

## **Emotional Labour and Emotional Intelligence of Secondary School Teachers of South Asia**

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### **ABSTRACT**

This research is an attempt to find out relationship between emotional intelligence and emotional labor of teacher at secondary school level in South Asia. In present era it is believed in general that high academic score in exams are not only determined by higher level of intelligence rather because of higher emotional intelligence. A number of important aspects of interpersonal and intrapersonal relationship are incorporated by emotional intelligence factors. These aspects have a deep statistical significant relation with performance of teachers.

**Key Words:** Emotional, Emotional Intelligence, Secondary Schools Teachers, High Academic Score

### **Introduction**

The foremost target of the study was to trace interlinkages of emotional intelligence and emotional labor of teacher at secondary school level. Selected population for research consists of secondary school teachers of the Public high and higher secondary schools of Punjab. 281 male and female teachers of secondary school in village and city areas were selected as sample for the study. A survey technique was used to assemble the data. TEIQue-SF was used as an instrument to gather the data to identify the emotional intelligence level of secondary school teachers. Emotional labor of the teachers was measured.

Foremost target of the study was to trace interlinking's of emotional intelligence by a scale developed by the researcher. Before data collection validity and reliability of the questionnaires were ensured through experts' opinion and pilot study respectively. The reliability of the questionnaire after translation was (0.76) for TEIQue-SF scale and 0.92 for emotional labor awareness scale while 0.91 for emotional labor practices scale.

The collected data were analyzed using computer software SPSS, version 15. Pearson "r", t-test, and ANOVA, were used.

The study revealed that statistical momentous, positive association happened to be between emotional intelligence and emotional labor at the secondary school

level teachers. It was determined that if the level of emotional intelligence of the teachers is raised, the emotional labour practices are also increased.

## **Background of the Study**

The mystification and commercialization of education, though contributes significantly to the country's economy but it poses certain challenges especially to the academics. Many institutions today around the world have transformed from being a public good to a private good, thus wholly changing the way it operates. Similarly, it is in Pakistan where its government passed the Private Education at all level.

Teachers are required more than exact knowledge. No doubt expertness in imparting education is the fundamental key in teaching learning process. According to the findings of the modern literature teaching is also an emotional practice (Hargreaves, 2000; Schutz & Zembylas, 2009).

According to a study report, it has been established that there is a prominent role of emotional labor in job performance of the teacher in class room. (Hargreaves, 2000; Zembylas, 2004; Zembylas, 2005), It has significantly observed (Denzin, 2009). The correlation between emotional labor and job performance is interdependent ((Zembylas & Schultz, 2009).

Humans are greatly affected by important variables, mental processes, emotions and level of motivation of the individual. Hochschild (1983) defined emotional labour as "the effort, planning, and control needed to express organizationally desired emotions during interpersonal transactions". The EL takes place as a result of a conflict between true emotions and the desired work-related emotions.

Apart from this technically skilled employee performs greater than the unskilled as he has enough capacity to tackle such tasks. Its main reason is that level of performance is interlinked with emotional competence. If emotional competence the greater the interaction and performance will also be the same. (Goleman, 1998; Carmeli & Josman, 2006). Feyerherm and Rice (2002) have demonstrated the lack of effectiveness of high emotional quotient (EQ) as the determinant of team performance. It has been indicated that teams that were able to have better performance consisted of members who were able to effectively interact with each other.

The level of interest is correlated with personal intelligence and performance in an organization. These factors indicate the result orientation of an employee. A lot of researchers have identified emotional intelligence (EI) as capital point of the research point focusing to testify the correlation of EI with the performance of an employee (Lam & Kirby, 2002; Rapisarda, 2002; Sy, Tram & O'hara, 2006; O'Boyle et al., 2011). Cote and Miners (2006) have considered EI and intellectual competence to be interlinked, thus assuming that the output of an individual within the sphere of work and job responsibilities is undoubtedly a result of EI.

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Educational organizations are required to grow academic competence in students. It is the responsibility of the teachers to determine the surety that students are grasping the content delivered by them. Furthermore teachers are required to follow the selected curriculum and its completion within the time limit. To maintain the discipline, effective interaction with both students and their parents is also the fundamental responsibility of the class teacher. A teacher is not merely teacher but he is to act as administrator and counsellor as well.

A teacher also has giant role in growing psychological efficiency of students. They have to identify the emotions of each and every student, their relativeness, level of understanding and practical approach. They also have to note the impact of lack of awareness about emotional state and non-suitable way of handle emotional state. Good performance in educational institutions is based on emotional intelligence (Jennings & Greenberg, 2009).

To be a successful teacher, he should focus on intellectual sufficiency, professionalism and qualification as well. Emotional competence of teacher can be measured up with the performance of his students (Brackett & Katulak, 2006). Incompetent teacher leads towards the poor performance of his students. Performance of teacher is highly linked with quality interaction, quality support services, quality guidance and quality of emotional competence (Hawkey, 2006). Furthermore, Brackett and Katulak (2006) recommended offering training programs to teachers as well as students, aiming to enhance the level of emotional competence of both, to ensure the delivery of quality education in a classroom set up that is conducive to learning. A significant implication of such training programs is the increase in the feeling of well-being, which is a prime component of the phenomenon of emotional intelligence.

Mendes (2003) has used singular construct of empathy as a means of studying the level of emotional intelligence of teachers. It has been found that the use of empathy by instructors within the classroom created an environment that allowed the students to develop functional relationships with their teachers and peers. In addition to this, teachers who were able to engage in behaviours that upheld a caring attitude were likely to trigger positive behaviours among the students. In another study conducted by Fabio and Palazzeschi (2008) it was observed that secondary school teachers were able to maintain discipline within the classroom by using emotional regulation techniques. Instead of responding to the misconduct in a negative manner, a more constructive approach has been adopted, sharing expected behaviour from the students and responding to the deviant behaviour effectively. Mendes (2003) has further supported this notion by arguing that the use of empathic listening and understanding responses generated from the teachers can allow the students to handle their frustration in constructive manner.

The researchers have further analysed the linkages between the emotional

functionality of the teachers and their behaviour in the classroom (Chan, 2006). Jennings and Greenberg (2009) have also put forward similar ideas. It has been asserted that the issue of emotional exhaustion has long term effects on the ability of the teacher to demonstrate functional behaviour in the classroom and manage interaction with students in an effective manner.

Teaching faculty dealing with stress causes the negative behaviour in class and educational institute. Resultantly their performance indicators are also negative that leads towards poor performance overall. The impact on the students and school management is negative. They could not deliver the performance as required to the prominent result. Due to this non-professional approach they caused a great risk of producing negative attitude towards responsibilities (Klassen, 2010). As a result the performance of teachers is also likely to decline.

Mendes (2003) has suggested that there are no standardized set of behaviours that can be adopted by the teachers in dealing with problematic students in the class. It is dependent upon the ability of the teacher to understand and identify the reasons behind the negative behaviour among the students and align it with the set of remedial actions that offer effective solution to the problem at hand. It is also important to provide the right set of responses at the right time, which is related to the effective use of emotions.

In this context, effective teacher will be able to respond to classroom issues in a constructive manner. Instead of taking the path of negative behaviours such as excessive criticism, demonstrating cynical behaviour, excessive use of punishment, a more constructive approach can be used to handle the disciplinary issues in the classroom (Mainhard, Brekelmans & Wubbels, 2011). However the adoption of constructive solutions is mainly dependent on the ability of the teacher to understand the role of personal emotional state in driving negative behaviour towards students.

It is proven fact that emotionally intelligent instructors are able enough to identify the impact on behavioural changes of the students (Grant 1993). According to Grant and Fisher (2002) a teacher's emotional performance is directly linked with student performance in Taiwan. If the students are gripping the content delivered by the teachers then performance is considered to be the excellent and students performance will also be in positive direction .If the class environment is objective the cognitive improvement will be accordingly better. Such emotional support offered by the teachers allows the students to participate in classroom activities, focus on the lessons attentively, and manage their emotions in a better manner.

A case has been sued to illustrate this point by Mendes (2003) where the instructor has identified the frustration being experienced by a student and responded to it in a caring and understanding manner. An immediate result of this positive interaction between a teacher and a student was evident in the form of increased attentiveness from the pupil. Moreover, the performance of the student has also improved over time as reflected though the significant improvement in the

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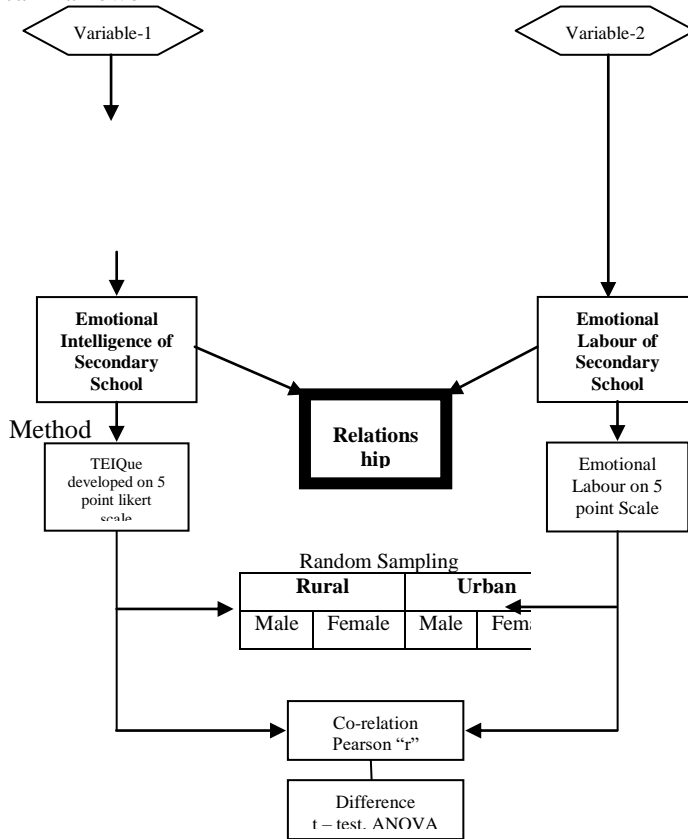
class grade of the student. Whether a teacher possesses trait emotional intelligence or ability emotional intelligence, the management of emotions drives the performance of the instructors in the classroom which tends to have a significant impact on the output of the learners. Based on this backdrop, the student intends to explore the linkages between EI of teachers and the impact it can have on the performance of these teachers. As a means of gauging the performance of teachers, the grades of students have been used as the teacher's ability to handle class environment and conduct lessons effectively directly influences the academic performance of the students. A more comprehensive view of the statement of problem is presented in the next section of the study.

**Research Objectives**

Major objectives of the study are to trace/determine the following in teacher's secondary school teachers:

1. Level of emotional intelligence and emotional labour.
2. The relationship between emotional intelligence and emotional labour.
3. Compare the emotional intelligence and emotional labour with respect to gender, age, marital status, area of specialization, qualification, district, region (urban & rural) and job experiences.

Theoretical Framework



Study methodology is descriptive. A survey was conducted to acquire the data to establish relationship among emotional intelligence of secondary school teacher (variable 1) and emotional labour of secondary school teacher (variable 2). To investigate the relationship between the emotional intelligence and emotional labour of the teachers at secondary school level, male and female Secondary School. SSTs teachers both in the village and city areas (public) high schools of Punjab were taken as population.

Keeping in view the factors of time, expense and accessibility, sampling is considered a key factor for survey type research. For survey research it is appropriate to collect data from group in a way that the gained information truly represent the population (Cohen, Manion & Morrison, 2007). Hence, for the achievement of objectives of this study, the sample size was selected keeping in view the criterion of Simple Random Sampling Technique (SRS). The rationale for using SRS technique for sampling was because the number of SSTs working in 36 districts of Punjab was same and for the sake of representative sampling this technique was used.

In this stage the two districts were selected randomly from thirty six districts of Punjab. A draw method was used by the researcher in the presence of

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supervisor. The two districts are Chakwal and Gujranwala.

The list of secondary teachers was collected by PMIU office and 150 secondary school teachers were randomly selected from each district. The questionnaire was distributed to 300 secondary school teachers' i.e disproportionate method.

The amount of the paradigm of emotional intelligence has been a matter of great concern and sensitivity for the researchers in this field. Different instruments have been developed and are being used for the purpose of research in the field of emotional intelligence. In this study researcher has also been curious for the selection of tool more suitable for his research study as well as fit for data collection in local scenario. A brief introduction of some of the tools along with their short comings is given below.

The EQ-I is frequently used dimension for EI in literature. It focuses on EI "Intrapersonal" , "Interpersonal" , "adaptation" , "stress management" and "general mood" Empirically, whereas , there is no sign for a higher order structure, because questionnaire is unifactorial (Petrides & Furnham, 2011). Another issue of the EQ-I is that it contains many irrelevant facets (e.g., "problem solving", "reality testing" , "independence") and disregards many required ones (e.g, "emotion perception" , "emotion expression", "emotion regulation") (Petrides & Furnham,2001).

The SEIS consists of 33 items responded to on a 5-point Likert scale. Its psychometric properties have been selected in many papers (e.g., Austin, Saklofske, Huang, & McKenny, 20004; Petrides & Furnham, 2000b; Saklofske, Austin, & Minski,2003) and it has been observed to have between three and four factors. The main inadequacy of the SEIS is that it provides incomplete coverage of the trait emotional intelligence domain, being exclusively based on the three dimensions postulated in the early Salovey and Mayer (1990) mode. Still, it has been used widely in the literature and can be employed as a short measure of global trait emotional intelligence (Schuttle et al., 2001).

### **Conclusions, Discussion and Recommendations**

1. It was concluded from the above findings that overall secondary school teachers were emotionally intelligent. They were well aware about emotional labor and doing practice regarding emotional labor awareness and practices.
2. It was concluded by comparing the two districts (Chakwal and Gujranwala) that there is no difference in emotional intelligence and emotional labor awareness of secondary school teachers of both districts, while there is a difference in emotional labor practices. The mean value shows that secondary school teachers of Gujranwala district were

emotionally intelligent and well aware about emotional labor and practice more than Chakwal district teachers.

3. Overall no difference in emotional intelligence and emotional labor of science and arts teachers but means values show that arts teachers were well aware and practice emotional labor more than science teachers.
4. Location wise it was concluded that urban are a teachers were emotionally intelligent, well aware of emotional labor and practicing emotional labor than rural area teachers.
5. Overall no difference between male and female regarding emotional intelligence and emotional labor but means values reveals that male teachers were more EQ level and well aware of emotional labor and practice more than female teachers.
6. Marital status was a factor, it was concluded from above results that married teachers were emotionally intelligent and were well known and practicing emotional labor as compared to unmarried teachers.
7. Age was also found a major factor, and has impact on EQ level of teachers, it was investigated from results that teacher from older age group were emotionally intelligent, have awareness about emotional labor and practicing more than younger age teachers.
8. It was found that there is a positive relationship between two variable i.e emotional intelligence and emotional labour.
9. The reliability of the emotional intelligence scale and emotional labour scale are very high.

The current study has the significant positive relationship between emotional intelligence and performance of secondary school teachers. It was also determined that gender and locality is factor in teacher. Major result that came out is that if emotional intelligence is better then performance is also better. This indicates the relationship between EI and performance of the students. This point has also been indicated by the Parker et al. (2004) in his study. He has established it on the basis of profound studies.

Austin (2005) has also the same view point in his study that he made on medical colleges. He proved that success rate and level of the students is directly linked with EI and student performance.

Some other research studies conducted in Iran , Bangladesh and Nikoo also prove the same results . These studies have established a vital role of EI for the high performance of the students and individuals. In another research it has been proven that high level of emotional performance enhances the capacity of teachers resultantly they can perform well in class and produce better results (Frost & Harris, 2003).Ciarrochi, Deane and Anderson (2002) have also pointed out the EI shrinkage the negativity of person in his daily life

According to Neale et al. (2011) a successful teacher is able to identify his own strength as well as of the pupils. This serves as improved performance. The similar parallel concept of improved performance through emotional intelligence



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has been given by Brackett & Katulak, 2006. In a study conducted to analyses the personality of Malaysian teachers, it has been proved that there is a strong relationship in management of emotions and handling students in class room Ismail & Idris (2009).

The study of Copper and Sawaf (1997) also advocates that effective management of emotions, as a part of trait emotional intelligence is supportive for a teacher for class room management. Obviously the class room management of a teacher indicates how well he or she is performing his professional tasks.

The results of study explore the difference in emotional intelligence, its factor with respect to gender, job description and locale. It has been presented through conclusions that statistically significant difference existed between male and female teachers at secondary school level. It has also been resulted that statistically significant difference existed in emotional intelligence and performance of secondary school teacher. These findings of present study resemble to the conclusions of the research study of Mandell and Pherwani (2003) who have reported the difference in the level of emotional intelligence. Same has also been concluded by Johnson and Spector (2007) who have supported the theme of gender parity in the level of emotional intelligence. Some of the other researchers have also suggested that the difference in gender can be the cause of variation of perception level and handling of emotional state. (Brackett, Mayer & Warner, 2004; Schutte et al 1998).

The conclusions of the study with respect to the job specialty of an instructor have shown that the teachers teaching science subjects at secondary school level were better in emotional intelligence and performance as compared to the teachers teaching arts subjects. Closely resembling results of the study conducted by Penrose, Perry and Ball (2007) have identified that the job description in term of the courses being taught can influence the degree of self-efficacy which is a component of emotional intelligence.

Another important area of findings of the present study was the comparison of teachers with reference to their work place habitat and locality. The comparison between rural and urban teachers showed that urban secondary school teachers were better with regard to the level of emotional intelligence and their performance. This difference between the emotional intelligence of teachers and their performance has close similarity with the results of research by Srivastava, Sibia and Zmisra (2008) who found that in Indian context, people belonging to rural areas were having higher understanding of emotions of other people. Srivastava (2012), however, has pointed that both rural and urban background have impact on emotional intelligence of teachers up to some extent. In view point of researcher the community participation, school climate and monitoring system also seem to be the causes of better level of emotional intelligence and teacher performance of secondary school teachers in urban area.

The study has also puts forth conclusions drawn on the basis of comparison

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between secondary school teachers with reference to their demographic variables. It was concluded that married secondary school teachers were at better level with reference to their emotional intelligence and performance. In their study on emotional intelligence of nurses Augusto Landa, Lopez-Zafara, Berrios and Anguilar-Luaon (2008) have also revealed that married professional nurses were better in the level of understanding of emotions and their performance was also better. These findings can be applied to the other contexts like education (Oginska-Bulik, 2005).

With respect to age the teachers with age between 35-45 years were better than the other age groups in their emotional intelligence and performance. Identical results have also been inferred in a study that the age towards maturity makes a person visionary to comprehend the emotions of self and others in a more effective way (Phillips, MacLean & Allen, 2002).

Qualification wise comparison reveals that the secondary school teachers, who were science graduates or having higher qualification, were at higher level of emotional intelligence and performance. In a research study conducted by Barriball, Fitzpatrick and Roberts (2011), it was concluded that both high degree of qualification and emotional intelligence are correlated with each other and same is the case in low degree of qualification and low level of emotional intelligence. The conclusions of present study are also in close consonance with the results of the study conducted by Kumar and Muniandy (2012), that the instructors with higher degree were having higher level of emotional understanding as compared to those who have joined the job after completing some diploma level certificate course.

Experience wise comparison of teachers showed that teachers with experience 15-20 years were better in the level of emotional intelligence and performance. The study also compared the secondary school teachers on the basis of weekly workload. It was concluded that teachers with weekly workload 15-25 period were showed better in performance. Identical results have been drawn by Jofri, Yaccob and Shah (2011) who supported the idea, arguing that the tenure of experience of a professional leads him or her towards the capability of better understanding of emotional management in personal context as well as for others. The conclusive statement by Kumar & Muniandy (2012) that the higher level of interpersonal exposure may contribute to the enhancement in emotional intelligence is also a supportive evidence for the present study.

## **Recommendations**

On the basis of conclusions and discussions, following recommendations have been made:

1. Qualitative research paradigm should also be focused by using data collection techniques of observation, case study and interview. Qualitative researches may pave ways for more elucidation of the

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concept of emotional intelligence and also be the sources of innovative ideas in the field of emotional intelligence.

2. Emotional intelligence is new concept in under-developing countries like Pakistan, to aware the should be the seminars, workshops and conferences at all levels.
3. Private sector should be encouraged to conduct study to identify the impact of emotional intelligence and emotional labour of teachers.
4. Identical research studies at primary, secondary and treasury level teachers are recommended in future so that teachers at all levels may be prepared keeping in consideration the importance of emotional intelligence. Research studies at different levels will be beneficent for behavioral training and professional growth of teachers at all levels. Emotionally balanced teachers with skills of emotional comprehension will be helpful in elevating the educational standards at all levels of formal education.
5. Rural area teachers must be guided about it through constant workshops. This will enhance their performance
6. Both teachers and students are considered major stake holders of education system their psychological aspects have direct relationship with each other. So, the researches relevant to students' emotional intelligence must also be conducted in the developing countries like.
7. Government, policy makers and curriculum developers should be given due considerations to the concept emotional intelligence so that the students and teacher may get more and more benefits of teaching learning process in the form of success.
8. Similar researches should be conducted in other provinces keeping in view the geographical and cultural diversity, so that planning at national level may be chalked out accordingly.
9. Head teachers and principals play a vital role in the quality and excellence of an institution. The emotional comprehension of head teacher not only improves his own performance but also the performance of teachers and students. If a head teacher is emotionally intelligent and has skill to understand and control his/her own emotions this will be helpful in constructive decision making. Moreover the ability to understand others emotions will also be a cause of better output of teachers and students. So, it should be made compulsory for planners in service training to arrange a number of programs and activities for head teachers to achieve the quality oriented results of system of education.

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