

A STUDY ON EMOTIONAL INTELLIGENCE AMONG TEACHERS: A CASE STUDY OF PRIVATE EDUCATIONAL INSTITUTIONS IN MUSCAT

¹Mr. Arvind Hans, ²Dr. Soofi Asra Mubeen, ³Ms. Ruwaiya Salim Said Al Rabani

^{1&2}Assistant Professor, Department of Management
Waljat College of Applied Sciences,
P.O. Box 197, Rusayl, P.C. 124, Muscat, Sultanate of Oman

³Waljat College of Applied Sciences
P.O. Box 197, Rusayl, P.C. 124, Muscat, Sultanate of Oman

Abstract

The study examines the level of Emotional Intelligence among teachers working in the private institutions in Muscat, Sultanate of Oman. It also emphasizes the importance of Emotional Intelligence in personal, academic and career success. Descriptive research design was adopted and proportionate stratified random sampling was chosen for study. Sampling fraction of 25% was taken to divide the population into a homogeneous subgroup. The academic staffs who were teaching in management and engineering programs were taken up for the study. Questionnaires on Emotional Intelligence were distributed. Hundred questionnaires were received Data were analyzed through descriptive statistics. The study identified the phenomena related to Emotional Intelligence among private institutions teachers in Sultanate of Oman. Demographic factors influencing on Emotional Intelligence were also identified and reported by using descriptive statistics. Result indicated that the private educational institutions teachers in Sultanate of Oman have fairly high level of Emotional Intelligence.

Keywords: descriptive statistics, emotional intelligence, teachers, private institutions.

Abbreviations: UG- undergraduates, PG- postgraduates, EI – emotional intelligence.

1. INTRODUCTION

Emotional Intelligence plays a vital role in social sciences; it has direct impact on the teacher's behavior working in an organization and it is important for the success of their profession. Teachers are considered as the main pillar in the educational system. They are the moderators through which the knowledge can be transferred to the students who represent the foundation of the society. Teachers cannot be the effective source of knowledge unless they are possessed with the essential skills, knowledge and talents. In the recent years, the concept of the emotional intelligence among teachers has been taken attention in the educational institutions due to its great importance. In fact, emotional intelligence is a type of social intelligence that includes to control own and others emotions; make a choice between them and the ability of using these emotions to set his life. Therefore this skill is really required to make the teachers performance very effective. This skill can make the teachers not only able to deal with their students but with their colleagues as well. Therefore, a study on the emotional intelligence among teachers in the private educational institutions in Muscat is conducted. This study is based on the idea to know the level of the emotional intelligence among teachers.

2. THEORETICAL CONCEPTS

Emotional Intelligence is the ability to identify, assess and control the emotions of oneself, of others, and of groups.¹ Thorndike, R.L., & Stein, S. (1937) described the concept of social intelligence as the ability to get along with other people. Wechsler, D. (1940) suggested that affective components of intelligence may be essential to get success in life. Maslow, A (1950) describes how people can build emotional strength.² Gardner, H. (1975) introduced the concept of multiple intelligences. Payne, W. L. (1985) coined the term emotional intelligence. Salovey, P., Mayer, J. (1990) coined the term 'emotional intelligence' they defined emotional intelligence as, "the subset of social intelligence that involves the ability to monitor one's own and others' feelings and emotions, to discriminate among them and to use this

¹ http://en.wikipedia.org/wiki/Emotional_intelligence

² <http://psychology.about.com/od/personalitydevelopment/a/emotionalintell.htm>

information to guide one's thinking and action.³ They concluded that emotional intelligence comprised of four mental processes

- a. **Perception** – Perceiving and identifying emotions.
- b. **Assimilation**- Integrating emotions into thought patterns.
- c. **Understanding** – Understanding one's own and others emotion.
- d. **Managing** – Managing emotions.⁴

Mayer and Salovey (1993) defined emotional intelligence as the ability to monitor one's own and other's feelings and emotions to discriminate among them, and to use this information to guide one's thinking and action. Cooper and Sawaf (1997) defined Emotional Intelligence as the ability to sense, understand and effectively apply the power and acumen of emotions as a source of human energy, information connection and influence. Goleman's, D. (1995) explained the basic concept of emotional intelligence. Goleman, D. (1998) defined it as the capacity to recognize our own feelings and those of others for motivating ourselves and for managing emotions well in ourselves and in our relationships. Emotional Intelligence has two types of competencies – personal and social competencies. These competencies include five major factors namely – self awareness, self control, self motivation, empathy and social skills. Bar - on et.al, (2006) defined EI as the sum of social and emotional competencies of individuals communicating with himself and others in order to cope with environmental pressure and demands. He also maintained that emotional intelligence is a series of collection of unknown capabilities, competencies, and skills which can have a strong effect on individual's capabilities in order to succeed in coping with environmental demands and pressures.

3. LITERATURE REVIEW

Review of literature was done to report the studies related to Level of Emotional Intelligence among teachers of Private educational institutions. Following studies examined the underlying phenomena of Emotional Intelligence in various professions, organizations and sectors. Review provided a foundation to identify the research gap for the present study.

Mondal, N.K., Paul, P.K and Bandyopadhyay.A (2012) analyzed the nature and extent of emotional intelligence among secondary level schools teachers of Burdwan district in west Bengal (India). 300 teachers in urban and rural areas encompassing different gender, age, teaching experience, qualification and training were taken for the study. The results revealed that few demographic factors positively impacted on the level of teacher's emotional intelligence while some were not significant. Akomolafe (2011) made an attempt to study the interactive and relative effect of Emotional Intelligence and locus of control on burnout among the secondary school teachers and has suggested that secondary school teachers should be managed by capable and qualified counselors for the desired results to be achieved. Krishnamurthy and Varalakshmi (2011) conducted a study to know the emotional intelligence of employees working in educational institution. A sample size of 200 teaching and non teaching staff was taken for study on the basis of demographic factors .Questionnaires were designed in five segments consists of personal information, adaptability, assertiveness, emotional management, self esteem and relationship of respondents. The result revealed that the improvement in emotional intelligence would increase the motivation and effectiveness of the employee.

A similar study was conducted to identify the level of emotional intelligence among the teachers Zahra et.al.(2012) found the relationship between emotional intelligence and job self efficacy in research courses among 200 Tehran physical education teachers. *Bar-On, Emotional and Self efficacy job questionnaires* were used to evaluate the teacher's attitudes. The results demonstrated a significant relationship between emotional awareness, empathy and self efficacy. Edannur, S (2010) assessed the emotional intelligence level of teachers educators of barak valley region in the Indian state of Assam(India). The result showed that the group under study possessed average emotional intelligence. The gender and locality of the teacher educators did not make any differential influence on their emotional intelligence. Moafian and Ghanizadeh (2009) studied the impact of teacher's emotional intelligence on self efficacy. Regression analysis with multiple variables indicated that dimensions of emotional self awareness, interpersonal relation and problem solving were significant predictor of teachers self efficacy. Kaufhold and Johnson (2005) indicated that teachers improving their emotional intelligence emphasized on the values of individual differences and promote the cooperative learning so as to solve problems and guide the students to promote social competence.

Kauts, A & Saroj, R (2012) studied on 600 secondary school to identify the relationship among emotional intelligence , teacher effectiveness and occupational stress .The result indicated that teachers with high emotional intelligence were having less occupational stress and more teachers effectiveness, whereas teachers with low emotional intelligence were having more occupational stress and less teacher effectiveness. Thus, emotional intelligence was found to be helpful in reducing occupational stress of teachers and enhancing their effectiveness in teaching. Mousavi, H.S., Yarmohammadi,

³ Salovey,P.,Mayer,J. (1990). Emotional Intelligence. *Imagination, Cognition, and Personality*, 9(3), 185-211.

⁴ http://www.attitudeworks.com.au/AW_pages/resources/articles/008/A008_050412_EIHistory.html

S., Nosrat, B.A., Tarasi, Z (2012) studied the relationship between emotional intelligence and its five components and job satisfaction of 215 physical education teachers. The result showed that there is a significant positive relationship between emotional intelligence and job satisfaction, between the components of social skills, empathy and motivation and job satisfaction. The study concluded that the job satisfaction of teachers can be increased by training and improving their emotional intelligence along with providing facilities and satisfying their needs. Mahmoudi, A (2011) found the effect of emotional intelligence among 300 B.ED studying in five B.ED colleges of Yasouj district in Kohgiluyeh. A descriptive analysis, t-test and F test was used for the analysis and concluded that the emotional intelligence among the B.ED teacher trainees was normal.

Literature related to Emotional Intelligence was based on different variables. Most of the study focused on education profession to examine the phenomena and relationships related to the variables as predictor and criterion. Since, there are few studies done in Sultanate of Oman related to E.I. and other dependent variables, this study made an attempt to identify level of emotional intelligence among the teachers in private educational institutions in Muscat, Sultanate of Oman.

4. SIGNIFICANCE OF THE STUDY

The study focused on identifying the phenomena related to emotional intelligence among teachers at private educational institutions in Muscat. It helps to establish social relationships and managing emotions in others. The teachers who have high emotional intelligence communicates with constructive goal in mind and controls his or her emotions carefully more than reacting to situation on the basis of impulse generated by emotion generated event. This may helps the private educational institutions to initiate some change in work environment so as to increase the level of emotional intelligence among the teachers at work place.

5. OBJECTIVES OF THE STUDY

1. To study the phenomena related to Emotional Intelligence among teachers in private educational institution in Oman.
2. To examine the level of emotional intelligence among teachers working in private educational institutions in Oman based on gender, age, qualification and work experience.
3. To find out the importance of emotional intelligence in personal, academic and career success of teachers in private educational institutions in Oman.

6. SCOPE OF THE STUDY

The study investigates the phenomena related to emotional intelligence among private educational institutional teachers in Muscat, Sultanate of Oman from an academic point of view. It identifies the level of emotional intelligence based on gender, educational level. The study provided a foundation in exploring the impact of emotional intelligence of teachers in personal, academic and career success which will further help the institutions to create best ideas and draw suitable plans to increase the level of emotional intelligence of their teachers.

7. RESEARCH METHODOLOGY

7.1. Research Design

Descriptive Research design was used for this research based on adoption of survey method.

7.2. Sampling Design

Proportionate Stratified Random sampling method was adopted for this study. 100 questionnaires were distributed among the teachers of private educational institutions of Muscat, Sultanate of Oman.

7.3. Sample Unit

Sample unit consist of teachers who are teaching in management and engineering programs for both UG and PG of private educational institutions in Muscat

7.4. Sample Size

The total sample size in the present study was 100 teachers who were teaching in management and engineering programs in private educational institutions from Muscat, Sultanate of Oman.

7.5. Data Collection Method(s)

Both primary and secondary data were used.

- Primary data: The data was collected through structured Questionnaire. Dhar.U., Pethe. S., Hyde.A.,(2005) scale for Emotional intelligence were used.

• Secondary data: The data were collected through the following sources:

1. Internal sources.
2. Books and Journal research articles
3. Internet.

7.6. Data Analysis Method

The data collected from the sample was analyzed by using descriptive statistics.

8. RESULTS AND DISCUSSION

Demographic profile of the respondents: The demographic characteristics of the sample of respondents are presented in order to get a clear picture of the sample. Demographic information of the respondents is given in the tabular form. Demographic variables that were measured from the respondents were as follows

1. Gender
2. Age
3. Educational Level
4. Work Experience

The following Table 1 shows the Gender of the respondents

Table 1: Gender of the Respondents

Sl.No	Gender	Percentage of Respondents
1	Male	48
2	Female	52
Total		100

The gender distribution of the respondents is shown in Table 1. The majority of the respondents in teachers are female representing 52% and of 48 % male of the entire sample.

Table 2: Final score of Factors on Emotional Intelligence for Gender

Total Score of Factor	Male Score	Female Score	Total Score
Emotional Intelligence	4.04	4.08	4.07

Factor score in Table 2 showed that the Emotional Intelligence score was found significantly higher in private school teachers in Muscat, Sultanate of Oman. The factors scores suggested that there is no significant difference between male and female teachers in Oman based on descriptive statistics. It was inferred that male and female teachers were emotional matured and stable while imparting the knowledge in Oman.

Ages of the respondents were classified into five age groups. The following Table 3 has reported it.

Table 3: Age of the Respondents

Sl.No	Age	Percentage of Respondents
1	25-30	10
2	31-35	42
3	36-40	32
4	41-45	14
5	46-50	2
Total		100

The above table 3 showed that the respondents were classified into five age groups as indicated in the table. The largest group (42%) of respondents is in between 31-35 years of age.

Table 4: Final factor score of Emotional Intelligence for different Age groups

Total Score of Factor	25-30	31-35	36-40	41-45	46-50	Total Score
Emotional Intelligence	3.99	4.15	3.85	4.04	3.97	4

The above table indicates that high factor score of 4.15 was found among the age group of 31 to 35 years of age, which is little higher than rest of the other age groups of respondents in private educational institution in Oman. There was no linear relationship found between increase in age and E.I. of the respondents. Final score indicated that emotional intelligence is higher among the teachers for all the age groups.

Table 5: Educational Level of the respondents

Sl.No	Educational level	Percentage of Respondents
1	Ph.D	28
2	Master	64
3	Bachelors	8
Total		100

The table 5 depicts that 28% are Ph.D holders and 64% are holding master degree and 8% of the respondents are holding Bachelors degree.

Table 6: Final score of Factors on Emotional Intelligence for Educational Level

Total Score of Factor	Bachelors	Masters	Ph.D	Total Score
Emotional Intelligence	4.03	4.06	4.12	4.07

The above table 6 indicates that factor score of 4.12 among teachers with Ph.D. degree is little higher than rest of the other degree holders in private educational institution in Oman. Overall emotional intelligence was found 4.07, which was considered high score in EI among all the degree holders' teachers. A Linear relationship between increasing educational degree and EI was found. It was inferred that with the increase in the level of educational degree in the level of EI also increased among the teachers in Oman.

Table 7: Work Experience of the respondents

Sl.No	Work Experience	Percentage of Respondents
1	0-5	26
2	6-10	44
3	11-15	20
4	16-20	8
5	More than 20	2
Total		100

The above table reveals that the work experiences of the teachers. 44% of the respondents are having 6-10 years of work experience.

Table 7: Final score of Factors on Emotional Intelligence for Work Experience

Total Score of Factor	0-5	6-10	11-15	16-20	More than 20	Total Score
Emotional Intelligence	3.96	4.14	3.66	4.13	3.21	3.82

Table revealed that factor score of 4.14 and 4.13 was found for the teacher having work experience of 6-10 years and 16-20 years respectively in private educational institution in Oman. There was no linear relationship between increase in work experience and EI. It was inferred that even with the increase in work experience the level of Emotional Intelligence did not increase among the private institution teachers in Oman.

Table 8: Factor Score of Emotional Intelligence

Sl. No.	Factor	No. of Questions	Total Score
1	Self Awareness	6,12,18,29	4.13
2	Empathy	9,10,15,20,25	3.94
3	Self Motivation	2,4,7,8,31,34	4.11
4	Emotional Stability	14,19,26,28	4.03
5	Managing Relation	1,5,11,17	4.06
6	Integrity	16,27,32	4.02
7	Self Development	30,33	4.08
8	Value Orientation	21,22	4.17
9	Commitment	23,24	4.1
10	Altruistic Behavior	3,13	4.07

Total Score of Factors	Total Score
Emotional Intelligence	4.07

There were 10 factors of EI identified through factor score of EI questionnaire administered on private institutional teachers in Oman. Each factors of EI were discussed based on the factor score found by descriptive statistics. The phenomena related to each factors were reported to conclude the findings of the study.

Following ten factors of EI was identified through factor score calculation.

1. Self Awareness: It is defined as being aware of oneself and was measured by 4 items. Self awareness factor score among teachers was found as 4.13 it can be concluded that the teachers of private institution in Oman were aware of their self consciousness.
2. Empathy: It is feeling and understanding the other person and was measured by 5 items. The overall score was 3.94 it can be inferred that the teachers are able to consider and identify clearly the problems related to themselves and students in these institutions.
3. Self Motivation: It is defined as being motivated internally and is measured by 6 items the final score of this factor was found as 4.11 among teachers, which was above average. It was inferred that teachers were highly motivated to do their duties related to pedagogy in their institutions.
4. Emotional Stability: It is the quality of being stable and measured by 4 items in the questionnaire. The factor score of emotional stability was found 4.03 among teachers while dealing with their students. This suggested that teacher did not lose control over their emotion while handing students grievance and problems in these institutions of Oman.
5. Managing Relations: It is measured by 4 items in the questionnaire. The factor score was found as 4.06. It was inferred that teachers were good in managing relations with their peers, students and supervisors.
6. Integrity: Integrity means to have strong moral principles, measured by 3 items. The factor score was found as 4.02 it was inferred that teachers were having strong moral principles in their work place.
7. Self development: It means development of self potentialities and is measured by 2 items. The final factor score was found as 4.08 the result indicated that the teachers were well engaged in their self development in private educational institutions for better teaching.
8. Value orientation: It is defined as the acceptance of right and wrong principles and measured by 2 items. The factor score was found 4.17 the factor score was found higher than the other EI factors scores. Descriptive statistics indicated that teachers were highly value oriented while performing the job. High value orientation signifies that teachers would never compromise their effective teaching styles in any difficult circumstances.
9. Commitment: Commitment is defined as the act of dedication towards work and organization measured by 2 items. The factor score was found as 4.10 the high score on commitment suggested that private institution teachers were better committed to their teaching profession.
10. Altruistic Behavior: It is defined as selfless concern for the welfare of others and measured by 2 items. The factor score of altruistic behavior was found as 4.07 the high score indicated that teachers were very much concerned for the welfare of student's in private educational institutions in Sultanate of Oman.

9. CONCLUSIONS

The study focused on Emotional Intelligence among teachers in Private Educational Institutions in Muscat, Sultanate of Oman. Study was extended to report the emotional intelligence among teachers based on descriptive statistics.

The factor score on Emotional Intelligence revealed that two factors of EI such as Value Orientation and Self Awareness score were high as 4.17 and 4.13 respectively compare to other EI factors. It was inferred that the teachers would not compromise with their core values while imparting the quality knowledge. It was also concluded that teachers had more awareness about the feelings and emotions of students and self, which is good for an effective pedagogy in private educational institution. Factor score of Empathy was found as 3.94 among teachers of Private educational institutions in Muscat, Oman. The low score on Empathy was not very low compare to the higher score of EI factors. It was inferred that even if Empathy factor score was found low, overall EI scores was relatively higher among the private teachers in Oman. Study found that the teachers of private educational institutions have high level of Emotional Intelligence. The high level of EI among teachers indicated that they had the ability to identify, assess and control the emotions of self, peers and students in their teaching institution in Sultanate of Oman.

10. DIRECTIONS FOR FUTURE STUDY

1. Further study can be done on a large sample size for better understanding of Emotional intelligence among teachers.

- II. The study of Emotional Intelligence may also be carried out at government school teachers.
- III. Further explanatory study can be done to see the effect of Emotional Intelligence on various dependent variables such as job satisfaction, employee morale, employee productivity, organizational climate.

Bibliography and References

- [1.] Akomolafe et.al, "Emotional Intelligence and Locus of control as predictors of burnout among secondary school Teachers", *European Journal of Social Sciences*- Vol 20 pg 369, 2011.
- [2.] Bar –on R, Handley R, Fund S, Psychological Test Publisher, Pg 6-19, 2006.
- [3.] Cooper, R. K., & Sawaf, A, *Executive EQ: emotional intelligence in leadership and organizations*. New York:Grosset Putnum, 1997.
- [4.] Dhar.U., Pethe. S., Hyde.A., *Emotional Intelligence Scale*, National Psychological corporation, kacherighat, Agra, India, 2005.
- [5.] Edannur. S , "Emotional Intelligence of Teacher Educators", *International Journal of Education Science*, 2(2), 115-121, 2010.
- [6.] Gardner. H, *The shattered Mind*, New York: Knopf, 1975.
- [7.] Goleman's, D. *Emotional Intelligence: Why it matters more than IQ?* New York: Bantam Books, 1995.
- [8.] Goleman's, D. *Working with Emotional Intelligence*, New York: Bantam Books, 1998.
- [9.] Kaufhold JA. Johnson LR , *Educ*, 125(4) 615-626, 2005.
- [10.]Kauts, A & Saroj, R, "Study of teacher effectiveness and occupational stress in relation to emotional intelligence among teachers at secondary stage," *Journal of history and social sciences*. Vol3 issue 2. ISSN 2229-5798, 2012.
- [11.]Khalili, A, " Gender Differences in Emotional Intelligence among employees of small and medium enterprise: An empirical study," *Journal of International Management Studies*, 6(2), 184-193, 2011.
- [12.]Kirshnamurthy ,M & Varalakshmi, S, " Emotional Intelligence- A study with special reference to the employees of salalah college of technology.," *International Journal of Research in Commerce and Management*, Vol.No.2, Issue 1 pg 27- 34, ISSN 0976-2183, 2011.
- [13.]Mahmoudi, A, "Emotional Intelligence among the B.ED teachers trainees," *International Conference on Humanities, Society and Culture*, IPEDR Vol. 20., Pg 302-305., IACSIT Press, Singapore, 2011.
- [14.]Mayer, J.D and Salovey ,P. *The Intelligence of Emotional Intelligence*. 17, 433-442,1993.
- [15.]Moafian F, Ghanizadeh A, *System*, www.sciencedirect.com, 2009.
- [16.]Mondal, N.K., Paul, P.K and Bandyopadhyay.A , " A study of Emotional Intelligence level between secondary school teachers: A study in Burdwan District in West Bengal," *International Journal of Social Science Tomorrow*, Vol.1. No.4. pg 1-6 ISSB: 2277-6168, 2012.
- [17.]Mousavi, H.S., Yarmohammadi, S., Nosrat, B.A., Tarasi, Z, "The relationship between emotional intelligence and job satisfaction of physical education teachers," *Scholars Research library, Annals of Biological Research* 3(2) 780-788, 2012.
- [18.]Payne, W. L. *A study of emotion: developing emotional intelligence; self integration; relating to fear, pain and desire*. A doctoral dissertation. Cincinnati, OH: the union for experimenting colleges and universities, 1985.
- [19.]Thorndike,R.L.,& Stein, S, " An evaluation of the attempts to measure social intelligence," *Psychological Bulletin*, 34, 275-284, 1937.
- [20.]Wechsler, D, "Non intellective factors in general intelligence," *Psychological Bulletin*, 37, 444-445, 1940.
- [21.]Zahar Abdolvahabi, Sara Bagheri, Firouz Kioumarsi, " Relationship between emotional intelligence and self efficacy in research among Tehran physical education teachers," *European Journal of Experimental Biology*, 2(6) 2337-2343, 2012.

Author



Arvind Hans has completed his Master degree from IIT, Kharagpur in Human Resource Development and Management in 2002. Further he has qualified UGC (JRF-NET) in HRM/IR in the year 2004. He is having more than six years of teaching experience in PG& UG management curriculum in various academic institutions. Broadly his area of interest is in Organizational Behavior, Organizational Development, Human Resource Management and other emerging areas of management. Presently he is working as an Assistant Professor in the Department of Management, Waljat College of Applied Sciences, Muscat, Sultanate of Oman in academic partnership with BIT, Mesra, Ranchi (India).



Dr. Soofi Asra Mubeen has completed her Doctor of Philosophy from Department of Commerce from Osmania University, Hyderabad. She is having more than 12 years of teaching experience in PG & UG level in the field of management in various institutions. Her area of Research interest is in Accounting, Finance and Human Resource Management. Presently she is working as an Assistant Professor in the Department of Management, Waljat College of Applied Sciences, Muscat, Sultanate of Oman in academic partnership with BIT, Mesra, Ranchi (India).



Ms. Ruwaiya Salim Said Al Rabani is doing her Executive Master of Business Administration from Department of Management, Waljat College of Applied Sciences, Muscat, Sultanate of Oman in academic partnership with BIT, Mesra, Ranchi (India). Presently she is working as an Administrative staff in Admission & Registration Department in Waljat College of Applied Sciences, Muscat, Sultanate of Oman.