



A Study On Teacher's Emotional Intelligence And Attitude Towards Teaching

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Abstract

In recent years, a significant volume of research has backed up the importance of emotional intelligence (EI) in teaching effectiveness and achievement of the student. The researchers of this paper investigated the differences in teacher attitudes and then looked at whether teachers with a favourable (FA) and unfavourable (UFA) attitude toward teaching differed in their emotional intelligence (EI). In addition, the relationship between EI and teachers attitude towards teaching was examined. In total, 442 teachers 166 male (37.55%) and 276 female (62.45%) from 45 secondary schools of Kashmir north India took part in the survey. The 't' test and Pearson's Product Moment Correlation were used to analyse the data. The results reveal that teachers who show favourable attitude toward teaching score significantly higher on EI than their colleagues. Significant differences between teachers with FA and UF attitude were identified on seven components of EI: 1) SA, 2) EMP, 3) SM, 4) MR, 5) INT, 6) VI and 7) CMT, however, no such differences were detected on three components: 1) ES, 2) SD, and 3) AB. A correlation based statistical analysis indicated a substantial positive and significant relationship between EI and teachers attitude towards teaching. Our findings also revealed that teachers' attitudes toward teaching do not differ based on gender.

Keywords: Attitude, Emotional intelligence, Gender, School teacher, Favourable attitude, Unfavourable attitude.

Introduction

Attitude refers to a feeling of support or opposition to something (Remmers, Gage & Rummel, 1965). According to (Tezci & Terzi 2010) teacher's success in classroom is highly determined by her/his attitude towards teaching. Therefore, it is reasonable to assert that teaching does not only comprise cognitive skills but affective skills also (Derman, Ozkan, Altuk, & Mulazimoglu, 2008). The existing literature reveals a large number of studies on teacher attitudes, but we looked at some recent studies to gain insight into our study problem. One of the researches show pre-service teachers'

attitudes toward teaching were good, Akbulut & Karakus (2011), however the attitude scores of pre-service teachers studying content course fell after the completion of the content knowledge courses. Sarkar & Behera (2016) presented that the attitude of college teachers is satisfactory or average towards teaching profession and not favourable or unfavourable. Attitude with respect to sex, type of institution, teaching experience and teaching effectiveness were investigated and the results show that these variables determine teacher's attitude towards teaching profession Jain (2007). Similarly (Guneyli & Aslan, 2009; Yildirim 2012) found a significant difference among teachers in relation to their gender. Attitude of Prospective teachers' towards teaching profession was not found differing on the basis of gender, (Oguz & Kalkan, 2011) religion, category, area and educational stream however, difference occurs in case of academic qualification (Chakraborty & Mondal, 2014).

Salovey and Mayer (1990) "emotional intelligence as part of the social intelligence deals with the ability of an individual to regulate his/her personal, and others' emotions and feelings". George (2000) state individuals differ in terms of degree of awareness about their emotions and also in exhibiting verbal and non-verbal emotions. Individuals are known by others in better ways if they possess the ability to concede and respond to their emotions and such individuals are enough capable to deal with people effectively (Salovey & Mayer, 1990). Individuals high on EI effectively regulate positive and negative feelings in themselves and also in recognizing the emotions of others Mayer, Salovey, & Caruso, (2002)

Theoretical Framework

As we are aware that the modern classroom interaction is governed by psychological principles so it is not surprising that empathy and emotional stability of the teacher would determine his positive attitude towards teaching. Research findings of various authors suggest that, those individuals who are highly emotional intelligent are inclined to show better performance in their organization in comparison to individuals who are low on emotional intelligence Van Rooy & Viswesvaran (2004). Over the past few decades, emotional aspects and attitudes of people have recently attracted a great deal of attention in academic research (Oz, Demirezen, & Pourfeiz, 2015; Durmusoglu, Yanik, & Akkoyunlu, 2009). Ng and Hor (2005) revealed that EI was found to correlate positively with liberal-democratic attitude. Emotional intelligence significantly correlate with work attitude Dev, Nair, & Dwivedi (2016), teacher performance (Wahyuddin, 2016), self-efficacy (Moafian and ghanizadeh 2009, Salami, 2007), towards work and with life satisfaction (Ignat & Clipa, 2012) and has a significant impact on the teacher's job performance (Haq, Anwar & Hassan, 2017), multicultural attitudes (Arslan & Yigit 2016). Asrar-ul-Haq, Anwar & Hassan (2017) found significant positive relationship between teacher's job performance and emotional self-awareness, self-confidence, achievement and conflict management. Similarly teachers higher in cognitive empathy determine

student behaviours and show competence in handling problem behaviours (Wink, LaRusso & Smith, 2021).

A positive work attitude is linked to a teacher's emotional intelligence (EI), and increasing their degree of EI may also make them more confident and productive both personally and professionally (Rani & Prasad, 2016). Teachers' attitudes towards teaching and their occupational behaviour can be influenced by emotional intelligence (Akar & Ustuner, 2017). According to (Sy, Tram, & O'Hara, 2006) Leaders with high emotional intelligence (EI) are better at managing their employees' job satisfaction in the workplace. Other researchers have looked into the link between transformational leadership and the ability to change people's moods and emotions when dealing with customers and subordinates (Bano, Foldes, Vinson & Muros, 2007). Working on the relationships between higher EI and improved coping abilities as well as low occupational stress levels (Stough, Saklofske, & Parker, 2009) can help teachers manage stress more effectively to develop resilience.

An overview of the above studies reveals that many studies have been conducted on emotional intelligence and attitude but more research is needed to determine whether teachers with a positive and negative professional attitude differ on emotional intelligence, as well as which components of EI the target population differ on. To this end the following research questions were addressed:

Research Questions

- 1) Is there a difference in Emotional Intelligence of teachers with FA and UF attitudes?
- 2) Whether teachers with a favourable and unfavourable professional attitude will differ on all dimensions of the EI.
- 3) Whether or not a teacher's EI is linked to their teaching attitude.
- 4) Which aspect of EI has a substantial positive/negative relationship with teachers' attitudes?
5. Will teachers' EI differ depending on their gender?

Method

Participants

This is a descriptive study which examined the sample consisting of 442 secondary school teachers 166 male (37.55%) and 276 female (62.45%). The mean age was 39 years old and the average work experience was 11 years.

The Instruments

Emotional intelligence (EI) scale based on self-report responses comprising 32 items was used to collect the data. The obtained reliability of the instrument was (0.810) and for each factor it showed (Self-awareness-0.57, Empathy-0.62, Self-motivation-0.68,

Emotional stability-0.52, Managing Relations-0.56, Integrity-0.55, Self-development-0.67 Value Orientation-0.50, Commitment-0.70 and Altruistic behaviour-0.67). Another instrument used was Teacher Attitude Inventory with Alpha Cronbach coefficient is 0.621. The inventory consists of six subscales. These sub scales were developed by the likert summated rating procedure.

Data Collection

Total number of high schools in district Kupwara is 102 and in district Srinagar are 72. For feasibility 25 institutes were selected from district Kupwara and 20 institutes from district Srinagar and from these schools randomly selected 442 teachers participated in this study.

Data Analysis

The data was analysed with SPSS 2020 software using (t-test) to examine the differences between two groups and Pearson's Product Moment Correlation to determine the relationship between the selected variables.

Results

The results show that the teachers with favourable attitude (FA) and unfavourable attitude (UFA) differ significantly on seven out of ten components of emotional intelligence such as self-awareness with (Mean FA=17.29 and UFA=15.81), empathy (Mean FA=18.60 and UFA=17.19), self-motivation (Mean FA=25.91 and UFA=25.22), managing relations (Mean FA=16.30 and UFA=15.10), integrity (Mean FA=12.11 and UFA=11.52), value orientation (Mean FA=7.84 and UFA=7.11) and commitment (Mean FA=7.78 and UFA=7.07). However, no significant difference was found between teachers with FA and UFA on three EI components such as, emotional stability (Mean FA=16.62 and UFA=15.78) self development (Mean FA=7.90 and UFA=7.60), and altruistic behaviour (Mean FA=7.42 and UFA=7.15).

Table 1. Difference in mean scores of teachers with FA and UFA on sub scales of emotional intelligence N=120 (FA) and 120(UFA)

Variable	Group	Mean	S.D.	't' Value	Level of Significance
Self – Awareness	FA	17.29	1.65	5.69	Significant
	UFA	15.81	2.04		
Empathy	FA	18.6	2.70	3.58	Significant
	UFA	17.19	3.23		
Self-Motivation	FA	25.91	2.00	2.29	Significant
	UFA	25.22	2.23		
Emotional Stability	FA	16.2	1.62	1.65	
	UFA	15.78	1.94		

					Not Significant
Managing Relations	FA	16.03	1.59	4.08	Significant
	UFA	15.01	1.92		
Integrity	FA	12.11	1.63	2.37	Significant
	UFA	11.52	1.87		
Self Development	FA	7.9	1.01	1.94	Not Significant
	UFA	7.6	1.17		
Value Orientation	FA	7.84	1.07	4.16	Significant
	UFA	7.11	1.38		
Commitment	FA	7.78	0.93	4.81	Significant
	UFA	7.07	1.13		
Altruistic Behaviour	FA	7.42	1.07	1.51	Not Significant
	UFA	7.15	1.45		

Level of significance 0.05

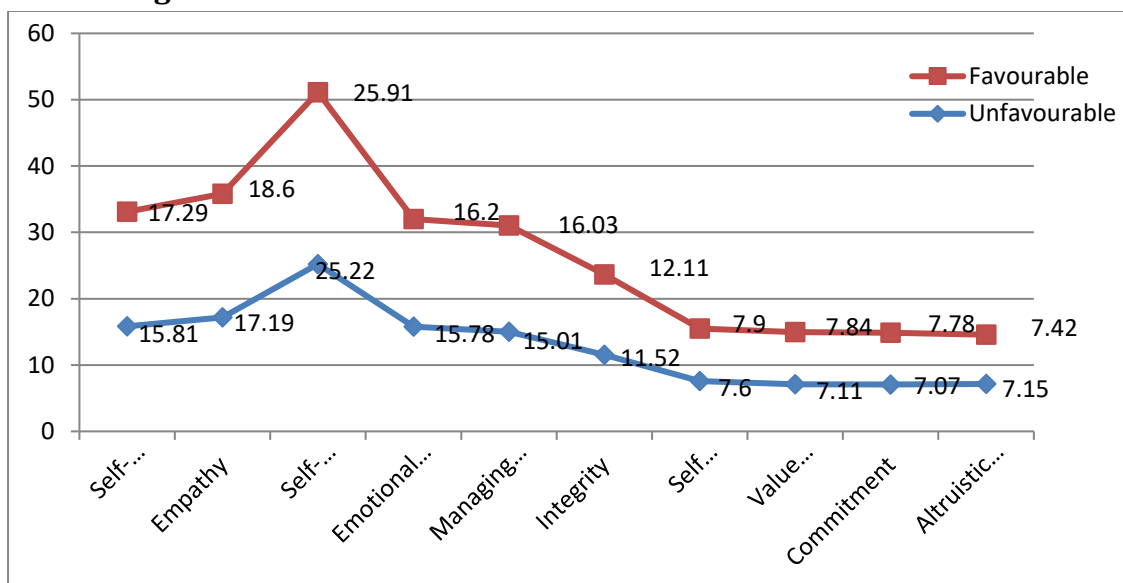


Fig. 1 Show the mean comparison between teachers with FA and UFA on 'Various Dimensions' of Emotional Intelligence

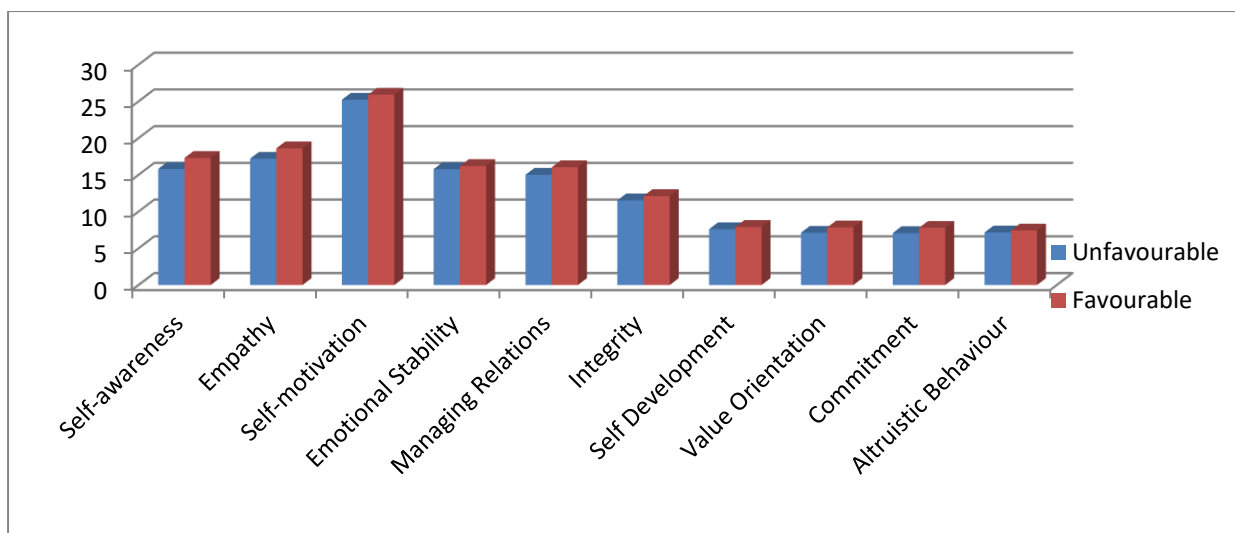


Fig. 2 Show the mean comparison between teachers with FA and UFA on ‘Various Dimensions’ of Emotional Intelligence.

Pearson Product moment correlation was applied to find the correlation between EQ and TA. The correlation results in in table 2 indicate a significant positive correlation between teachers’ EQ and their attitude towards teaching ($r = 0.672$, $\beta < 0.05$).

Table 2. Results of correlation between emotional intelligence and teachers’ attitude towards teaching.

Dimensions	Attitude towards teaching
EQ	0.672

Significant at 0.05 level

The results in table 3 reveal that there is a significant correlation between the TA towards teaching with all the components of EI. The correlation results are as follows: teachers’ attitude and self-awareness ($r = .203$, $\beta < 0.05$), empathy ($r = .316$, $\beta < 0.05$), self motivation ($r = .228$, $\beta < 0.05$), emotional stability ($r = .311$, $\beta < 0.05$), managing relations ($r = .149$, $\beta < 0.05$), integrity ($r = .211$, $\beta < 0.05$), self-development’ ($r = .237$, $\beta < 0.05$), value orientation ($r = .201$, $\beta < 0.05$), commitment ($r = .231$, $\beta < 0.05$), and altruistic behaviour ($r = .193$, $\beta < 0.05$).

Table 3 shows the relationship between sub-scales of emotional intelligence scale and attitude towards Teaching.

EI	Attitude towards teaching

Self-awareness	.203*
Empathy	.316*
Self-motivation	.228*
Emotional Stability	.311*
Managing Relations	.149*
Integrity	.211*
Self-Development	.237*
Value Orientation	.201*
Commitment	.231*
Altruistic Behaviour	.193*

Correlation is significant at 0.05 level

The results in table 4 show that there is no significant difference on EQ of teachers with FA and UFA. Thus gender could not be the factor for determining EQ of a person. (see table 4 & fig 3)

Table 4 shows the gender wise difference in mean scores on EI.

Emotional Intelligence	N	Mean	SD	t-value	Level of Significance
Male	166	129.46	7.55	1.19	Not significant
Female	276	128.22	7.11		

Not significant at 0.05 level

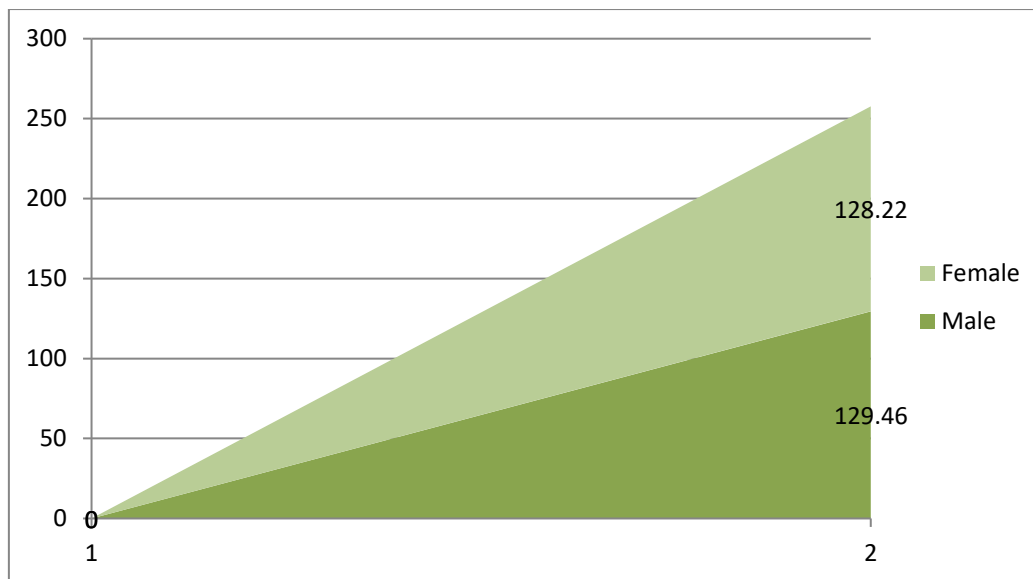


Fig. 3 Show the mean comparison between male and female teachers on emotional intelligence.

Discussion and Conclusions

Teachers who have a positive attitude toward teaching score higher on EI than their colleagues, according to the findings. On seven components of emotional intelligence, such as (self-awareness, empathy, self-motivation, managing relations, integrity, value orientation and commitment), significant differences between teachers with FA and UF attitudes were discovered. However, no such variations were detected in three components (self-development, emotional stability, and altruistic behaviour). The results of the correlation show that overall EI and TA have a substantial positive relationship. Furthermore, there was a substantial positive correlation between the components of EI and overall Teacher attitude. TA with empathy indicated strongest correlation followed by emotional stability, self-development, commitment, self-motivation, integrity, self-awareness, value orientation, altruistic behaviour, and managing interactions). Our results also confirmed that gender wise teachers would not differ in their attitude towards teaching.

Based on our findings, we infer that teachers with a favourable attitude are better able to manage and control their emotions. They may be able to express their emotions and sentiments at the appropriate times, manage many duties, and recognize their own strengths and flaws. In the case of teachers with an unfavorable professional attitude, our findings lead us to believe that this group lacks convictions and frequently displays a low degree of commitment, in addition to being less planned in their job.

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