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## Impact of socio-economic variables on emotional intelligence of teachers

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### Abstract

Human beings are highly directed by feelings and emotions that why emotional intelligence is essential to influence the behaviour of an individual. People with high emotional intelligence level know what they're feeling, what their emotions mean, and how these emotions can affect other people. An emotionally intelligent teacher understands the emotions of students and other people at workplace along with his/her own emotions. The present study was framed out to observe the impact of socio-personal variables on emotional intelligence level of teachers. A sample of 160 school teachers was using random sampling technique using a self-constructed socio-economic interview schedule and Emotional intelligence test developed by Duhan ((2005). Findings revealed that majority of the teachers had medium level of emotional intelligence. The results depicted that age, education, area of living, experience in their profession, annual income and type of school were affecting emotional intelligence level of teachers whereas emotional intelligence level of teachers was independent of sex and family structure.

**Keywords:** Emotional intelligence, socio-economic variables, profession

### Introduction

Emotional intelligence refers as the ability to monitor one's own and other people's emotions, to discriminate between different emotions and label them appropriately, and to use emotional information to guide thinking and behavior (Salovey P and Mayer JD, 1989) [19]. Emotions are complex psycho-physiological processes triggered by subjectively important events in an individual's life (Eisma and Stroebe, 2021) [4]. They not only understand the emotions of their own but recognize other's emotions also. Emotions act as a pre-requisite tool for a competent and cheerful life if used properly. But, if it is not controlled, then it can get blown. It is a balance between heart (emotions) and mind (intelligence). Rational thinking empowers human to comprehend things with reason and cause, whereas emotions bolster them to understand circumstances, which make them as real human beings (Salovey and Mayor, 1990) [19]. Teachers with high emotional intelligence level have potential to handle their students in better way and also assess their behavioral and psychological well being. Naqvi *et al.* (2016) [13] said that emotional intelligence of teachers was highly correlated with their performance. Teachers are facilitators through which the knowledge can be transferred to the students who are future of our nation. Sharma and Bindal (2012) [20] assessed the value of emotional intelligence skills in teacher's success. The study concluded that to achieve the high goals and expectations of education in the 21st century, the intentional inclusion and development of emotional intelligence skills in teacher preparation programs are the need of the hour and also suggested ways to develop emotionally intelligent teachers. Today, what children need is someone who understands their feelings and emotions, guides them and does not judge in any way. Thus empathy and trust shown by the teacher remark a positive and an everlasting impact on a student's mind. Teachers also help to mold personality of students and are only possible with applying emotional intelligence in classroom settings. Socio-economic status alludes to an individual's status in society, and this impacts individual's experience since childhood to adult (Hackman, et.al., 2010). Socio-economic variables includes, age, sex, education, marital status, experience and income etc. Patel and Trivedi (2019) [16] showed that emotional intelligence of teachers were average and independent of type of school, length of teaching experiences, and area but dependent of gender of teachers. At school, teachers may have different demographic profile. It directly or indirectly affects behavior of teachers. Pandit, B. and Yunus G. Pathan (2004) [15] said that emotional intelligence is independent from gender and age. Indu (2009) [8] mentioned in his study that majority of the teacher trainees possessed emotional intelligence

and there was no significant difference in the emotional intelligence of the sub-samples i.e., gender, type of family and type of institution. Singh (2015) [21] found that gender and experience of the teacher educators did not make any differential influence on their emotional intelligence. But significant difference was found in emotional intelligence of teacher educators in relation to area and marital status. Therefore, it is necessary to study the impact of demographic profile on emotional intelligence of teachers.

**Methodology**

Two districts Rewari and Hisar from Haryana state were selected randomly to conduct this study. From the selected districts, two villages from each district i.e. Aarya nagar, Sisai (Hisar) and Zainabad, Mandola (Rewari) respectively were selected at random. From each village two private and two government schools were selected purposively to meet the requirement of sample population. Equal numbers of teachers i.e. forty were taken from each government and private schools. Similar process was adopted for both districts. The total combination was 160 teachers from both government

and private schools in which 80 teachers belonged to government schools and 80 teachers from private schools. In order to fulfill the needs and objectives of the study, following instruments were used:

1. A self prepared interview schedule was developed to assess personal and socio- economic variables of the participants. It included age, sex, education, family type, family size, number of siblings, area of living, experience, type of school and annual income.
2. Emotional intelligence of teachers was studied using emotional intelligence test developed by Duhan (2005) [3]. The test comprised of four dimensions i.e., Perception, appraisal and expression of emotions, emotional facilitation of thinking, emotional understanding and emotional management

To draw the inferences as per objectives, data analyzed using appropriate statistical tests—frequency and percentage, chi-square test.

**Results and Discussion**

**Table 1:** Emotional intelligence of teachers

Aspects of emotional intelligence	Level	Hisar (n=80) f (%)	Rewari (n=80) f (%)	Total (N= 160) F (%)
Perception, appraisal and expression of emotions	Low (2-7)	9(11.2)	11(13.8)	20(12.5)
	Medium (8-13)	64(80.0)	58(72.5)	122(76.2)
	High (14-19)	7(8.8)	11(13.8)	18(11.2)
Emotional facilitation of thinking	Low (3-7)	16(20.0)	21(26.2)	37(23.1)
	Medium (8-12)	39(48.8)	52(65.0)	91(56.8)
	High (13-17)	25(31.2)	7(8.8)	32(20)
Emotional understanding	Low (1-6)	6(7.5)	16(20.0)	22(13.7)
	Medium (7-12)	44(55.0)	57(71.2)	101(63.1)
	High (13-18)	30(37.5)	7(8.8)	37(23.1)
Emotional management	Low (1-6)	9(11.2)	6(7.5)	15(9.3)
	Medium (7-12)	29(36.2)	51(63.8)	80(50.0)
	High (13-18)	42(52.5)	23(28.8)	65(40.6)
Overall emotional intelligence	Low (10-29)	9(11.2)	5(6.2)	14(8.7)
	Medium (30-49)	44(55.0)	66(82.5)	110(68.7)
	High (above 49)	27(33.8)	9(11.2)	36(22.5)

**Note:** Figure in parentheses indicate percentages

Results depicted that in the both districts, majority of the teachers had medium level of emotional intelligence in the dimensions namely; perception, appraisal and expression of emotions, emotional facilitation of thinking, emotional understanding, emotional management. Results are consistent with the findings stated by (Yassein 2018) [23] that teachers reported moderate level of emotional intelligence due to gender and qualification. Hargraves (1998, 2000) suggested that it is necessary to define teachers’ emotion management

and expression in teaching as one of “emotional practice”. In the context of present study the results of a study by Oplatka (2007) [14] suggested that as members of a teaching and caring profession, teachers autonomously manage their emotions without taking school policies into consideration. The management of emotions preferred by teachers differed from emotional labor and entailed the wide discretion that characterize private life.

**Table 2:** Association of personal, socio-economic variables and emotional intelligence of school teachers

Variables	Emotional intelligence			χ <sup>2</sup> - value
	Low	Medium	High	
<b>Age (chronological age)</b>				9.5*
23-34 years	11(6.8)	31(19.3)	15(9.3)	
35- 46 years	12(7.5)	36(22.5)	17(10.6)	
47- 58 years	11(6.8)	10(6.2)	17(10.6)	
<b>Sex</b>				3.7
Male	17(10/6)	34(21.5)	14(8.7)	
Female	14(8.7)	52(32.5)	29(18.1)	
<b>Education</b>				11.3*
Graduation+ B.ed	4(2.5)	10(6.2)	35(21.8)	
Postgraduate+ B.ed	27(16.8)	32(20.0)	47(29.3)	
Doctorate+ B.ed	1(0.6)	2(1.2)	2(1.2)	

<b>Family type</b>				
Nuclear	13(8.1)	65(40.6)	34(21.2)	2.4
Joint	10(6.2)	26(16.2)	12(7.5)	
<b>Family size</b>				
Small (up to 4)	12(7.5)	49(30.6)	24(15.0)	1.2
Medium (5-6)	6(3.7)	23(14.3)	15(9.3)	
Large (above 6)	5(3.1)	19(11.8)	7(4.3)	
<b>Number of siblings</b>				
1-2	13(8.1)	45(28.1)	27(16.8)	6.7
3-4	9(5.6)	37(23.1)	11(6.8)	
5 or more	5(3.1)	5(3.1)	8(5.0)	
<b>Birth order</b>				
1 <sup>st</sup> born	13(8.1)	43(26.8)	19(11.8)	0.7
2 <sup>nd</sup> born	15(9.3)	36(22.5)	20(12.5)	
3 <sup>rd</sup> born	3(1.8)	7(4.3)	4(2.5)	
<b>Area of living</b>				
Urban	10	20	32	14.4*
Rural	17	58	23	
<b>Annual income</b>				
Upto 3 lakhs	12(7.5)	28(17.5)	12(7.5)	12.9*
4-6 lakhs	10(6.2)	24(15)	15(9.3)	
7 lakhs or more	1(0.6)	39(24.3)	19(11.8)	
<b>Experience (in years)</b>				
Upto 15 years	9(5.6)	54(33.7)	22(13.7)	10.2*
16-30 years	4(2.5)	25(15.6)	15(9.3)	
More than 30 years	2(1.2)	6(3.7)	13(8.1)	
<b>School type</b>				
Government	6(3.7)	50(31.2)	24(15)	14.5*
Private	25(15.6)	36(22.5)	19(11.8)	

The age of teachers was significantly associated with their emotional intelligence level. As per the findings of the study, B.Ed trainee teachers with age above 25 years were more emotionally intelligent and balanced (Ansari, 2017) <sup>[1]</sup>. Another results concluded by (Adilogullari 2011) clearly stated that emotional intelligence skills are advanced and senior teachers are expected to be peaceful and productive social life and work environment a happier. Birol *et al* (2009) <sup>[2]</sup> supported that as people grew older their level of emotional intelligence also increased. The study concluded that besides seniority was another factor which positively affects their emotional intelligence. Results revealed that gender was not significantly associated with the level of emotional intelligence of teachers. Khan *et al* (2020) <sup>[11]</sup> concluded that more than fifty per cent of secondary school teachers were emotionally intelligent; there was no significant difference between teacher’s emotional intelligence as per their gender. Jeloudar *et al.* (2017) <sup>[9]</sup> provided the results which strengthen the present study that there were no significant differences between emotional intelligence and gender of teachers, but significant differences were found between emotional intelligence and different age groups of teachers. As per the results, significant association was found between educations attained by the teachers with their level of emotional intelligence. Results of the present study are in line with findings of a previous study by (Pooja and Kumar 2016) indicated demographic variables such as age, gender, education level, work experience and management level had impact on emotional intelligence. Area of living was significantly associated with emotional intelligence of teachers. A study carried out by Kanwal *et al.* (2018) supports these outcomes by suggesting that location wise urban teachers were more emotionally intelligent and aware of emotional labor and practicing than rural area teachers. In the study by Mudasir (2016) <sup>[12]</sup> found that urban area school teachers had high emotional intelligence level as compared to

rural area school teachers. Interpreted data clearly stated that family type, family size, number of siblings and birth order did not affect emotional intelligence of teachers. With this the supporting study by Paul and Jemila (2018) <sup>[17]</sup> assessed that there was no significant differences in emotional intelligence of teachers as per their nature of family. Annual income of teachers was associated with their levels of emotional intelligence. Kant and Lenka (2013) <sup>[10]</sup> reported that gender does not play any role in development of emotional intelligence. But socio- economic status showed a significant effect on emotional intelligence. Teachers with high socio-economic status had high level of emotional intelligence. The years of working experience in their field of profession were associated with their emotional intelligence level. Teachers with more experience in teaching profession were more emotionally intelligent. Yassien (2018) <sup>[23]</sup> concluded that significant differences were found in emotional intelligence levels due to teaching experience. Emotional intelligence level of teachers and type of school whether it was government and private school were associated to each other. Garg and Kapri (2016) <sup>[5]</sup> studied that there was significant differences in levels of emotional intelligence of teachers working government and private schools. Toor (2016) <sup>[22]</sup> revealed that gender and type of school were dependent inter dependent for emotional intelligence.

### Conclusion

At last it can be concluded that the present study has made an effort to study the impact of socio-economic variables of teachers on their emotional intelligence level. The study has come out with the findings that overall level of emotional intelligence was medium among teachers. Study revealed that the age, education, area of living, annual income experience in their field and type of school stimulated emotional intelligence of teachers.

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