Journal of Positive School Psychology http://journalppw.com
2022, Vol. 6, No. 4, 10713 – 10717

Online Teaching and Emotional Intelligence of School Instructors

***Anupriya Kaur**

Associate Professor, Department of Humanities and Social Sciences, Jaypee University of Information Technology, India , kauranupriya@gmail.com

ABSTRACT

This article addresses the role of emotional intelligence of school instructors in online teaching environment. Emotional Intelligence of a teacher is critical to deliver a right performance for the holistic development of school children. The results of this study validate that emotionally intelligent teachers have a higher degree of interaction with their students on both academic and non-academic factors. It also emerged as a vital factor in fostering job satisfaction of teachers. The results of this study are meaningful for policy makers and educators to provide due attention to right hiring, training and development of teachers to foster emotional intelligence in them. Eventually emotionally intelligent teachers can help develop and nurture the right skills of young impressionable children.

Keywords: Emotional Intelligence, School Teachers, Academic Interaction, Job Satisfaction

1. INTRODUCTION

Amidst other life altering changes ushered by Covid 19 situation worldwide - a visible aspect is the growth and development of online education. Most countries announced lockdowns as an immediate measure to combat this infectious disease and education sector faced a real challenge. However, very soon the entire eco system of imparting education via. modern ICT mechanisms bounced back. As stated by Kanapurakar et al. (2020) "Well-endowed private schools (India) were quick to reinforce their digital capacities and prepare to conduct classes online. State governments (India) were spurred to follow this example albeit with difficulty due to limited funds" [1]. This new model of online teaching learning via digital platforms such as Google classroom, Zoom, Webex etc. as a part of formal education was fast usurped by online educators and participants alike. However it is important to understand that the adaption required is beyond just the digital infrastructure. As stated by Lederman (2020) [2] – "that due to the COVID-19 crisis teachers and students both find themselves in the situation where they felt compelled to embrace the digital academic experience as the summum bonum of the online teaching-learning process". Teaching is an emotionally labored profession. The role of a school instructor is pivotal to the holistic development of the child. Thus it would not be wrong to say that - teaching requires emotion-related competence, as it is high in emotional labor [3].Emotions are an integral part of a teacher's job and have an impact on teacher effectiveness, behavior, cognition, and motivation [4] as well as on children's behavior [5]. Emotional intelligence (EI) of a teacher is therefore a critical factor that needs attention at a time when online education has been normalized and even with Covid 19 situation in control, blended mode (offline and online) has become an acceptable norm. Online teaching demands ingenuity, concern and affinity between instructors and students and the impact of emotional intelligence of teacher can be instrumental to bring out the same. This research takes a step in this direction. The purpose of this research is to explore the- 1) level of emotional intelligence amongst school instructors and the variation with respect to gender, age and teaching experience; 2) investigate its correlation with interaction with students on academic and non-academic matters in online teaching environment and; 3) the impact of emotional intelligence of teacher, comfort with ICT and ability to design instruction strategies on job satisfaction of the teacher in a blended or online teaching environment.

2. CONCEPTUAL FRAMEWORK AND RESEARCH HYPOTHESIS

EI is concerned with the way people understand, manage and express their own emotions as well as other people's felt emotions [6,7]. As stated by Weis et al., 2009 [8] -" It focuses on being aware of one's personal and other people's emotions, and on learning to manage one's own behavior or emotional quotient, in a way to enhance different relationships in the external environment or close circle of life, such as at home, work, and community where one normally dwells". Teachers who have empathy toward the students, understand them, and know how to interest them, motivate and engage them continuously in class resulting in fewer absences and less dysfunctional behavior among students [7]. Online teaching environment is more susceptible to disruptions, distraction and loss

of interest in students and therefore EI of teacher assumes greater importance to ensure a conducive online environment for students.

Social and emotional skill developments are key components of early childhood programs. For well trained school teachers to have strong skills in scaffolding and nurturing emotional intelligence abilities in young children, it is important that they consider their own emotional intelligence [8] . It is vital for educational institutes to hire and train teachers with optimal levels of EI to provide holistic education to their students. Understanding the socio demographic factors with respect to the emotional intelligence of the teachers could be helpful in formulating the right hiring and training. Several studies in the past [9] have found gender based difference on the level of emotional intelligence with women found to have a higher EQ than males. However it may vary from one research setting to another. Similarly, age and experience bring maturity and resilience which may have an impact on EI. Thus it is a subject of exploration of this study and the research hypothesis is articulated below:

H1 Emotional Intelligence of teacher is different with respect to (a) gender, (b) age (c) teaching experience

The students mostly require a good class climate where interaction and a good quality of teaching occur [10]. Thus as stated by Kunnanatt, 2004 [11] –"Having high emotionally intelligent teachers will lead to that, since they know how to interact, motivate and deliver a win-win relationship for others and themselves, by spreading positive feelings all around them" . A teacher's role is much more wider in online environment and emotionally intelligent teachers would have a higher degree of both academic and non academic interaction. Thus it is being investigated in this study as follows:

H2 (a) Teachers interaction with students on academic matters and emotional intelligence of teacher are correlated (b) Teachers interaction with students on non academic matters and emotional intelligence of teacher are correlated.

Teacher's job satisfaction is an important aspect to ensure a stable and conducive environment for online teaching particularly. Past studies discovered several reason for job dissatisfaction such as -low salary, reduced autonomy and heavy workloads[12]. Several other factors such as worksetting, adaptation to new technologies can influence a teacher's satisfaction or dissatisfaction. High EI is important because it improves the physical and psychological health of people, so their academic and work performances are enhanced [13]. Thus people with high EI irrespective of the kind of occupation they hold will be more adaptive and would possibly have less job satisfaction. Furthermore self efficacy that is the belief we have in our own abilities, specifically our ability to meet the challenges ahead of us and complete a task successfully [14] can also boost job satisfaction. Thus, ability to innovate and design instructional strategies can influence job satisfaction and is therefore a subject of examination. Based on the above discussion the following is hypothesized :

H3 Factors such as - emotional intelligence of teacher, comfort with ICT and ability to design instruction strategies have a significant effect on job satisfaction of teacher.

3. MATERIAL AND METHODS

3.1 Data collection and Sample profile

An on-site personally administered survey was conducted amidst teachers in National Capital Region India (Delhi and adjoining areas). Data was collected in the period of July 2021 to October 2021.The field researcher approached the respondents at their school campus, briefly explained the purpose of the research and invited them to participate in the survey. A total of 222 usable questionnaires were collected from middle school teachers. Table 1 presents the sample profile.

3.2 Research Instrument

A set of structured questions consisting of an enquiry about demographic variables such as age group, gender, teaching experience and statements related to teacher's interaction with students, emotional intelligence of teacher, comfort with ICT and ability to design instruction strategies were a part of the questionnaire. In this study Wong and Law Emotional Intelligence Scale (WLEIS) [15] self-report test, based on four dimensional aspects such as - Self-Emotional Appraisal, Others' Emotional Appraisal, Regulation of Emotion and Use of Emotion composed of 16 scale items using a five-point Likert scale is adopted. Teacher's interaction with students was captured on self developed three scale items each for academic and non-academic interaction (such as- availability outside formal hours, providing support material, doubts and queries and; general discussion and query handling, counselling/mentoring enquiry on well being).Similarly comfort with using ICT (familiarity, independent use, readiness for adoption technology) and ability to design instruction strategies (exploration of new methods, peer learning and adaptation to present day requirements) were self developed. Karavas's (2010) [16] job satisfaction scale was adopted to measure the job satisfaction of teachers.This scale consists of 33 items in the form of five-point Likert scale and has four facets of job satisfaction including income satisfaction (4 questions), working condition satisfaction (14 questions), motivation to teach (12 questions), and satisfaction of system-based level (3 questions).

3.3 Statistical Analysis

All constructs (adopted and self developed) used in this study were subjected to confirmatory factor analysis to assess the reliability and validity of the scales. This is an essential step as stated by Suresh chander et al. (2002) [17] "A critical aspect in the evolution of a fundamental theory in any management concept is the development of good measures to obtain valid and reliable estimates of constructs of interest. Reliability and validity is critical to establish to standardize the measurement scales and ensure whether they truly measure what they intend to measure". Construct validity, is the degree to which a measurement accurately represents what it is supposed to. Reliability should be .7 (cronbach alpha) or higher [18] to indicate adequate convergence or internal consistency and convergent validity is assessed through (factor loadings, average variance extracted (AVE) and goodness-of-fit indicators). Further, discriminant validity is established when AVE >squared inter construct correlations (SIC).The data were coded and run using the SPSS 23.0 and AMOS 23.0. The results are presented in the next section. One way ANOVA, pearson correlation and linear regression techniques were employed to analyze the research hypotheses.

4. FINDINGS

The first part of the analysis estimated the reliability and validity of the scales
adopted in this study and the results are briefly stated. All constructs (emotional intelligence, job satisfaction etc.) were found to be reliable with cronbach alpha measuring above .7 Convergent validity was assessed through factor loading (which were above .7), AVE which measured above .5 and Goodness of Fit indicators such as - $\chi 2/df$ (< 5), CFI and TLI (>.8) and RMSEA (<.05) were found to be in acceptable range. AVE of the constructs was found to be greater than SIC. Taken together these results demonstrate adequate reliability and validity for the scales adopted in this study and the next part of the analysis is undertaken.

Table 1 : **Sample Profile, Descriptive data and ANOVA Results**

			Emotional Intelligence		
		N	Mean (Std. dev.)	F -value	p-value
Gender	Male	102	3.45 (.55)	146.74	.000
	Female	120	4.32 (.50)		
	Total	222	3.92 (.68)		
Age (yrs)	Less than 27	72	3.82 (.60)	80.79	.000
	27- 40	84	4.44 (.44)		
	Above 40	66	3.37 (.51)		
Teaching Experience (yrs)	0-5	54	3.65 (.59)	5.99	.003
	5-10	114	4.01 (.66)		
	Above 10	54	4.01 (.74)		

An one way ANOVA analysis is employed to test H1. H1 (a), H1 (b) and H1(c) are supported as can be seen in Table 1. Emotional intelligence of teachers measured as 3.92 and is way higher than the mid value of 2.5 indicating that the respondent teachers in this study have an evident trait of being emotionally intelligent. Further women scored a higher score in emotional intelligence and the difference between the two was found to be significant supporting H1(a). Similarly teachers in the age group 27 -40 were found to score higher in emotional intelligence and the results indicated significant differences amidst the age groups

supporting H1(b). Further, emotional intelligence of teachers with less than 5 years of teaching experience was comparatively different from the rest of the groups and therefore H1 (c) was supported although the mean score of those who had teaching experience of 5-10 yrs and above 10 yrs was similar.

Pearson's correlation coefficients between teacher emotional intelligence and interaction with students on academic matters H2 (a) and on non academic matter H2 (b) was found to be significant as can be seen in Table 2. However it may be noted that comparatively a stronger correlation exists between emotional intelligence of teachers and interaction with students on non academic matters.

Further, reflecting on the mean scores (table 3) it can be seen that respondents in this study are very conversant on employing ICT for instruction (4.07), are fairly confident to design their own strategies for instruction (in times of COVID 19 and the online mode) and possess a fair level of job satisfaction (3.96). To examine H3 linear regression was employed which examined the impact of emotional intelligence, use of ICT and ability to design self instruction strategies on job satisfaction of teachers. The results support H3 as the model which can be seen in table 3 was found to be significant. However, use of ICT was found to be a non significant predictor of job satisfaction and emotional intelligence of the teacher acted as a strong predictor (.56) followed by ability to design self instruction strategies (.15)

5. DISCUSSION AND CONCLUSION

Education is central to human development and augmenting the quality of life of people. A teachers role is of primary importance. Much like rest of the sectors education sector also faces a set of challenges particularly with the advent of online teaching. Online teaching learning environment demands a diverse set of skills to be adaptive and responsive to the challenges thereof. Emotional intelligence of the teacher could be a vital aspect and therefore the study examined the same. Results reveal that EI of the middle school teachers is fairly high (3.92) which is a promising aspect. Women teachers were found to have higher level than men. This calls for a better sensitization and development of training modules which help both men and women develop a higher EI. Teachers in the age group 27-44 with teaching experience more than 5 years were found to have a higher level of EI. These results are indicative that school management should pay particular attention towards young and less experienced teachers. Furthermore EI of a teacher had a strong correlation with the level of non-academic interaction with students. This could be particularly important for the social and emotional development of their pupils. Furthermore, emotionally intelligence had more job satisfaction. Similar was the case of those who possessed more self efficacy by virtue of their ability to design self instruction strategies which led to better job satisfaction. To conclude it is vital to understand the role of EI for educators who are in charge of young and impressionable minds. Unfortunately it is less factored in hiring or training activities. This study though suffering from the limitation of focusing on middle school teachers in limited geographical area (NCR) yet is meaningful to throw light on the issue of EI particularly on the online teaching learning environment.

Table 2 : Correlations between Variables

Variables	r
Emotional Intelligence (3.92) and Interaction on Academic Matters (3.80)	.194**
Emotional Intelligence (3.92)and Interaction on Non-Academic Matters (3.88)	.769**

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

Table 3: Regression Results for Teacher's job Satisfaction Scores

	Mean (std.dev.)	Std. beta	t-value	p-value
Emotional Intelligence	3.92 (.68)	.565	11.81	.000

Use of ICT	4.07 (.29)	.032	.80	.421
Ability to design self-instruction strategies	3.96 (.31)	.156	8.01	.000
Job Satisfaction	3.96 (.39)			

Model Statistics

Adj. R^2	F	p-value
.691	165.78	.000

REFERENCES

1. Khanapurkar, R., Bhorkar, S., Dandare, K., & Kathole, P. (2020). Strengthening the Online Education Ecosystem in India. Observer Research Foundation (ORF) Occasional, 282.
2. Lederman, D. (2020). Will shift to remote teaching be boon or bane for online learning. Inside Higher Ed, 18.
3. Hochschild, A.R. 1983. The managed heart: Commercialization of human feeling. Berkeley: University of California Pres
4. Sutton, R.E., & K.F. Wheatley. 2003. Teachers' emotions and teaching: A review of the literature and direction for future research. Educational Psychology Review 15: 327–58
5. Emmer, E.T. 1994. Teacher emotions and classroom management. Paper presented at the Annual Meeting of the American Educational Research Association, April, in New Orleans, Louisiana
6. Cherniss, C. (2004), "Intelligence, emotional", in Spielberger, C.D. (Ed.), Encyclopedia of Applied Psychology, Vol. 2, Elsevier, Amsterdam, pp. 315-319
7. Maamari, B. E., & Majdalani, J. F. (2019). The effect of highly emotionally intelligent teachers on their students' satisfaction. International Journal of Educational Management.
8. Weis, W.L., Hanson, L. and Arnesen, D.W. (2009), "The use of training groups (T-groups) in raising self and social awareness and enhancing emotionally intelligence", Journal of Organizational Culture, Communications and Conflict, Vol. 13 No. 2, pp. 83-103
9. Ahmad, S., H. Bangash and S.A. Khan. 2009. Emotional intelligence and gender differences. Sarhad J. Agric. 25(1): 127-130.
10. Douglas, J., Douglas, A. and Barnes, B. (2006), "Measuring student satisfaction at a UK university", Quality Assurance in Education, Vol. 14 No. 3, pp. 251-267
11. Kunnanatt, J.T. (2004), "Emotional intelligence: the new science of interpersonal effectiveness", Human Resource Development Quarterly, Vol. 15 No. 4, pp. 489-495
12. Dinham, S., & Scott, C. (1998). A three domain model of teacher and school executive career satisfaction. Journal of Educational Administration, 36 (4), 362-378
13. Bar-On, R., Maree, K. and Elias, M.J. (2007), Educating People to be Emotionally Intelligent, Praeger, Westport, CA
14. Akhtar, S., Ghayas, S., & Adil, A. (2013). Self-efficacy and optimism as predictors of organizational commitment among bank employees. International Journal of Research Studies in Psychology, 2(2), 33-42
15. Wong, C. S., & Law, K. S. (2002). Wong and law emotional intelligence scale. The Leadership Quarterly.
16. Karavas, E. (2010). How satisfied are Greek EFL teachers with their work? Investigating the motivation and job satisfaction levels of Greek EFL teachers.
17. Sureshchandar, G. S., Rajendran, C., & Anantharaman, R. N. (2002). The relationship between management's perception of total quality service and customer perceptions of service quality. Total Quality Management, 13(1), 69-88.
18. Hair, J. F. (2011). Multivariate data analysis: An overview. International encyclopedia of statistical science, 904-907.