

## Emotional Intelligence and its Correlates among Teachers

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### ABSTRACT

The aim of the present investigation was to assess Emotional Intelligence, Work Engagement, Job Satisfaction and perceived stress among teachers working in government and private sector schools. The sample comprised of 100 teachers from various government schools across the Chandigarh, India. Data was collected using Schutte Self Report Emotional Intelligence Test (Schutte et al., 1998), Utrecht Work Engagement Scale (Schaufeli & Bakker, 2003), Generic Job Satisfaction Scale (MacDonald & MacIntyre, 1997) and Perceived Stress Scale (Cohen et al., 1983). The age range of the sample was 30 to 40 years. Results found that Emotional Intelligence was significantly and positively related with Work Engagement and Job Satisfaction and negatively related with Perceived Stress. Results of the study encourage school administration to cultivate emotional intelligence in their workforce.

**Keywords:** *Emotional Intelligence, Teachers*

The term *emotional intelligence* was coined by Salovey and Mayer (1990). Emotional intelligence is one's ability to perceive, regulate and express one's own emotions and to recognise, understand and influence the emotions of others. Managing emotions are integral in many work-related situations and is associated with diverse person-related and work-related situations and attitudes including organizational commitment (Shafiq & Rana, 2016), job satisfaction (Samanvitha & Jawahar, 2012), work motivation (Diaz et al., 2022), occupational stress (Jude, 2011), resilience (Kamboj & Garg, 2021), burnout (Kant & Shanker, 2021) and so on. The present study attempted to study emotional intelligence and its correlates (viz. work engagement, job satisfaction and perceived stress) among school teachers.

### *Emotional Intelligence*

Emotional intelligence can be understood in terms of perceiving emotions, using emotions, understanding emotions and managing emotions (Salovey & Grewal, 2005). *Perceiving emotions* comprises of one's ability to detect and interpret emotions in faces, pictures, voices or cultural artefacts and recognise one's own emotions. Without perceiving emotions, be its one's own or others, processing of emotional information is not possible. *Using emotions* includes the capacity to utilise emotions for cognitive activities such as thinking and problem-solving. *Understanding emotions* is the capacity to make sense of complex relationships among emotions. It comprises of one's ability to be sensitive towards emotions

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and their progression in time. Lastly, *managing emotions* is regulating one's own as well as others emotions. According to Salovey and Grewal (2005), an emotionally intelligent person can harness and manage positive as well as negative emotions in order to achieve their objectives.

### ***Work engagement***

While engagement refers to focused energy that is directed toward organizational goals (Macey et al., 2009). work engagement is an active, positive work-related state that is characterized by vigour, dedication, and absorption. Vigour refers to high levels of energy and mental resilience while working. It helps individuals to be sensitive to work opportunities as well as foster a proactive work style (Brummelhuis & Bakker, 2012). Dedication refers to being strongly involved in one's work and experiencing a sense of significance, enthusiasm, and challenge. Absorption is characterized by being fully concentrated and happily engrossed in work, such that time passes quickly (Schaufeli & Bakker, 2003). Work engagement is considered a persistent affective-cognitive state of well-being that is rather pervasive (Schaufeli et al., 2009) and not related to any specific objects or events. Thus, work engagement is the relationship that an individual has with his/her work. Work engagement leads to both individual outcomes and organization level outcomes. Work engagement is positively related to work ability (Airila et al., 2012), work performance (Bakker & Bal, 2010), client satisfaction (Salanova et al., 2005), employee commitment (Agyemang & Ofei, 2013) and mental as well as physical health (Bakker & Demerouti, 2016).

### ***Job satisfaction***

Job satisfaction is a "general or "global affective reaction that an individual hold about their job" (Williams, 2004). Judge et al. (2012) viewed job satisfaction as a multidimensional psychological response to one's job with cognitive, affective and behavioural components. It can thus be understood as the "subjective attitudes and evaluations" that an employee has towards the work environment. Job satisfaction can affect employment scenario and influence organizational productivity, work effort and reduce employee absenteeism and turnover intention (Gazioglu & Tansel, 2002). Moreover, job satisfaction is considered a strong predictor of overall individual well-being as well as good health (Faragher et al., 2013). Further, research has shown that job satisfaction is positively related to job performance, motivation (Singh & Tiwari, 2012) and organization citizenship behaviour (Foote & Tang, 2008).

### ***Perceived Stress***

Stress is an unpleasant psychological process that may be a result of environmental pressures (Robbins & Judge, 2013). Perceived stress is the extent to which situations in one's life are appraised as stressful (Cohen et al., 1983). Among teachers, a number of factors may be perceived as stressors. Al-Mohannadi and Capel (2007) that such stressors include the person (lack of professional satisfaction, professional problems, coping with change, self-esteem, locus of control, personal perceptions and feelings, dealing with colleagues and so on), the job (role preparedness, class size, maintaining discipline, student's attitudes and behaviour, teaching students that lack motivation, problems related to curriculum and so on) and the environment (lack of respect for teachers, time pressures, role conflict and role ambiguity, lack of support from peers, low/insufficient remuneration, national curriculum, social expectations and so on). Research has found that stress has many detrimental person-related and work-related effects.

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### *Objective*

To examine the relationship of Emotional Intelligence with Work Engagement, Job Satisfaction and Perceived Stress among teachers.

### *Hypotheses*

On the basis of the objective of the present study, the following hypotheses were formulated:

- **H1:** Emotional Intelligence is expected to be significantly and positively related with Work Engagement.
- **H2:** Emotional Intelligence is expected to be significantly and positively related with Job Satisfaction.
- **H3:** Emotional Intelligence is expected to be significantly and negatively related with Perceived Stress.

## **METHOD**

### *Sample*

The present investigation was aimed at studying Emotional Intelligence, Work Engagement, Job Satisfaction and Perceived Stress among teachers of government sector schools of Chandigarh, India. The sample comprised of 100 teachers in the age range of 30-40 years. Only female teachers were included in the study. All participants were married.

### *Tests and Tools*

Schutte Self Report Emotional Intelligence Test (Schutte et al., 1998): The 33-item test measures emotional intelligence on the dimensions of appraisal and expression of emotion, regulation of emotion and utilisation of emotion as mapped by Salovey and Mayer (1990). The items are scored on a 5-point Likert scale. Chronbach Alpha for the test was 0.79.

Utrecht Work Engagement Scale (Schaufeli & Bakker, 2003): The scale consists of 17 items divided into 3 sub-scales namely vigour, dedication, and absorption. Responses are recorded using a 7-point Likert scale ranging from 0 (never) to 6 (always). Internal consistencies for the given scale range from .80 to .90 (Schaufeli, et al., 2006).

Generic Job Satisfaction Scale (Macdonald & MacIntyre, 1997): The scale consists of 10 items. Responses are recorded on a 5-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree). Chronbach Alpha for the scale was found to be 0.77 (Macdonald & MacIntyre, 1997).

Perceived Stress Scale (Cohen et al., 1983): the scale assesses the degree to which the respondents find their lives as unpredictable, uncontrollable and overloaded. Responses are recorded on a 5-point Likert scale ranging from 0 (Never) to 4 (Very Often). The said scale has demonstrated adequate internal consistency ( $\alpha = 0.78$ ) and moderate criterion validity.

## **RESULTS AND DISCUSSION**

Mean and standard deviation were computed using SPSS 17.0. Descriptive statistics revealed that mean scores (standard deviation) obtained by teachers on emotional intelligence, work engagement, job satisfaction and perceived stress were 123.81 (12.13), 74.52 (9.54), 34.49 (6.37) and 20.74 (6.19) respectively (**Table 1**). Participants thus obtained high scores on all the aforesaid variables.

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**Table 1: Means and Standard Deviations of total sample (n=100)**

Variables	Mean	SD
1. Emotional Intelligence	123.81	12.13
2. Work Engagement	74.52	9.54
3. Job Satisfaction	34.49	6.37
4. Perceived Stress	20.74	6.19

**Table 2: Inter-correlation analysis for total sample (n=100)**

Variables	1	2	3	4
1. Emotional Intelligence	1	0.29**	0.43**	-0.25**
2. Work Engagement		1	0.462**	-0.26**
3. Job Satisfaction			1	-0.24**
4. Perceived Stress				1

\*\* Correlation is significant at the 0.01 level

Relationship between the aforesaid was also examined. Inter-correlation analysis (**Table 2**) for the total sample (n=100) revealed that emotional intelligence was found to be significantly and positively related with work engagement ( $r=0.29$ ,  $p<0.01$ ) and job satisfaction ( $r=0.43$ ,  $p<0.01$ ). Emotional intelligence was also found to be significantly and negatively related with perceived stress ( $r= -0.25$ ,  $p<0.01$ ). Hence, hypothesis **H1**, **H2** and **H3** were upheld.

Such relationship between emotional intelligence and work engagement, job satisfaction as well as perceived stress is consistent with previous research. Mousavi et al. (2012) assessed the relationship between emotional intelligence and job satisfaction. They found that components of emotional intelligence viz. self-awareness, self-control, motivation, empathy and social skills, were positively associated with job satisfaction. Owing to emotional intelligence, establishing of friendly relationships with others help foster satisfaction at work, satisfaction with co-workers as well as general satisfaction.

In another study, Ates and Buluc (2015) explored the relationship between emotional intelligence, motivation and organizational commitment between primary school teachers. They concluded that teachers have good levels of intrinsic as well as extrinsic motivation. A mutual relationship was found between emotional intelligence and motivation among teachers. The authors opined that emotion and cognition are associated closely and emotional intelligence and motivated are interrelated concepts. Citing Goleman (2000), the authors noted that emotional intelligence comprised of many social and emotional components including personal motivation. Similarly, Singh and Kumar (2016) also found that among school teachers, emotional intelligence and job satisfaction were positively associated with each other and emotional maturity as well as emotional management components of emotional intelligence were significant predictors of job satisfaction.

Extremera et al. (2018) examined the relationship between emotional intelligence, work engagement and job satisfaction. Results revealed that the aforesaid variables were positively related. The authors found that emotional intelligence was indirectly related with job satisfaction via vigour and dedication. Thus, emotional abilities and underlying motivational work-related processes like work engagement influence job satisfaction. Individuals with higher scores on emotional intelligence were higher on dedication, vigour and absorption. D'Amico et al. (2020) studied perceived emotional intelligence among

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infantry, primary and secondary school teachers. Perceived emotional intelligence was found to be significantly and positively related with work engagement and job satisfaction and negatively with burnout. Hierarchical regression analysis revealed that with respect to perceived emotional intelligence, use of emotions predicted work engagement, job satisfaction as well as burnout among teachers. Sudibjo and Sutarji (2020) also concluded that employee emotional intelligence, job satisfaction and well-being predicted employee engagement among teachers.

Siddique and Rana (2021) examined emotional intelligence and work engagement among male and female teachers employed at secondary schools. The researchers found a significant and positive relationship between emotional intelligence and work engagement. Female teachers scored higher on emotional intelligence in comparison to male teachers. Work engagement was found to be higher among male teachers. One's ability to manage emotions contributed towards perceiving and understanding emotions of others. In a study on emotional intelligence and perceived stress among teaching professionals ranging from childhood education to post-secondary education, Merida-Lopez et al. (2022) concluded that all dimensions of emotional intelligence viz. self-emotion appraisal, other-emotion appraisal, use of emotion and regulation of emotions were significantly and negatively related with perceived stress. The authors noted that recognising, managing and utilising ones emotions may aid in the maintenance of well-being among teachers.

### CONCLUSION

The present study attempted to examine correlates of emotional intelligence among school teachers. The results demonstrate that emotional intelligence is positively related with work engagement and job satisfaction and inversely related with perceived stress. In recent times, emphasis is being laid on effective classroom teaching so as to maximise knowledge transfer to students. In such a scenario, school administration's focus on developing emotional intelligence, aiding work engagement and job satisfaction among its employees may go a long way in achieving the goal of effective teaching.

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### **Conflict of Interest**

The author(s) declared no conflict of interest.

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