An Examination of Correlation Between Teachers Perceived Emotional Intelligence And Psychological Well-Being

Qazi ShahabUddin
M. Phil (Education), City University of Science and Information Technology, Peshawar
Corresponding Author email: Justshahab@gmail.com

Miss Saira Akhtar
Lecturer, National University of Modern Languages
Saira.naveed06@gmail.com

Miss Azra Bibi
Lecturer, National University of Modern Languages

Abstract
This study aims at to determine whether there is a relationship between the teachers' perceived emotional intelligence and their psychological well-being or not. The study further assessed the differences of level of emotional intelligence between male and female teachers as well as the teachers of urban and rural areas. All the secondary school teachers comprised population of the study. The sample of the study was 300 teachers selected through purposive sampling technique. An adopted questionnaire was used for the purpose to collect data. The study found a negative relationship between teachers' perceived emotional intelligence and their psychological well-being. The study also found significant difference regarding perceived emotional intelligence between male and female teachers as well as teachers' from urban and rural areas.

Keywords: *Emotional Intelligence; Psychological Well-being, Urban, Rural, Secondary School Teachers*

I. Introduction

Emotional intelligence is individual's capability to perceive and generate emotions. Its purpose is to promote intellectual and emotional growth by shaping thoughts and comprehending emotions(Mayer&Salovey, 2007). Emotional intelligence was debated for a long time in history. The concept was first introduced by cognitive emotion theorists as they discussed to explain the relationship of emotions with intelligence. Plato and his student Aristotle both stressed that there is no direction of low-level emotions but logic is the only way to direct these emotions. Descartes in his inspiration from these scholars defines emotions as something primitive that should be controlled (Cadieux&Greves, 1997). Hanoch (2002) also added that emotions were those elements that create problems

and issues in human life.

Birol et al, (2006) argued that memories and perception affected by emotions although it is affected by individual thoughts. Emotional awareness, emotional control and emotional sensitiveness are formed by mental skills that show the dominance of individual emotions that can be used to prevent emotions which are damaging and can shape negative emotions into positive emotions. Hein (2003) considered that there is a connection between emotional and mental spheres which cannot be separated from each other.

Psychological well-being is the assessment of individuals about their lives. Diener&Oishi, (2000) explained that these assessment or evaluations are made in the form of cognition or the form of effect. People assess or evaluate their life either good or troublesome and these assessments form the basis for these sort of judgment. There are two parts or segment of psychological well-being i.e. physical and mental. A physical segment of psychological well-being is the condition of physical well-being like doing exercise, enough sleep, healthy diet and money which fulfils our desires and wishes. The second segment of psychological well-being is mental factors that can flourish our mental processes such as a desirable job or a pleasurable activity or a strong relationship which assesses the life problems and help to make a judgment.

Teacher's level of emotional intelligence and psychological well-being play a pivotal role in, students' success and creating a conducive academic environment. It not only enables the learner to cope up with conflict and stress but also helps the administrators and other staff in establishing strong communication among the stakeholders of the school. A high level of emotional intelligence enables the teacher to cope up with the feelings and thoughts of the children and their parents, but also his own feelings and psychological well-being.

1.1 Objectives of the study

The basic aim of this researchis to investigate the relationship between teachers' perceived emotional intelligence and psychological well being. The study also tried to differentiate the teachers' emotional intelligence across urban and rural areas, male and female teachers at secondary level in district Peshawar, Pakistan.

1.1 Hypotheses of the study

Thebelow hypotheses were framed and tested in this study.

Hypothesis H_1:

There is a statistically significant and negative relationship exists between teachers' perceived emotional intelligence and psychological well-being.

Hypothesis H_2:

Both urban and rural areas teachers give equal weights to measuring variable emotional intelligence.

Hypothesis H_3:

Both male and female teachers give equal weights to measuring variable emotional intelligence.

II. Research methodology

2.1 Research Design

The study is descriptive in nature that adopted correlational design using survey method. Correlation analysis was used to examine the relationship between teachers' perceived emotional intelligence and psychological well-being.

2.2 Population and Sample

All the secondary schoolteachers both male and female of urban and rural areas comprised the population of the study. For the purpose of sampling, a total of 300 teachers were equally selected from urban and rural areas purposively which was further equally divided into male and female teachers.

2.3 Research Instrument

This study utilized two adopted instruments for the purpose of data collection. The first instrument was Wong Emotional Intelligence Scale (WEIS) developed by Wong et al. (2007). This scale comprised of 16 items on four distinct dimensions of emotional intelligence i.e. appraisal and expression of self emotion, appraisal and recognition of others emotions, regulation of self emotions and application or usage of emotions for performance. This scale was modified from 6-point Lickert Scale to 5-point Lickert Scale. The second instrument which was adopted in this research was Psychological General Well-Being Index (PGWBI) developed by Grossi& Compare (2014), for the purpose to evaluate subjective psychological well-being. This scale consisted of 22 items related to positive well-being, depression, anxiety, general health, self control and vitality domains. The reliability of both questionnaire in Pakistani context was assured with the help of reliability analysis. The cronbach alpha for the first instrument was ranging from .73 to .89 and for second instrument .77 to .88 which was acceptable and good ranges according to Uma Sekaran (2003).

III. Empirical Results

The preliminary aimof the research was to examine the relationship between teachers' emotional intelligence and psychological well-being. The study also differentiated the level of emotional intelligence across rural and urban as well as gender based. The data was collected and analysedusingthe 24th version of Statistical Package for Social Sciences (SPSS). The formulated hypotheses were examinedusing Pearson correlation and independent sample t-test. Results of the testsare interpreted and discussed below one by one.

In order to test the first hypothesis i.e. there is a significant and negative relationship exists between teachers' perceived emotional intelligence and psychological well-being, Pearson correlation was applied which result was as under:-

Table 1.Correlation analysis EI/PWB

Correlations

		EI	PWB
EI	Pearson Correlation	1	-.557**
	Sig.(2-tailed)		.000
	N	300	300
PWB	Pearson Correlation	-.557**	1
	Sig. (2-tailed)	.000	

N	300	300

****. Correlation is significant at the 0.01 level (2-tailed).**

The result indicated that the Pearson correlation value is -.557 which falls in moderate range suggesting that there is a moderate and negative relationship exists between the two variables emotional intelligence (EI) and psychological well-being (PWB) as $p < .01$. The result supported to accept the first hypothesis.

In order totest the second hypothesis to determine whether urban and rural areas teachers give equal weights to measuring variable emotional intelligence, independent sample t-test was applied which result was shown below:-

Table 2.Independent Sample t-Test Urban/Rural.

Independent Samples Test

		Levene's Test		t-test for Equality of Means				
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
EI	Eq. variances assumed	.159	.678	1.926	95	.047	.23875	.12418
	Eq. variances not assumed			1.935	90.804	.046	.23875	.12363

Levene's test for equal variances is applied before independent sample t-test for the purpose to assume equal variances or not, which calculates $F = 0.159$ ($p = 0.678$) suggesting that F is insignificant, so equal variances are assumed.

The result of independent sample t-test indicated that the mean difference of teachers' emotional intelligence (EI) is 0.23875 between the urban and ruralrespondents which is statistically significant at $t = 1.926$ and $p < 0.05$, suggesting that the teachers of urban area give more weight to emotional intelligence than the teachers of rural area which helps to reject the second hypothesis.

In order to test the third hypothesis to determine whether male and female teachers give equal weight to measuring variable emotional intelligence, independent sample t-test was applied which result was shown below:-

Table 2.Independent Sample t-Test Male/Female

Independent Samples Test

		Levene's Test		t-test for Equality of Means				
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
EI	Equal variances assumed	4.462	.033	3.289	206	.002	.25889	.07911
	Equal variances not assumed			3.253	189.273	.002	.25889	.07977

Levene's test for equal variances was applied which was significant at $F = 4.462$($p = 0.033$), so equal variances are not assumed.

The result of independent sample t-test indicated that the mean differencebetween themale and female teachers' emotional intelligence (EI) is 0.25889 which is statistically significant at t = 3.253 at p <0.01, suggesting that the level of emotional intelligence of male respondents is higher than female respondents. Thus the third hypothesis was stand rejected.

IV. Discussion and Recommendations

4.1 Discussions

4.1.1 The result of Pearson correlation indicated a moderate but negative correlation between emotional intelligence and psychological well-being among secondary school teachers at p < 0.01. This finding of the study is consistent with the similar studies of Maddocks et al, (2005) and Mehmood&Gulzar (2014) who also found that emotional intelligence is negatively related to psychological well-being (anxiety, stress and depression).

4.1.2 The relatively new findings of the research is that the two types of respondents from urban and rural areas differs in giving weight to their emotional intelligence as the mean of emotional intelligence of the urban respondents is greater than the mean of respondents from rural areas.

4.1.3 Interestingly, both types of respondents, male and female teachers although agree that emotional intelligence in teachers exist but the level of emotional intelligence of male respondents is comparatively higher than the female respondents. In a similar study Mahaur et al, (2018) also found that the level of emotional intelligence of male medical students is comparatively higher than the female medical students.

4.1.4 Thus, in the area of survey, the results of the research suggest that emotional intelligence is negatively related to psychological well-being of the secondary school teachers, the level of emotional intelligence of male and urban respondents are comparatively greater than the female and rural respondents.

4.2Recommendations

First, the research recommended that high level of emotional intelligence is associated with emotional and psychological health. There is a dire need to enhance the teachers' emotional intelligence for attaining positive consequences.

Second, the research suggested that some meetings may be taken place by education organization and consultants to teach the components of emotional intelligence to enhance their level of emotional intelligence.

Third, the education department may provide equal opportunities of development of emotional intelligence to the teachers of rural areas and female teachers as it is comparatively lower than the teachers of urban areas and male teachers.

References

Birol, C., Atamtürk, H., Silman, F., &Şensoy, Ş. (2009).Analysis of the emotional intelligenge level of teachers. *Procedia-Social and Behavioral Sciences*, *1*(1), 2606-2614.

Cadieux, N. L., &Greve, K. W. (1997).Emotion processing in Alzheimer's disease. *Journal of the International Neuropsychological Society*, *3*(5), 411-419.

Diener, E., &Oishi, S. (2000). Money and happiness: Income and subjective well-being across nations. *Culture and subjective well-being*, 185-218.

Grossi, E., & Compare, A. (2014). Psychological general well-being index (pgwb). *Encyclopedia of Quality of Life and Well-Being Research*, 5152-5156.

Hanoch, Y. (2002). "Neither an angel nor an ant": Emotion as an aid to bounded rationality. *Journal of Economic Psychology*, *23*(1), 1-25.

Hein, S. (2003).*EQ for everybody*. Tampa, FL: Aristotle Press.

Maddocks, J., Cooper, J., & Sparrow, T. (2005). Emotional intelligence is not personality. *Psychologist*, *18*(1), 11-11.

Mahaur, R., Jain, P., & Jain, A. K. (2018).Emotional Intelligence of medical students and its association with their Psychological health. *South-East Asian Journal of Medical Education*, *12*(2).

Mayer, J. D., &Salovey, P. (2007). *Mayer-Salovery-Caruso emotional intelligence test*. Toronto: Multi-Health Systems Incorporated.

Mehmood, T., &Gulzar, S. (2014).Relationship between emotional intelligence and psychological well-being among Pakistani adolescents. *Asian Journal of Social Sciences & Humanities*, *3*(3), 178-185.

Sekaran, U. (2003). The Research Process. *Research Methods for Business: A Skill Building Approach*, *4*, 116-138.

Wong, C. S., Wong, P. M., & Law, K. S. (2007).Evidence of the practical utility of Wong's emotional intelligence scale in Hong Kong and mainland China. *Asia Pacific Journal of Management*, *24*(1), 43-60.