

Full Length Research Paper

The teachers level of emotional intelligence some of the demographic variables for investigation

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The study aims to examine the level of emotional intelligence of some of the demographic variables of the teachers working in the province of Gaziantep. Acar (2002) adapted to Turkish by Bar-On Emotional Intelligence Ability Scale 5-item scale used in grading and answered 87. The study evaluated data; descriptive statistical methods (frequency, percentage, mean, standard deviation) were used. If more than two group comparisons of parameters between the groups one-way ANOVA and Turkey test were used for the determination of the group that is causing the difference. Emotional Intelligence scale, the overall confidence level was found to be 0.834. Total of 340 teachers participated in the study who served in the center of Gaziantep. This is 55.9% of teachers to 190 teachers in primary, 44.1% and 150 teachers are working at the high school. Teachers' mean levels of emotional intelligence the middle level was 3.28. Teachers' monthly income and significant differences in the levels of postgraduate training according to the variables of emotional intelligence have emerged. Teachers' emotional intelligence levels of age, gender, marital status variables did not show any significant change in. Emotional intelligence includes, interpersonal relations, stress management, understanding own feelings and understanding other people's feelings, adaptation to the conditions and environment capabilities. In this respect, emotional intelligence is of great importance. Emotional intelligence skills are advanced and senior teachers are expected to be peaceful and productive social life and work environment a happier.

Key words: Emotional intelligence, ability, teacher.

INTRODUCTION

With globalization, there are changes in social life and technology in recent years. And also education system and process are affected. The belief that expresses, emotions not only contribute to intelligence but also to enjoy life, is supported by some researches about emotional intelligence. According to this, a person's understanding of emotions both for himself and others, that is, in expressing them, eliminating them and using them in the thinking process and behaviours, is all about the high abilities of emotional intelligence. It is not only important in private life, but also as an Intelligence Quotient (IQ) which is traditionally used for determining success in other areas.

A person's emotions and behaviours resulting from his thought is the subject of study for most of the science branches. The basic reason for emotions is that it has the power to direct a person's behaviours in his entire life time. Most of the abilities used in life take the power from thoughts, as such, the expression of emotions is respected all over the world. Today, 'Emotional

Intelligence (EI)' is discussed in different areas (Yilmaz ve Sahin, 2004).

Teachers are the most important piece of education system. They have to use social and emotional abilities as the result of their duty and social statute. It is very important to use emotional abilities in relations between their students and other teachers. 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 (Mumcuoglu, 2002).

The history of EI originated from the concept of social intelligence. Thorndike in 1920 viewed EI through the lens of social intelligence and he mentioned that social intelligence is the ability to empathize with others and act wisely in human relationships cited in Goleman (1998), but his views were not taken seriously until years later. In 1948, emotional thought was considered to be in the realm of intelligence. No serious attempt was taken in this field until the mid years of the 1980s, when Thorndike's

view was born again in the works of Howard Gardner (Goleman, 1998). Gardner (1983) introduced eight different types of intelligences, one of which, the personal intelligence, made way for the extensive development of EI. Finally, Mayer and Salovey (1990), based on Gardner's view and emphasis on individual differences, introduced their complete model of EI and defined it thoroughly (Bar-On, 1997). Mayer and Salovey's findings of EI were popularized in Daniel Goleman's books, emotional intelligence and working with emotional intelligence in the years 1995 and 1998, respectively. Later on Bar-On suggested that since EI is an important element in one's life showing and predicting success, there is a dire need to measure, operationalize and quantify this construct (Bar-On, 1997). In fact, finding a way to measure and enhance EI seemed to be inevitable. Bar-On (1997), using his psychological experiences, made his emotional quotient (EQ) questionnaire which is an appropriate test to measure EI. Bar-On (1997) coined the term EQ for his measure. He defined EI as a collection of capabilities, competencies and non-cognitive skills that have an effect on a person's abilities to gain success in the face of environmental pressures. In other words, he believed that EI is the ability to understand emotions and how such emotions influence interpersonal relationships (Bar-On, 2000). This study was used developed by Bar-On and Acar (2002) by the Turkish "adapted to the scale.

Bar-On model of EI

Bar-On (2000) believed that EI is a non-cognitive intelligence which is an important factor in determining one's ability to succeed in life and get along in the world. Bar-On identified five major scales and 15 subscales which contribute to the emotional energy and self motivation required to cope with daily environmental demands and difficulties as follows:

- (1) Intrapersonal: managing oneself, the ability to know one's emotions,
- (2) Interpersonal: managing relationships with others,
- (3) Adaptability: ability to adjust to change,
- (4) Stress management: controlling stress,
- (5) General mood: the ability to be optimistic and positive as well as to enjoy life.

It is absolutely true that managers and workers who have high ability of communication and cooperation, will be more successful in their organizational roles. In order to improve one's communication and cooperation ability, the chances of person's emotions should be learned and provided to be used. Emotional intelligence which has vital importance for personal and executive performance, is a kind of intelligence that can be improved by learning in all the time and all ages. High emotional intelligence

opens the ways to peace with people and life. So that, it opens to the doors for a person who knows what he wants, has a good management in relation, in a good relations with people, behaves effectively, knows himself with communication ability (Baltas, 2006).

It is told in literature that emotional intelligence can be improved and it is not forth coming from genes. Emotions only belongs to person and private. No one can has the information about them except the person. The informations of how it can be reacted with emotions born with person the result of evolutionary transfer as instinct; person learn the rest by the way of education and environment affect himself (Konrad and Hendl, 2001). Emotional intelligence describes the abilities such as; knowing oneself, controlling emotions, motivating, postponing wishes, perceiving emotional changes, resisting against the difficulties, understanding other people, feeling their senses, making and maintaining relations. They are psychological and social abilities that can be learned. Thanks to these abilities, a person can rise his success and joy of life to upper levels. Scientists mention that emotional intelligence is not faith like IQ and can be improved in all ages. So that this research has an importance as we entrust our future to teachers. It researches the relationship between their emotional intelligence level and demographic variants.

MATERIALS AND METHODS

Study group

Study involves descriptonal model in accordance to show teachers emotional intelligence levels and correlational model in accordance to examined their relationship with some demographic variants of their emotional intelligence, 400 scale was distributed for study. But 340 of them returned and regarded to be eliminated. 340 teachers, who work in city center in Gaziantep, joined to the study. 190 person (55.9%) of them work in primary school and 150 person (44.1%) of them work in high school. 200 person (58.8%) of them are male and 140 person (41.2%) of them are female.

Data collection resources

Bar-On EQ-i emotional intelligence scale was improved by Dr. Reuven Bar-On in 1997 and it is a 133-item scale. It includes 1 to 5 increased rating scale answers 'strongly disagree', 'disagree', 'uncertain', 'agree', and 'absolutely agree'. The test's Turkish liguistic equivalence, reliability and validity studies were done by Mumcuoglu (2002) as master's thesis. As there are too many questions in original test, uncertain, similar and two meaningful questions were determine and put out from the questionnaire by Acar (2001) and got a 87-question scale. The scale's reliability and validity tests were done by himself. In our study, the reduced 87-question test improved by Acar was used.

Data's analysis

While eliminating the findings got from the study, statistic packet programe was used for statistical analysis. While eliminating the datas, descriptive statistical methods (Frequency, percent, average,

Table 1. Defining findings to emotional intelligence scale.

Variables	N	Minimum	Maximum	Mean	S.D
Self-awareness(SA)	340	2.18	4.55	3.21	0.35
Interpersonal relationships(IR)	340	1.77	4.55	3.56	0.38
Consistency with conditions and environment(CCE)	340	2.20	4.66	3.25	0.38
Stress management(SM)	340	1.76	4.46	3.05	0.50
General mood (GM)	340	1.54	5.00	3.35	0.43

standard deviation) were used.

Comparing quantitative data, two groups state test; comparing between the groups, independent samples test were used. Comparing the parameters between groups in more than two groups One Way Anova test and Tukey test was used while defining the group that causes the difference. Cronbach's Alpha coefficient is calculated for general reliability and sub-dimensions' reliability. Results were eliminated in two ways in the 95% confidence gap and $p < 0.05$ significance level. Emotional intelligence scale's general reliability level was found as 0.834.

DISCUSSION

The study aim to show teachers' emotional intelligence level who work in Gaziantep city center and relations between emotional intelligence level and some demographic variants. According to results of the study.

According to Table 1, it was found that, teachers' average of SA dimension 3.21; average of IR dimension 3.56; average of CCE dimension 3.25; average of SM dimension 3.05; average of GM dimension 3.35. Teachers' IR level is in good level but in other sub-dimensions are in intermediate level.

According to Table 2, it was found that; SM levels of teachers whose income is between 1.200 and 1.400 TL are meaningfully higher than teachers whose income is between 1.401 - 1.600 TL and 1.801 - 2.000 TL ($p = 0.02$). The profession of teacher can be regarded as a stressful job. In addition to that, not enough income, hard life conditions increase the stress. This can provide to make the teachers more stressful those whose income are lower and be more successful in stress management.

According to Table 3, master educated teachers CCE levels were found lower than teachers who have not gotten master education ($p = 0.03$). There are some other studies that support the data found and some that do not. Dogan (2009) at 'relationship between emotional intelligence and organizational commitment of teachers' named study Teacher Training High School graduated teachers' emotional intelligence levels are higher than Education Institute Department graduated teachers (X Teacher Training/ Licence Teacher=145.4 and X Education Institute/ Education Department=137.59). Cingisiz (2010) at 'Secondary school teachers emotional intelligence and marriage satisfaction relationship' study licence educated teachers' emotional intelligence points average (X=331.25) are higher than master educated

teachers' emotional intelligence points average (X=373.76).

Yuksel's (2006) study, 'relationship between emotional intelligence and work performance' there are important differences in results in workers' educational statute and total emotional intelligence. There are similarities between university and master graduated workers and high school graduated workers in 'total emotional intelligence' and they have got higher emotional intelligence levels; primary and secondary graduated workers have got lower emotional intelligence levels. Ozturk's (2006) study, he examine the relationship between emotional intelligence, job satisfaction and burnout levels. While master graduated pre-school teachers' total emotional intelligence levels are the highest, licence graduated pre-school teachers' total emotional intelligence levels are the lowest. Serdengeçti's (2003) study, he researched 1. 2. 3. league professional footballers' emotional intelligence levels impacts on success. He examined emotional intelligence levels according to education states and in results he found university graduated footballers' emotional intelligence average points are meaningfully higher than primary school graduated footballers' emotional intelligence average points.

Human beings can have the thoughts of not liking the conditions in work, contempt the environment, not satisfied from environment when they have better conditions such as education, wealth and position. These truth can be for teachers too. Master educated teachers might not like to establish their work or have problems with social environment. Improving themselves in education, teachers have the wish to change the establishment they work and work in better establishments.

According to Tables 4 to 7, meaningful differences could not be found according to gender, age, marital status and status of teachers in the school they work at variants.

Some parts of the study show gender and age variants affect the emotional intelligence levels, some parts of the study it is vice versa. Landa et al. (2008) he examined relationship between emotional intelligence and job stress on nurses. He founded emotional intelligence not differ according to age, gender and marital status variants. In our study it is seen that emotional intelligence does not

Table 2. Distribution of emotional intelligence's sub-dimensions according to income level.

Variables	Group	SD	N	Mean	F	p
SA	1.200 - 1.400TL	45	3.28	0.39	1.20	0.31
	1.401 - 1.600TL	115	3.18	0.34		
	1.601 - 1.800TL	81	3.25	0.38		
	1.801 - 2.000TL	74	3.16	0.32		
	2.001 and above	25	3.19	0.27		
IR	1.200 - 1.400TL	45	3.70	0.33	2.04	0.08
	1.401 - 1.600TL	115	3.52	0.38		
	1.601 - 1.800TL	81	3.52	0.38		
	1.801 - 2.000TL	74	3.59	0.39		
	2.001 and above	25	3.57	0.37		
CCE	1.200 - 1.400TL	45	3.34	0.42	1.36	0.24
	1.401 - 1.600TL	115	3.20	0.34		
	1.601 - 1.800TL	81	3.23	0.44		
	1.801 - 2.000TL	74	3.27	0.34		
	2.001 and above	25	3.29	0.37		
SM	1.200 - 1.400TL	45	3.24	0.55	2.80	0.02**
	1.401 - 1.600TL	115	2.99	0.46		
	1.601 - 1.800TL	81	3.06	0.54		
	1.801 - 2.000TL	74	2.97	0.45		
	2.001 and above	25	3.14	0.53		
GM	1.200 - 1.400TL	45	3.44	0.40	1.48	0.20
	1.401 - 1.600TL	115	3.33	0.47		
	1.601 - 1.800TL	81	3.36	0.42		
	1.801 - 2.000TL	74	3.27	0.43		
	2.001 and above	25	3.44	0.30		

T.L: Turkish Lira **p<0.05 . In order to determine if the average of SM points show a meaningful difference according to income level variant, one way varyans analysis(ANOVA) was done and in its result difference between group average was found meaningful statistically(F=2.80; p=0.02). At the result of colleteral post-hoc analysis to determine resources of differences, teachers' SM whose income between 1.200 - 1.400TL is meaningfully higher than teachers' SM whose income between 1.401 - 1.600TL and 1.801 - 2.000TL meaningful relationship could not be found between income level and other sub-dimentionions.

show difference according to gender variant. But in Table 4 male teachers' emotional intelligence sub-dimensions IR, SA, CCE and GM average points are higher than female teachers. Guijar et al. (2010) study of comparing university students' emotional intelligence levels, male students' emotional intelligence average are higher than female students. Gursoy et al. (2010) study of pre-service teachers for male and female teachers' emotional intelligence does not show difference and they expressed that male teachers have got higher emotional intelligence average (emotional intelligence male M=4.1 emotional intelligence female M=3.9) Akbas (2006), determining primary school teachers' emotional intelligence levels named master study, he showed there is not a meaningful difference between emotional intelligence and age states. Birol et al. (2009) study to examine emotional

intelligence levels to teachers working in TRNC. They showed that there is not a meaningful difference between gender and emotional intelligence. Guijar et al. (2010) and Ozturk and Deniz's (2008) studies did not show a meaningful difference between emotional intelligence and age variant. These results have the quality to support our study.

Except interpersonal relationship sub-dimention, generally teachers' emotional intelligence levels are medium level according to study results. It resulted in good level in interpersonal sub-dimension. It was stated by the studies, emotional intelligence can be improved. Mayer et al. (2004) emotional intelligence high people; can manage their emotions more successfully, be more successful at solving emotional problems and stress management and are connect to those that show more

Table 3. Distribution of emotional intelligence's sub-dimensions according to master education.

Variables	Master education	N	Mean	SD	t	p
SA	Yes	28	3.16	0.23	-0.68	0.49
	No	312	3.21	0.35		
IR	Yes	28	3.61	0.37	0.75	0.44
	No	312	3.56	0.38		
CCE	Yes	28	3.12	0.31	-2.14	0.03**
	No	312	3.26	0.38		
SM	Yes	28	3.08	0.48	0.38	0.70
	No	312	3.04	0.50		
GM	Yes	28	3.25	0.29	-1.18	0.23
	No	312	3.35	0.44		

** $p < 0.05$. In order to determine if the average of consistency with conditions and environment points show meaningful difference according to master education, t-test was done and in its result difference between group average was found meaningful statistically ($p = 0.03$). Master educated teachers' level of consistency with conditions and environment is lower than teachers who have not got master education. Meaningful relationship could not be found between maintaining master and other sub-dimensions.

Table 4. Distribution of emotional intelligence's sub-dimensions according to gender.

Variables	Gender	N	Mean	SD	t	p
SA	Male	200	3.21	0.34	0.52	0.59
	Female	140	3.19	0.35		
IR	Male	200	3.58	0.38	1.18	0.23
	Female	140	3.53	0.38		
CCE	Male	200	3.27	0.39	1.09	0.27
	Female	140	3.22	0.36		
SM	Male	200	3.04	0.51	-0.28	0.77
	Female	140	3.06	0.49		
GM	Male	200	3.35	0.44	0.43	0.66
	Female	140	3.33	0.41		

$p > 0.05$. Emotional intelligence sub-dimensions did not show meaningful difference according to gender variant.

constructive and positive reaction in family and social relationships. Otacioglu (2009) emotional intelligence level low people, be more unsuccessful in social relationships and cause negative relationships by showing more aggressive behaviours. Canbulat (2007) people have an emotional structure which allows to learn new emotions and change the impulse that awoken by

learned emotions. According to these results, it is thought that, to heighten their emotional intelligence levels can be resulted well in social and education aspects, as teachers have sacred and important profession for social aspects, In approaches to their students, dialogues and transferring their experiences bussiness life can be expected better from high emotional intelligence level

Table 5. Distribution of emotional intelligence's sub-dimensions according to age variant.

Variables	Age	N	Mean	SD	F	p
SA	24-30	109	3.19	0.30	0.63	0.59
	31-35	101	3.20	0.33		
	36-40	70	3.20	0.46		
	40 and above	60	3.26	0.29		
IR	24-30	109	3.59	0.33	0.90	0.44
	31-35	101	3.51	0.39		
	36-40	70	3.56	0.38		
	40 and above	60	3.59	0.43		
CCE	24-30	109	3.22	0.38	0.41	0.74
	31-35	101	3.25	0.33		
	36-40	70	3.24	0.42		
	40 and above	60	3.29	0.40		
SM	24-30	109	3.06	0.49	0.90	0.43
	31-35	101	3.07	0.49		
	36-40	70	2.96	0.48		
	40 and above	60	3.10	0.55		
GM	24-30	109	3.35	0.39	0.28	0.83
	31-35	101	3.34	0.43		
	36-40	70	3.31	0.42		
	40 and above	60	3.38	0.52		

p>0.05. Emotional intelligence sub-dimensions did not show meaningful difference according to age variant.

Table 6. Distribution of emotional intelligence's sub-dimensions according to marital status.

Variables	Marital status	N	Mean	SD	t	P
SA	Married	263	3.19	0.34	-1.45	0.14
	Single	77	3.26	0.35	-1.44	0.15
IR	Married	263	3.55	0.37	-1.21	0.22
	Single	77	3.61	0.42	-1.13	0.25
CCE	Married	263	3.26	0.38	-1.45	0.14
	Single	77	3.22	0.39	0.80	0.42
SM	Married	263	3.03	0.50	-1.48	0.13
	Single	77	3.12	0.50	-1.49	0.13
GM	Married	263	3.34	0.43	-0.15	0.88
	Single	77	3.35	0.44	-0.14	0.88

p>0.05. Emotional intelligence sub-dimensions did not show meaningful difference according to marital status variant.

Table 7. Distribution of emotional intelligence's sub-dimensions according to status of teachers in the school they work at.

Variables	School	N	Mean	SD	t	p
SA	PE	190	3.20	0.31	-0.23	0.81
	HS	150	3.21	0.39	0.23	0.81
IR	PE	190	3.58	0.38	0.95	0.34
	HS	150	3.54	0.38	0.95	0.34

Table 7. Contd.

CCE	PE	190	3.24	0.36	-0.19	0.84
	HS	150	3.25	0.40	-0.19	0.84
SM	PE	190	3.05	0.49	-0.03	0.97
	HS	150	3.05	0.51	-0.03	0.97
GM	PE	190	3.33	0.41	-0.95	0.33
	HS	150	3.37	0.45	-0.94	0.34

PE: Primary education, HS: High school, $p > 0.05$. Emotional intelligence sub dimensions did not show meaningful difference according to status of teachers in the school they work at variant.

teachers.

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