self, Professional Orientation, Intrapersonal Management, Interpersonal Management and Emotional Intelligence among school teachers.
2. To find out the relationship between Awareness of self & others and Emotional Intelligence among school teachers.
3. To study the relationship between Professional Orientation and Emotional intelligence level among school teachers.
4. To find out the relationship between Intrapersonal Management and Emotional Intelligence level of school teachers
5. To determine the relationship between Interpersonal Management and Emotional Intelligence level of school teachers.

Hypotheses of the Study

- $H_0 1$: There is no significant impact of level of awareness of self and others of school teachers on level of Emotional Intelligence.
- $H_0 2$: There is no significant impact of level of Professional orientation of school teachers on level of Emotional Intelligence.
- $H_0 3$: There is no significant impact of level of Intrapersonal Management of school teachers on level of Emotional Intelligence.
- $H_0 4$: There is no significant impact of level of Interpersonal Management of school teachers on level of Emotional Intelligence.

RESEARCH DESIGN

The framework within which the research was conducted was basically descriptive in nature and the target population in this regard is defined as

consisting of 100 school teachers who were basically both trained graduate teachers and Post graduate teachers in Delhi. The sampling technique adopted was convenience sampling. The respondents' age was between 22 years to 50 years. The respondents selected were both from private and government school in Delhi. Emotional Intelligence of teachers was studied using Teacher's emotional Intelligence Inventory by Dr. Shubra Mangal. The inventory comprises of 200 statements with four constructs namely: Awareness of self and others, Professional Orientation, Intrapersonal Management and Interpersonal Management. The questionnaires were personally administered. The process of data collection from teachers took a period of over 2 months. Likert's 5 point scale was used for data collection, for each item, the respondents gave their answers on five point scale where 1 meant Strongly disagree, 2 meant Disagree, 3 meant Neutral, 4 meant Agree, 5 meant Strongly agree. Participation of teachers in the survey was voluntary.

DATA ANALYSIS

The mean and standard deviation of the responses for various constructs used for assessing the emotional Intelligence level are presented in Table 1.

Table 1: Mean and Standard Deviation of Responses for Various Factors of Emotional Intelligence

Descriptive Statistics			
Factors	N	Mean	Std. Deviation
Awareness of self and others	100	318.35	31.812
Professional Orientation	100	176.47	20.689
Intrapersonal Management	100	109.71	19.217
Interpersonal Management	100	242.56	30.635
Emotional Intelligence	100	847.09	61.825
Valid N (listwise)	100		

Table 1 shows that the teachers who were surveyed had below average Awareness of self and others (interpretations made on the basis of inventory scores).

The mean score with respect to Profession orientation was found to be 176.47 which is defined to be in

the average score category by the Inventory which means that teachers had average professional orientation. The Intrapersonal management of the teachers was found to be very high among all the factors under study whereas, with respect to interpersonal management, the respondents were average. The teachers mean Emotional intelligence score was also found to average.

Table 2: Bivariate Relationship between Emotional Intelligence Level of Teachers and their Perception about Awareness of Self and Others

		Correlations	
		Awareness of self and others	Emotional Intelligence
Awareness of self and others	Pearson Correlation	1	.755**
	Sig. (2-tailed)		.000
	N	100	100
Emotional Intelligence	Pearson Correlation	.755**	1
	Sig. (2-tailed)	.000	
	N	100	100

***. Correlation is significant at the 0.01 level (2-tailed).*

The bivariate relationship between Emotional Intelligence level of teachers and their perception about awareness of self and others was tested using the responses gathered from teachers. SPSS 21 software was used for this purpose. The results of the same are shown in the Table 2. The overall perception of teachers towards awareness of self and others was found to be positively correlated with the Emotional Intelligence level i.e. .755 at significance level of .01 indicating that there exists a positive relationship between self-awareness level of teachers and their emotional intelligence level, thereby indicating that self-awareness level of teachers can be used for predicting the Emotional Intelligence level of the study. Hence, null hypothesis " $H_0 1$: There is no significant impact of level of awareness of self and others of school teachers on level of Emotional Intelligence" is rejected.

The results of F statistics with respect to Awareness of self and others indicates that the equation is significant as $p < .01$ and hence it can be used for explanation purpose. The R square value (.570) indicates that, awareness and self and others

explains that there exists a 57 % of variance in the dependent variable and from the Table 3, it can be inferred that statistics for both independent and dependent variables have come out to be significant as $p < .01$ in explaining the variation.

Table 3: Linear Regression Analysis to Predict Emotional Intelligence on The Basis of their Awareness of Self and Others Score

Factor	Beta	T	Significance
Awareness of self and others	.550	9.226	.000**

R=.755
Adjusted R Square=.566
F= 129.958
Significance 0.000**
Standard Error of the Estimate=.204

***indicates $p < 0.01$*

The equation thus formed is:

$$\text{Emotional Intelligence} = 1.9 + .550 * \text{Awareness of self and others}$$

This equation can help one predict the level of Emotional intelligence on the basis of score for Awareness of self and others.

Table 4: Bivariate Relationship between Emotional Intelligence Level of Teachers and Level of their Professional Orientation

		Correlations	
		Professional Orientation	Emotional Intelligence
Professional orientation	Pearson Correlation	1	.539**
	Sig. (2-tailed)		.000
	N	100	100
Emotional Intelligence	Pearson Correlation	.539**	1
	Sig. (2-tailed)	.000	
	N	100	100

***. Correlation is significant at the 0.01 level (2-tailed).*

The bivariate relationship between Emotional Intelligence level of teachers and their professional orientation was tested using the responses gathered from teachers. SPSS 21 software was used for this purpose. The results of the same are shown in the Table 4. The overall professional orientation

of teachers was found to be positively correlated with the Emotional Intelligence level i.e. .539` at significance level of .01 indicating that there exists a positive relationship between Professional orientation level of teachers and their emotional intelligence levels. Hence null hypothesis, “ $H_0 2$: There is no significant impact of level of Professional orientation of school teachers on level of Emotional Intelligence” is rejected.

Table 5: Linear Regression Analysis to Predict Emotional Intelligence on the Basis of Professional Orientation Level

R=.539	Adjusted R Square=.283	F = 40.163	Significance 0.000**
Standard Error of the Estimate = .262			
Factor	Beta	T	Significance
Professional Orientation	.338	12.367	.000**

**indicates $p < 0.01$

The results of F statistics with respect to professional orientation level indicates that the equation is significant as $p < .01$ and hence it can be used for explanation purpose. The R square value (.291) indicates that, Professional orientation explains that there exists a 29.1% of variance in the dependent variable and from the Table 5, it can be inferred that statistics for both independent and dependent variables have come out to be significant as $p < .01$ in explaining the variation. The equation thus formed is:

$$\text{Emotional Intelligence} = 2.814 + .338 * \text{Professional Orientation}$$

This equation can help one predict the level of Emotional intelligence on the basis of the professional orientation score of teachers.

The bivariate relationship between Emotional Intelligence level of teachers and their Intrapersonal Management level was tested using the responses gathered from teachers. SPSS 21 software was used for this purpose. The overall Intrapersonal Management of teachers was found to be positively correlated with the Emotional Intelligence level i.e. .163 at significance level of .01 indicating that there exists a positive relationship between Emotional

Intelligence level of teachers and their intrapersonal management.

Table 6: Bivariate Relationship between Emotional Intelligence Level of Teachers and their Intrapersonal Management

Correlations			
		Emotional Intelligence	Intrapersonal Management
Emotional Intelligence	Pearson Correlation	1	.163
	Sig. (2-tailed)		.104
	N	100	100
Intrapersonal Management	Pearson Correlation	.163	1
	Sig. (2-tailed)	.104	
	N	100	100

Hence null hypothesis, “ $H_0 3$: There is no significant impact of level of Intrapersonal Management of school teachers on level of Emotional Intelligence” is rejected.

Table 7: Bivariate Relationship between Emotional Intelligence Level of Teachers and their Interpersonal Management

Correlations			
		Emotional Intelligence	Interpersonal Management
Emotional Intelligence	Pearson Correlation	1	.757**
	Sig. (2-tailed)		.000
	N	100	100
Interpersonal Management	Pearson Correlation	.757**	1
	Sig. (2-tailed)	.000	
	N	100	100

** Correlation is significant at the 0.01 level (2-tailed).

The bivariate relationship between Emotional Intelligence level of teachers and their interpersonal management was tested using the responses gathered from teachers. SPSS 21 software was used for this purpose. The results of the same are shown in the Table 7. The overall Interpersonal Management of teachers was found to be positively correlated with the Emotional Intelligence level i.e. .745 at significance level of .01 indicating that there exists a positive relationship among the two. Hence null hypothesis, “ $H_0 4$: There is no significant impact

of level of Interpersonal Management of school teachers on level of Emotional Intelligence" is rejected.

Table 8: Linear Regression Analysis to Predict Emotional Intelligence on the Basis of Interpersonal Management

R=.757	Adjusted R	F =	Significance
R square=.573	Square=.568	40.163	0.000**
Standard Error of the Estimate=.203			
Factor	Beta	T	Significance
Interpersonal Management	.008	14.630	.000**

**indicates $p < 0.01$

The results of F statistics with respect to interpersonal management level indicates that the equation is significant as $p < .01$ and hence it can be used for explanation purpose. The R square value (.568) indicates that, interpersonal management explains that there exists a 56.8 % of variance in the dependent variable and from the Table 8, it can be inferred that statistics for both independent and dependent variables have come out to be significant as $p < .01$ in explaining the variation. The equation thus formed is:

$$\text{Emotional Intelligence} = 2.383 + .008 * \text{Interpersonal Management}$$

This equation can help one predict the level of Emotional intelligence on the basis of the Interpersonal management score of teachers.

RESULTS AND DISCUSSION

Emotional Intelligence is an important intelligence to be possessed by the teachers. To make the students take their teachers as their role model, the teachers need to manage their emotions well. If the facilitators manage their emotions well, then the likelihood of students imbibing values like patience, stress management and handling situations effectively also increases as a teacher can be the most powerful factor in, modelling an emotionally intelligent behaviour among students. Thus emotions management assume great significance. The results show that the Emotional Intelligence level among teachers is average which means that efforts need to be put to increase the level of intelligence among school teachers. It can be done by schools assuming the responsibility of

holding the workshops at frequent intervals on stress management, brain gymming and being more expressive. Moreover, the excursions for teachers and introduction of sensitivity training for teachers can be a great value addition. The results show that that awareness of self and others and Emotional intelligence level of teachers is positively correlated (.755), the professional orientation of teachers and their emotional intelligence level has a positive correlation (.539), Intrapersonal management has a low positive correlation (.163) with emotional intelligence level and interpersonal management of teachers was found to be having high positive correlation (.757) with Emotional Intelligence level.

The results also show that the teachers have low awareness of self and others and they also lag behind in Interpersonal management. So, it can be said that the teachers and schools need to work more on Introspection for teachers and adopting Johari window like techniques for enhancing their level of emotional intelligence as the positive correlation among self awareness and others and emotional intelligence shows that if the level of awareness increases, then the emotional intelligence automatically increases. Moreover, the interpersonal management skills need to be enhanced and that can be done by effective interpersonal skills development programs focusing on transaction Analysis. The predictive analysis is done for 3 of the 4 factors viz. Awareness of self and others, Professional orientation and Interpersonal Management which may be of great use as by means of it, one can predict the emotional intelligence level of the teacher if the awareness of self and others is known or the score of professional orientation is known or the interpersonal management is known.

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