



Effect of certain demographic variables on emotional intelligence: An empirical study of university teachers

Deepti Sharma^{1*}, Dr. Mujibul Hasan Siddiqui²

¹ Junior Research Fellow, Department of Education, Aligarh Muslim University, Aligarh, Uttar Pradesh, India

² Associate Professor, Department of Education, Aligarh Muslim University, Aligarh, Uttar Pradesh, India

Abstract

The objective of the study was to explore the difference of certain demographics on emotional intelligence of university teachers. This research was carried out on a sample of 109 teachers working in central university of Aligarh District. Data was collected through the standardized scale and further it was analysed by using parametric test as data was found to be normally distributed, namely t-test and one way ANOVA were used. The results of the study reveal that both male and female teachers are same on the construct emotional intelligence, further no significant difference was also found in emotional intelligence of the Assistant professors, Associate Professors and Professors. On the demographic variable marital status findings showed no significant difference between married and others, and unmarried and others, while there exist a significant difference in emotional intelligence of married and unmarried teachers, as married teachers were more emotionally intelligent than the unmarried teachers.

Keywords: emotional intelligence, gender, designation and marital status

Introduction

Today we live in the 21st century, a time of rapid changes, where various internal and external challenges always present in every walks of life. In order to meet these challenges successfully, sound physical and mental growth of the individual is of immense importance. In this regard, Education is the most effective instrument which makes the people more competent so that they can successfully fulfil the needs and aspirations of the developing society. Thus the role of the teacher is vital in this regard, we cannot neglect any aspect of his/her personality: their educational qualification, professional training, behaviour, temperament and the place where they work because all these things directly or indirectly influence the younger generation the so-called nation builders of tomorrow. Hence the emotions of teachers play a very significant role in this regard. For any successful institution with having profound academic world, factors like productive teaching and effective learning are inevitable and the most desirable. Nowadays the pursuit of education is very demanding causing mental and emotional stress, especially in the field of higher education. It is believed that teachers must be mastered in two things before he entered in the classroom and these are the subjective knowledge and the expertise in pedagogy: knowledge of different methods and practice of teaching, ability to structure the material and present them effectively. But there is also a third component which people usually ignores, an unrecognized component which a teacher carries in the classroom and it equally influencing the students i.e. the emotional intelligence of the teachers. As Education is the tripolar process, it involves the teacher, subject, and the learner and the whole process of education revolves around these three aspects. This process of learning involves collision, industry, disappointment, provocation, stimulation, and excitement (Claxton, 1999) [6]. Since it is expected from a

university teacher to be capable enough to appreciate the individual differences in the classroom, provide motivation in the group and be efficient enough in creating a learning environment that promotes healthy social interaction and stimulating atmosphere in the classroom and for this teacher must be emotionally intelligent.

As per the neuroscience, the neural association between one's reasoning and emotional centers of the brain can either stimulate or stagnant the individual's capacity to learn (Davidson, 2000; Adolphs, 2003; Cacioppo & Berntson, 2009) [8, 2, 5]. As Rosenfield (1988) [22] also concluded that emotions are pivotal to sensory improvement as they encourage the capacity of storage and review of information. That is why teachers must comprehend the feelings of students and their own self also and act in like manner. This aid in providing constructive learning conditions and propelling students for better execution.

Day & Qing (2009) [9] exclaimed that "Teachers, in educational organizations, come up with not only "the head (cognition)" but with "the heart (emotion) also" pp.17. Like others, in the profession of teaching, teachers must be proficient in the two kind of competence, as they should not only be aware of their own self but also about their students, their behaviour, potential, and must have the ability to motivate them, be able to channelize their strength in a positive direction and all these can only be possible when they are competent enough in the domain of emotional intelligence. Emotional intelligence of teachers can be considered as the ability which assists them to do their level best in the different areas of teaching like management of classroom, teacher-pupil relationship and decision making Bay & McKeage (2006) [4]. As the emotional intelligence mainly deals with two components: first is to be able enough to recognize one's own emotion and manage them to facilitate emotional competence

and the second part deals with identifying others emotions and handle them effectively in order to create healthy social relations. Thus it is very vital for a teacher to be an emotionally intelligent as they have to take care their own emotions as well as recognize others emotions too and deal with them accordingly, like on the daily basis they have to oversee their relations with students, handle their parents, co-workers, and heads of the organization.

The word Emotional Intelligence came into existence in 1872 with Darwin's work which through the light on the significance of the emotional proclamation for securing existence (Hess & Thi, bault, 2009) ^[11]. Where many psychologists focus on the cognitive aspect of intelligence, Thorndike in 1920 talked about the term "Social Intelligence" and consider it as an inseparable part of general intelligence. Therefore not only the cognitive aspect but also the conative aspect of the individual had come in to focus. Before we proceed our study we must aware of these words "emotion" and "intelligence" which consequently make the term "Emotional Intelligence"

According to Crow and Crow (1973) ^[7], Emotion is stirred up the feeling of an individual which an individual felt inverted but it also shows in mans' overt behaviour too. In other words, it is an affective experience that carries generalized linear adjustment with mans' physiological and psychological world. Wechsler (1944) ^[26] defines intelligence as "The Aggregate or global capacity of an Individual, to act purposefully, to think rationally, and to deal effectively with his environment." Thus by amalgamating with these two words, we come up with the term "Emotional Intelligence" which defines that in order to act purposefully and deal effectively with one's environment one must have the ability to identify the appropriate emotional stimuli in one's inner self and in ones surrounding also, and to respond them effectively. There are various models of emotional intelligence that can be categorized into three groups and these are ability, traits and a mixed model of emotional intelligence.

Emotional intelligence

Emotional Intelligence is the art of managing emotions, understanding them and doing worthwhile activities. For a sound and successful life, a person must be adapt in the art of managing emotions for which he or she must be competent in various practical skills including the ability to handle people according to the situations.

Definitions are the formal statements of the meaning or significance of a word or phrase.

Emotional Intelligence is, perceiving one's own and other's emotions, understanding them and using them in thought and action. Following is the definitions of emotional intelligence given by renowned psychologists.

According to Salovey and Mayer (1997) ^[24] "Emotional Intelligence involves the ability to perceive accurately, appraise and express emotion; the ability to access and/or generate feelings when they facilitate thought; the ability to understand emotion and emotional knowledge; and the ability to regulate emotions to promote emotional and intellectual growth (p. 10)".

Thus he termed it as the ability to retrospect and introspect of the feelings and emotions. Further, he explained it as the

capacity on the part of an individual to differentiate among those emotions and utilize them in guiding one's thought process and accordingly its application too.

Variables in the study

- Dependent Variable: Emotional Intelligence
- Independent Variable: Gender, Designation and Marital Status

Review of Related Literature

Oriole and Cooper (1997) ^[19] revealed that identifying and handling the emotions are critical for satisfying one's life and workplace. Sarkhosh and Rezaee (2014) ^[23] explored a significant positive relationship between emotional intelligence and self-efficacy beliefs among university instructors. In which they explained that among the different factors of emotional intelligence good interpersonal relationship, flexibility in thought and action, optimistic attitude were positive predictors of efficacy beliefs. Tabatabaei & Farazmehr (2015) ^[25] also emphasized the importance of emotional intelligence for teachers by finding its relationship with the job satisfaction and found that emotional intelligence was highly correlated with the job satisfaction positively and it also significantly impact the job performance of the teachers (Asrar-ul-Haq, Anwar, & Hasan, 2017) ^[3]. Landa, Zafar, Antonana, & Pulido (2006) ^[16] in their findings explore the sub-dimensions of emotional intelligence: like emotional clarity and emotional repair were found as predictors of life satisfaction for university teachers. Thus all these findings indicate that how much the emotional intelligence is important for the personal as well as the professional success of teachers. Various attempts have been made by the investigators to show the important role of different demographic variables in the emotional intelligence and mixed results were found (Nagar, 2017; ^[18] Pooja & Kumar, 2015; ^[21] Adilogullari, 2011; ^[1] Jain, 2016) ^[12] in which age, educational qualification, experience, and gender were taken as a demographic variables. As most of the studies were conducted in the different settings and very few were specifically on university teachers. Keeping in view the importance of emotional intelligence and the role of demographic variables in the field of university teachers, the present research has been made to study the effect of gender, designations and marital status on the emotional intelligence of university teachers.

Objectives of the study

The present study is based on the following objectives.

- To study the descriptive measures and normality of emotional intelligence scores on the sample of the present study.
- To study the difference in emotional intelligence of university teachers in relation to their gender.
- To study the difference in emotional intelligence of university teachers in relation to their designations.
- To study the difference in emotional intelligence of university teachers in relation to their marital status.

The hypothesis of the study

- There is no significant difference in emotional

intelligence of university teachers in relation to their gender.

- There is no significant difference in emotional intelligence of university teachers in relation to their designations.
- There is no significant difference in the emotional intelligence of university teachers in relation to their marital status.

Delimitations of the study

The present study is delimited by the following lines:

- The present study is delimited to the teachers working in Aligarh Muslim University, of Aligarh District (UP).
- The present study is restricted to the only central university of Aligarh District (UP).
- The present study is confined to Gender (Male and Female).
- The Present Study is restricted to the teachers of Arts, Science and Social Science faculty.

Methodology and Design of the Study

- **Population:** For the present study, the population comprises of teachers working in a central university, Aligarh Muslim University of Aligarh District, Uttar Pradesh.
- **Sample:** The study was conducted on the sample of 109 teachers (male=55 and female= 54) working in arts, science and social science faculty of Aligarh Muslim University, of Aligarh District, Uttar Pradesh, India. The sample was drawn on a random basis.
- **Tool Used:** Emotional Intelligence Scale (2009) developed by Dr. Jagdish Choith Ajawani, Dr. Amba Sethi, Dr. Gautam Bhatpahari and Dr. Mariyam Vora was used. The scale consists of 75 items, each item has five responses. The reliability of the tool given by the constructors using test-retest method was .78. The internal validity of the tool was established by computing Product-moment correlation coefficients between scores on individual item and scores on respective dimension score and as well as scores on respective realm and score on the whole scale. The coefficients ranged from .69 to .88.
- **Data Collection:** The investigator personally visited the teachers after getting consent from the Head of the Department. Then the investigator personally met the teachers developed a sound rapport and made them assure that their information will only be used for research purpose and kept confidentially. Then directions were given to them to fill the questionnaire as it was explicated in the manual of the questionnaire itself.

Statistical Techniques Used

In the present study parametric statistics have been used as data was found to be normally distributed. In order to verify this z value was calculated for the variable emotional intelligence. Z value of skewness is found to be -1.59 and z value of kurtosis is -0.61, which come under the standard of z value i.e., (± 1.96) Massey & Miller (2002) ^[17]. As the figure 1 showing that that data is approximately normally distributed in which values of the mean (297.42), median (298.00) and

mode (298) are almost nearer to each other. In order to analyze the data, in the present study t-test and one way ANOVA were statistical techniques that have been employed. For comparing the emotional intelligence of male and female teachers t-test was applied and one way ANOVA was used to study the difference in the emotional intelligence of university teachers in relation to their designation and marital status, separately.

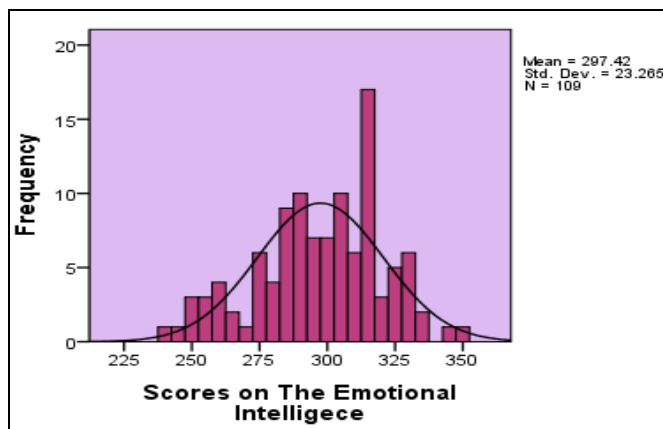


Fig 1: Normal Probability curve showing Normal Distribution of Data of the variable under study.

The significance of The Study

We should be careful in bestowing learning to understudies. Training is a tri-polar process where the teacher, student, and educational modules are indivisibly entwined. The present age faces new issues throughout their life. Thus teachers need to be furnished with abilities to enable them to handle these new and more intricate issues. Nowadays where any kind of knowledge can be received only through a single click of a button, so in this age simply having a heap of learning will be equivalent to a book that is inert and silly. Thus a teacher should have information alongside an arrangement of aptitudes which emotional intelligence provides, for example, compassion, poise, confidence, stretch resilience, self-respect, adaptability, passionate mindfulness and many more such qualities. Since emotional intelligence is an arrangement of abilities basic for the achievement of an individual, the reason for bestowing quality training isn't possible without the teaching of emotional intelligence and its traits in the students. It empowers a person to deal with his own feelings and activities, in this way taking care of his association with others easily by controlling their feelings.

Data Analysis and Interpretation

Table 1: To study the difference in Emotional Intelligence based on the gender of the university teachers.

Variable	Male (N=55)		Female (N=54)		t value	Sig.
	Mean	SD	Mean	SD		
Emotional Intelligence	297.76	22.63	297.07	24.10	0.154	0.878

Not Significant

It is evident from the table 1 that mean scores of male and female are almost near to each other as males are slightly

higher in comparison to their female counterparts but that difference is not statistically significant. As the t-value (.154, $P > 0.05$) obtained reveals that there is no significant difference between male and female university teachers on the construct, Emotional Intelligence.

Table 2: To study the difference in Emotional Intelligence based on the designations of the university teachers.

Source	N	Mean	SD	Source of Variance	Sum of Squares	df	Mean square	F	Sig.
Assi Pro.	57	296.32	24.43	Between Groups	171.93	2	85.97		
Designation Asso. Pro.	24	297.88	25.47	Within Groups	58286.66	106	549.87	.156	.855
Pro.	28	299.29	19.17						
Total	109	297.42	23.27	Total	58458.59	108			

From the perusal of the Table 2, it is quite evident that there is no significant difference among the Assistant professors, Associate Professors, and Professors in regard to emotional intelligence as the calculated F- value (.156) is not significant even at 0.05 level of confidence. It is further clear from the mean values of teachers with different designations (296.32, 297.88 and 299.29) respectively, as with the increasing position in the designation there is also increased in the emotional intelligence of teachers although the difference is slight among them, as from the table 2, professors were high on emotional intelligence. But the found difference was not statistically significant as the P value .855($P > 0.05$) is greater than the 0.05 level.

Table 3: To study the difference in Emotional Intelligence based on the marital status of the university teachers.

Source	N	Mean	SD	Source of Variance	Sum of Squares	df	Mean square	F	Sig.
Married	78	301.35	21.91	Between Groups	4247.52	2	2123.76		
Marital Unmarried	27	287.89	25.63	Within Groups	54211.07	106	511.43	4.15	.018
Status Others	4	285.25	7.23	Total	58458.59	108			
Total	109	297.42	23.27						

It is confirmed from the table 3 that F value for marital status on emotional intelligence ($F = 4.15$, $P < 0.05$) is significant which exhibits a significant difference in the emotional intelligence among teachers based on their marital status. The Post Hoc was further applied to know the exact difference between marital status in relation to emotional intelligence.

Table 4: Post Hoc Test Multiple Comparison Dependent Variable: Emotional Intelligence

	(I) Marital Status	(J) Marital Status	Mean Difference (I-J)	Std. Error	Sig.
Scheffe	1	2	13.46*	5.05	.032*
		3	16.09	11.59	.385
	2	1	-13.46*	5.05	.032*
		3	2.64	12.12	.977
	3	1	-16.09	11.59	.385
		2	-2.64	12.12	.977

*Significant at 0.05 level (1= Married, 2= Unmarried, 3=Others)

It is revealed from the table 4 ($P .032 < 0.05$) that there is significant difference in emotional intelligence between married and unmarried teachers while there is no significant difference between married and other (widow and divorced) teachers because of ($P.385 > 0.05$) and unmarried and other

teachers due to the greater p-value than the level of confidence i.e., ($P.977 > 0.05$). As from the figure: 2 it is clear that the mean score of the married teachers is highest then the rest of the categories of teachers, and the teachers of other category were the lowest. But a significant difference was only found between married and unmarried teachers on the emotional intelligence.

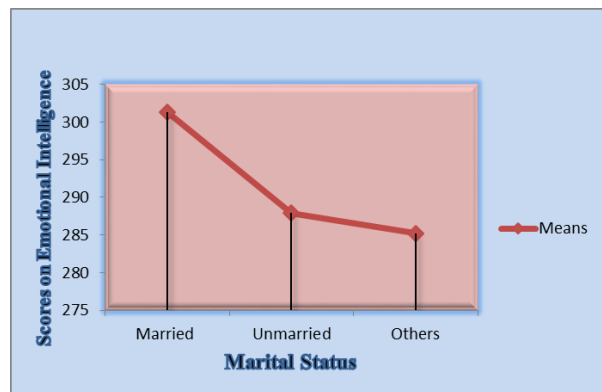


Fig 2: showing the mean difference among teachers based on their marital status on the variable of Emotional Intelligence.

Findings and Discussion

The result of the present research study exhibits that both male and female teachers were having the same emotional intelligence i.e., there was no significant difference in the emotional intelligence of male and female university teachers. This may be due to that both male and female teachers are having the same kind of working environment in the university which may give them equal opportunity to take part in various programmes, to interact with each other. Overall the university is the place where similar conditions and facilities are providing to them which in turn assist them in developing necessary skills to be emotionally intelligent. This result is also in line with Jain (2016) [12] no significant difference exist in the male and female's emotional intelligence, Jha and Singh(2012) [13] also revealed that gender differences in the score of emotional intelligence and teacher effectiveness were insignificant. In the present research no significant difference was found in the emotional intelligence of university teachers based on their designations. This may be due that teaching is such a profession where recognizing the emotions of the ones own and others specially that of their students is necessary and for this pedagogical skills have been provided to them in their training period as well as university also take care of this, as various conference and workshops held in the university also enhance this quality among teachers irrespective of their designation. Similar findings were also found as Ealias & George (2012) [10] showed that designation of the employees doesn't affect their emotional intelligence. Further, the present study confirmed a significant difference among the marital status of teachers on emotional intelligence. It is evident that there was no significant difference in emotional intelligence between married and others and between others and unmarried. But the result exhibited a significant difference in emotional intelligence of married and unmarried university teachers. As married teachers secured higher mean score than the teachers who were unmarried, thus married teachers were

more emotionally intelligent than the unmarried university teachers. A possible explanation for this finding is that married teachers have more relationships to manage and more exposures in their life situations in which they have to adapt themselves, recognize others emotions and handle them accordingly. Consequently, all these things may provide them more experience to be more effective in this regard for both the personal and professional life of married teachers. The result is in consonance with Adilogullari (2011) ^[1] and Nagar (2017) ^[18] found no relationship between marital status and emotional intelligence. Khodarahimi (2015) ^[15] higher levels of emotional intelligence were found among the Married individuals and the other category i.e. widowed, divorced, single and remarried individuals showed a lower level of emotional intelligence. As Kalyoncu, Guney, Arslan, Guney and Ayranci (2012) ^[14] also exclaimed that emotional intelligence of married individuals was higher than the individuals with the single status.

Educational Implications

The present study is an effort to know the effect of certain demographic variables on the emotional intelligence of university teachers. The present study showed the importance of emotional intelligence for the university teachers, as the emotional intelligence assist the teachers in creating a safe, satisfying, caring and productive & encouraging environment in the university. As for teachers, these skills are significant not only for their own personal and professional development through a balanced well-being but it is also imperative to them in improving students learning. Emotional intelligence stimulates the teachers in identifying the emotions of the students and aid them in regulating the emotions of the understudies, provides ability to resolve the interpersonal conflicts and all these consequently contribute in the emotional- social development of their students. Thus efforts should be made by the universities to provide such a congenial environment to the teachers in which they can realize their full potential and utilize it in enhancing the latent attributes of their students and this can only be possible when the teachers are able to recognize the emotions, desires, and need of their students, utilize their emotions and enthusiasm, turn them into a positive energy for achieving the success in their life. For this teachers must be emotionally intelligent. Hence, the administrator of the university should organize some workshops and training programme for improving the emotional intelligent among teachers. As in the present study, it was found that married teachers were more emotionally intelligent than the unmarried teachers, thus for enhancing the emotional intelligence of unmarried and other teachers various guidance programme should be organized and counselling cell should be established in the university. Teachers may adopt cooperative teaching-learning environment which will provide an open and equal opportunity to all teachers to interact each other, this will assist them in becoming emotionally and socially more mature.

References

- Adilogullari I. The teachers level of emotional intelligence some of the demographic variables for investigation. *Educational Research and Reviews*. 2011; 6(13):786-792.
- Adolphs R. Investigating the cognitive neuroscience of social behavior. *Neuropsychologia*, 2003; 41:119-126. doi:10.1016/S0028-3932(02)00142-2
- Asrar-ul-Haq M, Anwar S, Hasan M. Impact of Emotional Intelligence on Teachers' Performance in Higher Educational Institutions of Pakistan. *Future Business Journal*, 2017; 3:87-97. <http://dx.doi.org/10.1016/j.fbj.2017.05.003>
- Bay D, McKeage K. Emotional intelligence in undergraduate accounting students: Preliminary assessment. *Accounting Education*. 2006; 15(4):439-454. DOI: 10.1080/09639280601011131
- Cacioppo JT, Berntson GG. *Handbook of neuroscience for the behavioral science*. New York: John Wiley and Sons, 2009.
- Claxton G. *Wise up: The challenge of lifelong learning*. London: Bloomsbury, 1999.
- Crow LD, Crow A. *Educational Psychology* (3rd Ind. reprint), New Delhi: Eurasia Publishing House, 1973, P.6.
- Davidson RJ. Cognitive neuroscience needs affective neuroscience (and vice versa). *Brain and Cognition*, 2000; 42:89-92. doi:10.1006/brcg.1999.1170
- Day C, Qing G. Teacher emotions: Well being and effectiveness. In P.A. Schutz & M. Zembylas (Eds.), *Advances in teacher emotion research: The impact on teacher's lives*. New York: Springer, 2009.
- Ealias A, George J. Emotional intelligence and Job Satisfaction: A Correlation Study. *International Journal's Research Journal of Commerce & Behavioral Science*. 2012; 1(4):37-42.
- Hess U, Thibault P. Darwin and emotion expression. *Am. Psychol*. 2009; 64:120-128. doi: 10.1037/a0013386
- Jain J. Impact of Demographic Variables on Emotional Intelligence: A Study among the Employees of Private Sector Banks in Madhya Pradesh, India. *Research Journal of Management Sciences*. 2016; 5(10):20-24.
- Jha A, Singh I. Teacher effectiveness in relation to emotional intelligence among medical and engineering faculty members. *Europe's Journal of Psychology*. 2012; 8(4):667-685. Retrieved from- doi:10.5964/ejop.v8i4.483
- Kalyoncu Z, Guney S, Arslan M, Guney S, Ayranci E. Analysis of the relationship between emotional intelligence and stress caused by the organization: A study of nurses. *Business Intelligence Journal*. 2012; 5(2):334-346.
- Khodarahimi S. The Role of Marital Status in Emotional Intelligence, Happiness, Optimism and Hope. *Journal of Comparative Family Studies*. 2015; (3):351-371.
- Landa JMA, Zafar L, Antonana RM de, Pulido M. Perceived emotional intelligence and life satisfaction among university teachers. *Psicothema*, 2006; 18:152-157.
- Massy A, Miller SJ. *Test of Hypothesis Using Statistics*. 2002;1-32. Retrieved on 19/03/18 from, <https://pdfs.semanticscholar.org/95fd/b5a74a0fc25a2d015f9191755bc4ee7cab04.pdf>
- Nagar M. Role of Demographic Factors in Emotional Intelligence: An Empirical Study of Bank Managers. *Indian Journal of Commerce & Management Studies*.

- 2017; 8(3):26-32.
19. Oriole E, Cooper R. EQ-Map: Interpretation guide, An integrated EQ assessment and individual profile, Essi System, Inc, San Francisco, CA, 1997.
 20. Petrides KV. Trait Emotional Intelligence Theory. *Industrial and Organizational Psychology*. 2010; 3:136-139.
 21. Pooja Kumar. Demographic variables and its effect on Emotional intelligence: A study on Indian Service Sector Employees. *Annals of Neurosciences*, 2015; 23:18-24. DOI: 10.1159/000443552
 22. Rosenfield I. *The invention of memory*. New York: Basic Books, Inc., 1988.
 23. Sarkhosh M, Rezaee AA. How does university teachers' emotional intelligence relate to their self-efficacy belief? *Porta Linguarum* 21(enero2014), 85-100. Retrieved, 2014. from- http://www.urg.es/~portalin/articulos/PL-_numero21/6%20%20Mehdi.pdf
 24. Salovey P, Mayer JD. What is Emotional Intelligence? In P. Salovey, & D.J. Sluyter (Eds.). *Emotional development and emotional intelligence: Educational implications*. NY: Basic Books, 1997, 3-34.
 25. Tabatabaei SO, Farazmehr Z. The relationship between emotional intelligence and Iranian language Institute Teachers' job satisfaction. *Theory and practice in language studies*. 2015; 5(1):184-195. Retrieved from- <http://dx.doi.org/10.17507/tpls.0501.25>
 26. Wechsler D. *The measurement of adult intelligence* (3rd ed.). Baltimore: Williams & Wilkins, 1944.