A STUDY ON AN EMOTIONAL INTELLIGENCE AMONG SCHOOL TEACHERS OF SURAT CITY

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Abstract: Emotional Intelligence can also called as Emotional Quotient. It is one of the burning subjects and matters among business man and HR specialists and now for education institutes. Emotional Intelligence came in the pictures since Daniel Goleman in 1995 published his popular book on Emotional Intelligence. Emotions have an impression on everything employee does. This emotions lead towards motivation and performance which can be higher or lower. Major four areas of emotional intelligence; Self-awareness, Self-management, Social awareness and Relationship Management. The present paper is a try to understand emotional intelligence level of teachers as well as significant difference in the level of emotional intelligence with gender, age and marital status. For this purpose data on emotional intelligence were collected from 50 teachers of Reliance School, Surat. Data collected through questionnaire. The collected data was analyzed using frequency, Cross tabulations, Chi – square and Kruskal Wallis Test. Study found that respondent needs to work in their emotional intelligence areas as majority of teachers have medium level of emotional intelligence here one interesting fact found that female can manage their emotional intelligence better than male. Another result found by researcher that Teachers' emotional intelligence differs across their gender but Teachers' emotional intelligence does not differ across their marital status. Self-awareness specially strength and weakness, Emotional recognitions and management, how to deal with emotions and stay calm, how to manage emotions in problematic situations, understand problems of others and help them are areas where there is no significant difference between emotional intelligence among age of teachers.

(**Key points:** Emotional Intelligence, School teachers, Gender, Marital Status, Age)

1. Introduction:

"The capacity for recognizing our own feelings and those of others for motivating ourselves, for managing emotions well in ourselves and in our relationships."

- Daniel Goleman, 1998

We born with certain, unique ability like emotional sensitivity, memory, processing and learning ability. We all have different emotional state; we can name like anger, happy, sad, jealous etc. We operate these emotions on different levels. In our routine life knowingly or unknowingly we connect our emotions with others which drive our behavior. Emotion is the subjective experience associated with personality, temperament, mood and disposition. We all have diverse wants and needs, and not the same ways of showing our emotions. Emotions only drive people. A person who has command over need of emotions will be able to take another person's viewpoint, which leads to tolerance and reception of differences. Emotions reveals matters and things which we can't tell directly. Our feelings are understood by brain as emotions. Emotions and Intelligence comprise Emotional intelligence. Now here first most question is what is emotion? As said earlier emotions can be anger, happiness, sadness, jealously, fear, hate, hurt etc. Emotions are responses covering of psychological response. Emotions effect the way we think, i.e. how we process information about ourselves or the outer world. Now next question can arise what is intelligence? According to researchers intelligence is cognitive aspects, such as memory and problem-solving. Our actions and behavior are corresponding to each other. Every strong emotion creates a desire to act. Managing these emotions is the foundation of emotional intelligence. Different emotions produce diverse types of response and have contrast outcomes. This shows that emotions can either be helpful or damaging therefore they need to be acknowledged and regulated. Knowledge of our own emotion is the basic element of emotional intelligence and quotient. If we cannot be able to identify our emotions, it leaves us at the other people's understanding and creates the feelings of distress. Individual having the quality of self-awareness know about their boundaries and strengths and allow him/her to work out on self-control part. Self-aware persons have great amount of self-confidence and also have understanding of their abilities. Recognizing our emotions and others is not sufficient to become emotionally intelligent but managing emotion appropriately is necessary. If we know how to manage our emotion then we can also change it in beneficial ways. . Social skill or the ability to handle the emotion of other people is essential aspect of emotional intelligence. We all have met persons who are educationally bright and however socially and inter-personally incompetent and that even though holding a high IQ rating, achievement does not automatically follow. Aim of EQ/EI is to better known individuals around us which help to attach with them more efficiently and competently. Emotional intelligence is the ability to express, identify, realise and manage own emotions and emotions of others. Empirically, it is concluded that the organizations who are using emotional intelligence offers far better services than those companies who do not use the emotional intelligence skills at work place (Basharat, M. R., Raja, N. S. 2013). According to research by Ohio State Professor Cynthia Fisher there are five hard-to-control emotions which are common at workplace: frustration; worry or insecurity; anger; feeling "down"; and dislike. Today's work environment become challenging with diverse workforce. At workplace, employee's performance rest on group of people who are with diverse thoughts, proposals and views and team work co-ordination. For these workplace demand emotional ability, emotional wisdom and emotional understanding. In current period, the idea of emotional intelligence has taken great significance among

educational institution as well as among faculties has been taken consideration due to its great importance. Developing Social as well as emotional by the educators is very vital at education institution as it can effect educational accomplishment definitely and positively not only during the year they are teaching, but during the years that follows as well. Such professions may be satisfying only when one has the necessary level of emotional intelligence. The emotional health of a faculties is as important as mental health. Emotional intelligence is as appropriate for the teachers as well as for students. At present, we need emotionally intelligent lecturer to teach values for quality education. Emotionally intelligent faculties may be more valuable by creating positive relationship with students, passing on respect and empathy for students, listening carefully to them and responding to their group as well as individual wants, approaches as students experience a number of signs of emotional imbalance which comprise frustration, tension, anxiety, disagreements. Faculties are forced to carry out many tasks which are not planned for them as well as negative sides of the job such as unmotivated and difficult students, decreasing resources, increasing class sizes and rigid administrative practices are among the stressors that confront faculties (Kyriacou & Sutcliffe, 1978). By the way, emotional intelligence helps as an energetic tool that assist the educators to control their emotions and meet the societal challenges that interrupts the balance of their emotions.

"Emotional intelligence is the ability to perceive emotions, to access and generate emotions so as to assist thought, to understand emotions and emotional knowledge, and to reflectively regulate emotions so as to promote emotional and intellectual growth."

- Mayer & Salovey, 1997.

2. Review of Literature:

James M., Edwin D. (1997) have examines the concept of emotional intelligence and the application of this concept to the field of educational administration and leadership. This study is based on secondary data. From previous research literatures result found that educational leadership preparation programs should systematically and intentionally include the EQ research and knowledge base. Internships and clinical experiences should include planned opportunities for teaming, networking, conflict-management, and negotiations. **Sutton, R. E. (2004)** focused on two points: 1) what goals do teachers have for their own emotional regulation. 2) What strategies do teachers report they use to regulate their own? Sample of research was 30 middle school teachers in North East Ohio, USA. Data collected through semi-structured interview. Teachers believed that regulating their emotions helped their teaching effectiveness goals. Teachers used a variety of preventative and responsive emotional regulation strategies to help them regulate their emotions but teachers don't have any specific goal for emotional regulations. **Penrose A., Perry C. and Ball I. (2007)** have focused on the relationship between emotional intelligence and teacher self-efficacy among primary and secondary school teachers and the moderating effects of gender, age, years of experience and current teaching status on the association between emotional intelligence and teacher self-efficacy in Gippsland Region. Eleven government schools from the Gippsland Region (7 primary schools and 4 secondary colleges) were selected for convenience and a sample of 211 teachers. Data collection with the help of questionnaires 1) emotional intelligence: Perry et al, 2004 2) Teaching Efficacy Scale (TES): Gibson & Dembo, 1984. Survey analysis methods are 1) Correlation between emotional intelligence and personal teaching efficacy and result indicate significant moderate positive relationship and high levels of emotional intelligence are related to high levels of personal teacher efficacy. 2) Demographic factors role; gender, age, length of teaching experience, and current status in the relationship between emotional intelligence and personal teaching efficacy were examined by a series of regression analyses and result shows that none of the predicted moderators had a significant impact on the relationship between emotional intelligence and teacher self-efficacy. Correlation method applied to check relationship between overall EI and four factors of EI, the three burnout dimensions, the job satisfaction and age, experience; result revealed that overall EI moderately but significantly correlated with three burnout dimension where specific EI factors have high correlation with job burnout variables. Job satisfaction not correlate with overall EI or specific factors of EI and no correlation between demographic factors and EI traits. Regression analyses conducted to examine which of the EI, job satisfaction and demographic variables can significantly predict the three burnout dimensions and result was the levels of emotional exhaustion and depersonalization were significantly predicted only by two job satisfaction subscales. **Brackett, M. A., Palomera, R., Mojsa‐Kaja, J., Reyes, M. R., & Salovey, P. (February 2010)** examined the relationship between emotion-regulation ability and job satisfaction as well as burnout among 123 secondary-school teachers Kent, England. It also observed the mediating effects of affect and principal support on these outcomes. Data analysis through multiple regression models. Findings of study indicate that emotion-regulation ability was associated positively with positive affect, principal support, job satisfaction, and one component of burnout, personal accomplishment but not with depersonalization and emotional exhaustion. ERA was associated with positive, but not negative, affect. Positive affect also mediated the relationships between ERA and both job satisfaction and personal accomplishment and principal support mediated the relationships between ERA and both job satisfaction and personal accomplishment. **Vaezi, S., & Fallah, N. (2011)** investigated relationship between emotional intelligence (EI) and burn out as well as difference on EI and burnout with respect to demographic variables. Sample of research were 104 Iranian EFL teachers. Data gathered through questionnaire; Bar-On EI test" (Bar-On, 1997). For EI scale and Teacher burnout was measured using the Maslach Burnout Inventory-Educator's Survey (MBI-ES) (Maslach, Jackson, & Leiter, 1996). Data analysis methods were Correlations and T-test. Result of study conclude that there significant negative correlations between EI and burn out, teaching experience, and age. Where positive correlations between EI and experience and age. T-test indicated that there was no significance difference between EI and burnout with respect to gender. **Dhilsathbegam, M. (December 2014)** examines the level of Emotional Intelligence among 100 teachers working in the private institutions in Erode District. Major objectives of research were examine the level of emotional intelligence among teachers working in private educational institutions in Erode based on gender, age and Educational qualification and find out the importance of emotional intelligence in personal, academic and career success of teachers. Data gathered through questionnaires. Result indicated that the private educational institutions teachers in Erode District have fairly high level of Emotional Intelligence this indicated that they had the ability to identify, assess and control the emotions of self, peers and students in their teaching institution in Erode. It was also concluded that teachers had more awareness about the feelings and emotions of students and self as well as Value orientation and self-awareness score were high. **Dr. J D Singh (2015)** has researched on emotional intelligence of teachers at Himachal Pradesh University, Shimla. Objective of research are find out emotional intelligence level of teachers and difference about of emotional intelligence of teachers on the base of gender, locality, marital status and work experience. Population of study is teachers of eight states, Himachal Pradesh University, Shimla. Sample size is 35; 19 male and 16 female. Data collection through survey method. Mean, standard deviation and t-test were applied to know the emotional intelligence of teacher educators as part of data analysis

method. Result concluded that there is no difference in emotional intelligence level of teachers on base of gender and experience but opposite in case of marital status and locality (urban and rural area). In short EI of teachers is average at Himachal Pradesh University. **Baishakhi Bhattacharjee (2016)** has researched to understand the concept of Emotional Intelligence and the relationship of Emotional Intelligence and teachers and also its influence in Teaching Profession. This present study is based on Secondary sources like Books, Articles, Journals, Thesis, University News, Experts Opinion and Web sites and method used is Descriptive Analytical Method. From secondary data research concluded that Emotional Intelligence of teachers can improve the achievement of students. This Emotional Intelligence concept is still relatively new in teaching profession. Developing Emotional Intelligence skills of teachers through different program will help them to work for their students in a more effective manner and also serve as important facilitator, role model of the students. **Maulod, S. A., Piaw, C. Y., Alias, S., & Wei, L. M. (2017)** have identified the relationship between principal emotional intelligence and instructional leadership practices based on the perception of teachers in Malaysian secondary schools. Sample size was 500 public secondary school teachers in Negeri Sembilan, Malaysia selected through stratified random sampling. Data analysis methods were Pearson correlation analysis, multiple regression analysis. The findings showed that teachers perceived their principals practice high level of instructional leadership and emotional intelligence competency, positive correlation between principal emotional intelligence and instructional leadership practices, relationship management, social awareness and self-awareness being the three emotional intelligence competencies that are statistically significant predictors of principal instructional leadership practices.

3. Objectives:

- To study emotional intelligence among teachers of Reliance School.
- To study emotional intelligence among the Reliance School teachers of Surat with respect to their Gender and marital status.
- To study the relationship between emotional intelligence and age of the Reliance School teachers.

➢ **Hypotheses:**
- H_1: There is no significant difference in the level of emotional intelligence of male and female teachers.
- H_2: There is no significant difference in the level of emotional intelligence and marital Status of teachers.
- H_3: There is no significant difference in mean rank of emotional intelligence among age of teachers.

4. Research Methodology:

The descriptive research design used. The study is based on primary data collected from the permanent teachers of Reliance School, Surat and Secondary data Secondary data as well through internet, books and Journals. Convenient Sampling used to select sample units. Total number of sample was 50. Data collection instruments was questionnaire. It is 28 items (Self-Awareness, Self-Management, Social Awareness and Relationship Management). Rating Scale were "strongly agree" to "strongly disagree" based on Likert Scale. The statistical techniques like frequency, Cross tabulations, Chi – square and Kruskal Wallis Test were used to analyze and interpret the data.

5. Data Analysis and Interpretation:

Level of Emotional Intelligence

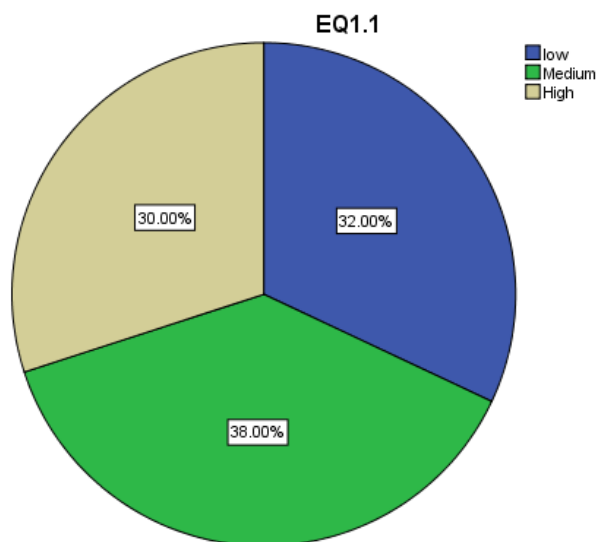- To study emotional intelligence among teachers of Reliance School.

Table No.: 1.1

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	low	16	32.0	32.0	32.0
	Medium	19	38.0	38.0	70.0
	High	15	30.0	30.0	100.0
	Total	50	100.0	100.0	

Source: SPSS Output

Graph 1.1

Table 1.1 and Graph 1.1 indicated that 32% of respondent have low emotional intelligence where 38% which higher in all three % have medium emotional intelligence an 30% have high emotional intelligence means respondent needs to work in their emotional intelligence areas.

EQ1.1

Source: SPSS Output

Cross Tabulation and Chi-Square test

• To study emotional intelligence among the Reliance School teachers of Surat with respect to their Gender.

Gender * EQ1.1 Cross tabulation (Table No.:1.2)

		EQ1.1			Total
		low	Medium	High	
Gender	Male	10	6	1	17
	Female	6	13	14	33
Total		16	19	15	50

Source: SPSS Output

From Table 1.2 we can concluded that out of 50 teachers 10 male and 6 female have low emotional intelligence, 6 male and 13 female have Medium emotional intelligence where only 1 male and 14 female have high emotional intelligence. From this we can figure out that female can manage their emotional intelligence better than male.

H_0: There is no significant difference in the level of emotional intelligence of male and female teachers.
H_1: There is significant difference in the level of emotional intelligence of male and female teachers.

Chi-Square Tests (Table No.:1.3)

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	10.835[a]	2	.004
Likelihood Ratio	11.887	2	.003
Linear-by-Linear Association	10.572	1	.001
N of Valid Cases	50		

Source: SPSS Output

From Table 1.3 we can see that p-value is < 0.05 so here we reject H_0. There is significant difference between male and female among the Reliance School teachers in terms of their emotional intelligence. Teachers' emotional intelligence differs across their gender.

- To study emotional intelligence among the Reliance School teachers of Surat with respect to their marital status.

Marital Status * EQ1.1 Cross tabulation (Table No.:1.4)

		EQ1.1			Total
		low	Medium	High	
Marital Status	Single	0	4	4	8
	Married	16	15	11	42
Total		16	19	15	50

Source: SPSS Output

From Table 1.4 we can concluded that out of 50 teachers 0 single and 16 married have low emotional intelligence, 4 single and 15 married have Medium emotional intelligence where only 4 single and 11 married have high emotional intelligence. From this we can figure out that married respondents can manage their emotional intelligence better than single respondent.

H_0: There is no significant difference in the level of emotional intelligence and marital Status of teachers.
H_1: There is significant difference in the level of emotional intelligence and marital Status of teachers.

Chi-Square Tests (Table No.:1.5)

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	4.678[a]	2	.096
Likelihood Ratio	7.013	2	.030
Linear-by-Linear Association	4.073	1	.044
N of Valid Cases	50		

Source: SPSS Output

From Table 1.5 we can see that p-value is > 0.05 so here we accept H_0. There is no significant difference in the level of emotional intelligence and marital Status of teachers. Teachers' emotional intelligence does not differ across their marital status.

Kruskal Wallis Test

- To study the relationship between emotional intelligence and age.

    H_0: There is no significant difference in mean rank of emotional intelligence among age of teachers.
    H_1: There is significant difference in mean rank of emotional intelligence among age of teachers.

Test Statistics[a,b] (Table No.:1.6)

	Chi-Square	df	Asymp. Sig.
EQ1	11.892	2	.003
EQ2	2.960	2	.228
EQ3	9.146	2	.010
EQ4	4.409	2	.110
EQ5	4.882	2	.087
EQ6	1.993	2	.369
EQ7	7.421	2	.024
EQ8	.725	2	.696
EQ9	5.245	2	.073
EQ10	1.463	2	.481
EQ11	2.489	2	.288
EQ12	.791	2	.673
EQ13	1.810	2	.405
EQ14	3.391	2	.184

EQ15	11.122	2	.004
EQ16	8.909	2	.012
EQ17	3.662	2	.160
EQ18	3.431	2	.180
EQ19	.325	2	.850
EQ20	1.033	2	.597
EQ21	4.277	2	.118
EQ22	5.280	2	.071
EQ23	3.305	2	.192
EQ24	.166	2	.920
EQ25	6.261	2	.044
EQ26	3.428	2	.180
EQ27	1.055	2	.590
EQ28	.052	2	.974

a. Kruskal Wallis Test   Source: SPSS Output

b. Grouping Variable: Agecate

Table 1.6 shows the Kruskal Wallis test summary for age being a more than two independent variable and emotional intelligence 28 questions as dependent variables. The table clearly indicates that in twenty-two cases, failed to reject the null hypothesis, as the probability value comes out to be greater than 0.05. In other words, we can conclude that there is no significant difference between emotional intelligence among age of teachers. However we can see some difference in mean rank among age categories for six cases, where probability value is less than 0.05.

6. Conclusion:

The present study reveals that majority of teachers have medium level of emotional intelligence. Which is somewhat good sign that they can handle and are aware with emotions still needs to work in this area. As said that female can handle their emotions well than male that to a certain extent proved here; female teachers have high emotional intelligence than male teachers as well as male teaches are more in numbers who have low emotional intelligence. Now if we talk with marital status point than here result is very interesting; if we compare between single and married teacher with low, medium and high Emotional intelligence then in all three categories married teachers have reasonable level of emotional intelligence but Teachers' emotional intelligence does not differ across their marital status. Another analysis concluded that age wise there is significant difference with relations to emotional intelligence; like Awareness regarding how teachers are feeling, understand and describe emotions, handle situations without getting nervous, self-improvement, difficult to set the goals, help and support other teachers. Where other cases where there is no significant difference between emotional intelligence among age of teachers and they are aware of strength and weakness, not sure how feel, confused about recognizing emotions, problem with dealing with emotions, how to be calm in difficult situation, disturbed in a problematic situations, cannot manage emotions, like to take initiative, don't give up easily in a problematic situations, if difficulties then give up, easily understand other peoples' reactions, identify other people's emotions, help others overcome, do not understand why people do what they do, not interest in knowing the worries of another person, do not understand the problem of others, do not understand the problem of others, unable to manage my relations with other people.

Here there are many areas where institute needs to provide emotional intelligence training like Self-awareness specially strength and weakness, Emotional recognitions and management, How to deal with emotions and stay calm, How to manage emotions in problematic situations, understand problems of others and help them.

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