

Emotional Intelligence and Self-Efficacy of School Teachers

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(Received on 05 May 2013 and accepted on 10 June 2013)

Abstract – Emotional intelligence is important in schools and organizations in which group work is required. Emotional intelligence enables individuals to understand and control their feelings and emotions, understand others’ feelings and emotions have empathy, raise motivation and self confidence. Self-efficacy is a belief that one has the capabilities to execute the courses of actions required to manage prospective situations. The present study explored the relationship between emotional intelligence and self-efficacy of school teachers. 260 teachers from different schools in Kerala District were selected through stratified random sampling. Emotional intelligence and self-efficacy of teachers were assessed using appropriate tools. The result showed that there is a significant difference between government and private school teachers in certain dimensions of emotional intelligence. There is no significant difference in self-efficacy of teachers. Also, it is found that emotional intelligence and self-efficacy are significantly related to each other. The findings and implications are discussed in this article.

Keywords: Emotional Intelligence, Self-Efficacy, Teachers, Government School, Private School

I. INTRODUCTION

Emotional intelligence is essential to form a healthy relationship. Yeilyaparak *et al.*, (2008) says emotional intelligence adds to the individual growth and it will enable individuals to be intellectuals and at the same time to have a better vision. Hence, emotional intelligence is not only essential for individuals to communicate efficiently with people around them but also important in forming a basis for people’s responsibility, efficacy and productivity. Emotional intelligence is one of the important factors that influence performance. Emotional intelligence is necessary where ever group work is required for example, in schools and organizations.

Research indicates that teachers have great potential to affect students’ educational outcomes (Anderson, 2004). This emphasizes that emotional intelligence is important for teachers to maintain an effective student-teacher relationship, relationship with colleagues and achieve academic success. Therefore there is a need for developing emotional intelligence.

Self-efficacy is the belief that one is capable of performing in a certain manner to attain certain goals. It refers to person’s belief about their capabilities to produce designated levels of performance that exercise influence over events that affect their lives. People with a strong sense of self-efficacy view challenging problems as tasks to be mastered, develop deeper interest in activities in which they participate, form a stronger sense of commitment to their interests and activities and recover quickly from setbacks and disappointments.

Moafian (2009) in his study on school teachers found three dimensions of emotional intelligence namely, emotional self-awareness, interpersonal-relationship and problem solving as good predictors of teacher self-efficacy.

II. RATIONALE FOR THE STUDY

A teacher prepares the students to become the valuable assets of the country. A teacher should have a healthy rapport with students and help them develop. At the same time must be able to cope with pressures and help students achieve academic success. Today all schools stress their teachers for cent percent result. This affects their teaching performance, job satisfaction and interpersonal relationships. An emotionally intelligent teacher will be able to cope with the situations better. In addition, emotional intelligence will enhance the self-efficacy of the teachers, which also

contributes for academic success. A self-efficient teacher will be humanistic in approaching the students and is effective in managing classes. Hence, it is imperative to study emotional intelligence and self-efficacy of school teachers.

III. HYPOTHESES

1. There is a significant difference in emotional intelligence of government and private school teachers.
2. There is a significant difference in self-efficacy of government and private school teachers.
3. Emotional intelligence and self-efficacy of school teachers are significantly related to each other.

IV. RESEARCH METHOD

The aim of this research is to study the emotional intelligence and self-efficacy of the private and government school teachers. For this purpose, 260 teachers from different schools in Kerala District were selected through stratified random sampling. Data were collected using Emotional Quotient Inventory developed by Bar-On (2004) and Teacher Self-efficacy scale by Schwarzer, Schmitz and Daytner, (1999). The collected data were analyzed using correlation and ‘t’ test.

A. Description of the Tools

The Emotional Quotient Inventory is a self-report questionnaire consisting of 66 items measuring ten different components of emotional intelligence namely, 1) Self-Regard- the degree to which an individual cares about his physical and mental status. 2) Interpersonal Relationship- the social associations, connections or affiliations between two or more people. 3) Impulse Control- the extent to which the person could control their emotions. 4) Problem Solving- the efforts to develop or choose among various responses in order to attain desired goals. 5) Emotional Self-awareness - the ability to assess and manage one’s emotions. 6) Flexibility- the adaptability, openness, versatility and making adjustments towards situations. 7) Reality Testing- the degree to which the individual attaches to his or her reality setting. 8) Stress Tolerance- maintaining effective performance under pressure or adversity; handling stress in a manner that is consistent with the core values. 9) Assertiveness- the degree to which one can express their thoughts, feelings and opinions and at the same time standing up for their rights. 10) Empathy- our ability to recognize the emotions of others, to understand the feelings and to experience them ourselves, at least to a degree.

TABLE I EMOTIONAL INTELLIGENCE OF GOVERNMENT AND PRIVATE SCHOOL TEACHERS

Dimensions of Emotional Intelligence	School teachers				t-value
	Government		Private		
	Mean	SD	Mean	SD	
Self regard	25.42	6.31	27.15	5.85	2.293*
Interpersonal relationship	19.61	4.36	20.20	5.13	1.003
Impulse control	11.35	3.95	11.45	4.12	0.215
Problem solving	18.09	3.35	19.35	3.72	2.875*
Emotional awareness	13.91	3.69	14.19	3.99	0.597
Flexibility	18.15	4.99	18.91	6.20	1.080
Reality testing	14.81	3.39	13.75	3.26	2.554*
Stress tolerance	19.50	3.69	19.76	5.75	0.436
Assertiveness	11.74	4.00	12.98	6.42	1.867
Empathy	14.88	2.99	16.15	3.23	3.285*
Total Emotional intelligence	174.7	30.38	167.2	30.55	1.77

*Significant at 0.05 level

The tool has five response categories viz. “not true”, “seldom true”, “sometimes true”, “often true” and “true”. Negative and positive items were scored separately. The total score of all the 66 items yield the total emotional quotient score of the person. The Cronbach’s alpha coefficients were high for all of the sub-scales, ranging from 0.69 to 0.86. The criterion group validity is 0.819.

Teacher self-efficacy scale is a four - point scale consisting of 10 items. The response format is “not at all true”, “barely true”, “moderately true” and “exactly true”. The test-retest reliability is 0.67 and has good discriminant validity.

V. RESULTS AND DISCUSSION

From table I it is clear that there is a significant difference in self regard, problem solving, reality testing and empathy of private and government school teachers. Private school teachers have a high sense of self regard, when compared to government school teachers. This shows that private school teachers have a fairly well-developed sense of identity. They are more self-assured, confident and feel adequate. This may be because in private schools the teaching methodologies are different and creative. This indirectly forces the teachers to enhance their teaching skills. Also teachers have to develop their subject knowledge to meet knowledge thirst of the students. Besides these, the private school management emphasizes good teacher-student relationship. As teachers develop these skills and abilities, they develop self-confidence and positive regard about themselves.

Compared to government school teachers, private school teachers have a better problem solving capacity. They may easily overcome the obstacles and find a solution that best resolves the issue. These teachers have the desire to do their best and to confront problems, rather than avoiding them. In private schools, teachers are held responsible for the students’ academic results. Also teachers are expected to be versatile. They have to take-up assignments other than teaching. This experience might have taught them to better sense problems and deal with it effectively.

As far as reality testing is considered, government school teachers have a high score in reality testing. They are able to assess the correspondence between what is

experienced and what objectively exists. Government school teachers may appreciate and make evaluations on the real world as well as subjectively sensed relationships in a better way. Difference of opinion in work place is common. Government school teachers’ job is permanent, they have to work together for many years, therefore they handle conflicts and misunderstandings in an objective way, whereas private school teachers express their emotions overtly which results in poor relationship.

Private school teachers show a high sense of empathy compared to the government school teachers. Private school teachers are more sensitive to the feeling of their students. The private school management emphasizes empathy in their teachers. They are expected to care for their students and show concern in their development.

TABLE II SELF-EFFICACY OF GOVERNMENT AND PRIVATE SCHOOL TEACHERS

Variable	School teachers	N	Mean	SD	t-value
Self-Efficacy	Government	130	30.62	3.99	0.882 ^{NS}
	Private	130	31.07	4.30	

NS- Not significant at 0.05 levels.

Table II indicates that there is no significant difference between the government and private school teachers in their level of self-efficacy. This shows that both government and private school teachers have a great deal of belief in their competence. They are capable of good performance and are successful in their career. It is because of self-efficacy teachers can persist with struggling students and criticize less after incorrect student answers (Gibson & Dembo, 1984).

TABLE III EMOTIONAL INTELLIGENCE AND SELF EFFICACY- CORRELATIONAL ANALYSIS

Construct of Emotional Intelligence	Self Efficacy
Self regard	0.21*
Interpersonal relationship	0.18*
Impulse control	-0.01
Problem solving	0.06
Emotional self awareness	0.12*
Flexibility	0.07
Reality testing	0.10*
Stress tolerance	0.22*
Assertiveness	0.13*
Empathy	0.11*
Total emotional intelligence	0.19*

*Significant at 0.05 level

Table III indicates that there is a positive correlation between emotional intelligence and self-efficacy. Thus there is a significant relationship between emotional intelligence and self-efficacy. This is supported by Penrose, Perry and Ball (2007), Rastegar and Memarpour (2009) who in their study found that there is a relationship between emotional intelligence and self-efficacy. Chan (2004) found that self efficacy beliefs were significantly predicted by the components of emotional intelligence. Teacher self-efficacy may be conceptualized as individual teachers' beliefs in their own ability to plan, organize, and carry out activities that are required to attain given educational goals. A teacher with feeling of inner-strength, self confidence, and self-adequacy will be able to help students achieve academic success. Hence the correlation is appreciated.

Interpersonal relationship is associated with self-efficacy. Bandura (1994) says that teachers who have a high sense of efficacy about their teaching capabilities can motivate their students and enhance their cognitive development. To motivate students, teacher should maintain a satisfying relationship with students. Teacher should make students feel at ease and comfortable. For this reason, correlation between interpersonal relationship and self-efficacy is accepted.

Emotional self awareness is significantly correlated with self-efficacy. Emotional self awareness is the ability to be aware of and understand one's own emotions. Self-efficacy is an important factor that influences decision making which in turn is influenced by emotions. Thus individuals with high level of self-efficacy are not only alert with their emotions but are aware of the reasons for such emotions.

Reality testing is positively related to self-efficacy. Self-efficient people have a realistic belief about their own competence. They do not exaggerate their abilities. They do not have a false belief about their capacities. Hence, the relationship between reality testing and self-efficacy is accepted.

There is a positive correlation between stress tolerance and self-efficacy. Stress tolerance is the ability to withstand and deal with adverse events and stressful situations without getting overwhelmed by actively and positively coping with stress. According to Bandura (1994) People with a strong

sense of self-efficacy view challenging problems as tasks to be mastered and recover quickly from setbacks and disappointments. Therefore the relationship between stress tolerance and self-efficacy is acknowledged.

Assertiveness and self-efficacy are positively correlated. Paterson, *et al* (2002) in their study reported a positive correlation between assertive behavior and self-efficacy. Assertive people are able to express their feeling without being aggressive or abusive. By learning how to express opinions one can strengthen or improve the sense of self-efficacy.

Empathy is another dimension of emotional intelligence that is correlated with self-efficacy. Senmartin, Carbonell and Banos (2011) also have reported a positive correlation between empathy and self-efficacy. Though empathy is central for a smooth interpersonal functioning, strong belief one has in one's ability to be sensitive and respond adequately to others feeling and handle interpersonal relationships (Caprara and Steca, 2005) are more important. In this sense relationship between empathy and self-efficacy is accepted.

VI. IMPLICATIONS

The findings of the study indicate that there is a significant difference in emotional intelligence between government and private school teachers. Also, emotional intelligence and self-efficacy are significantly related to each other. Today parents are not only giving importance to education but to the teacher's skills in relating with students and the teaching methodology. As a result of this there are fewer enrollments in government school. Therefore, government can take steps in arranging emotional intelligence training programmes for the teachers. Assisting teachers to further develop their emotional intelligence may enhance their sense of efficacy. As teachers' self efficacy is associated with students' achievement, enhancing teachers' emotional intelligence appears to be a means of improving students' curricular and co-curricular performance. As stated by Grieve (2013) teachers with high emotional intelligence can be aware of their students' emotions and help them regulate their emotions. Also teachers can ease interpersonal conflicts and contribute to the students' emotional and social development. Moreover, emotionally intelligent

teachers also have the ability to perceive and regulate their own emotions, which might help to increase workplace engagement and reduce burnout. Hence there is a need to enhance the emotional intelligence of the teachers.

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