



Emotional Intelligence and Aggression among Teachers

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Abstract:

Present study was aimed to measure and compare the level of emotional intelligence and aggression of teachers. A total of 60 teachers (30 married and 30 unmarried) were included as sample. Purposive sampling technique was used for sample selection. Mangal (2004) emotional intelligence scale and aggression scale by Mathur (2004) was used to audit both variables. t test and correlation coefficient was applied for analysis of the data. The result showed that emotional intelligence and aggression are significantly and negatively correlated with each other. Further result showed that married and unmarried teachers differ significantly on their level of emotional intelligence but both groups not significantly differ on their aggression level.

Keywords: *Emotional intelligence, Aggression*

1. Introduction

Emotional intelligence in teachers is extremely important. It prevents unwanted distress and helps them to deal with problematic situations in the classroom besides affecting the students. The emotional management of a complex group starts with the management of the teacher's personal emotions. Teachers don't flip into machines when they enter the classroom, nor do they leave their feelings outside the classroom's door. They train each student with their own dreams, but additionally with their very own worries. Teachers devote themselves to produce ideal citizens. They serve society without any prejudice. On the different hand, many school/college students drop out of faculty due to the fact their teachers lost their enthusiasm and become aggressive during dealing with problematical situations. Therefore, it is need of the present hours to audit the level of emotional intelligence and aggression of teachers.

Goleman (1995, 1998) defined Emotional intelligence as "the composite set of capabilities that enable a person to manage himself/ herself and others". Emotional intelligence has five important components that constitute it are; self-awareness, self-regulation, motivation, empathy and social skills. The term emotional intelligence is given by Mayer and Salovey (1990) but popularized by Goleman. In his popular book he claims that eighty percent of success of an individual is decided by emotional intelligence. Shutte et al. (2001) Emotional Quotient is an ability or tendency to use, understand and regulate the emotions and being aware of the feelings their own and others emotions. Females have higher emotional intelligence than that of males by King (1999), Sutarso (1999), Wing and Love (2001) and Singh (2002). Chu (2002) found in his study that males have high level of emotional intelligence than that of females.

According to Phelps (2001) aggression in psychological literature defined as a deliberate attempt to harm others, either physical or verbal by abusing or through the manipulation of a social relationship. Males report higher incidence of many aggressive behaviour than females Harris (1994). Ciarrochi, Chan, and Caputi (2000) in their Research found a significant negative correlation between emotional intelligence and aggression. According to Anderson & Bushman (2002) high levels aggression lead to maladjustment, reduce cognitive functioning and unstable inter personal relationships. According to

social and behavioral scientist aggression may be expressed physical or verbal. Physical aggression includes hitting, pushing, slapping, kicking etc. On the other hand, verbal aggression means abuse, spreading of rumor, bullying, ignoring etc. Many theories are given by psychologists to explain aggression. According to behaviorist aggression is largely related to learning from social environment. Another hypothesis suggests association of aggressive behavior with frustration which may occur after being prevented from reaching a goal. According to bio psychologists biology plays important role in aggression. Mayer and Warner (2004) found in their study among 330 college students that women scored significantly higher in emotional intelligence than men. Furthermore, Lower emotional intelligence in males shows inability to perceive and deal with emotions and was associated with negative outcomes like drug abuse, deviant behavior and poor social relations with friends and relatives. Nasar and Nasar (2008) concluded that adolescent girls experience high emotional intelligence as compared to the adolescent boys.

2. Objectives

Followings are the objective of the Study:

1. To measure and compare the level of Emotional intelligence and aggression of married and unmarried teachers.
2. To check the relationship between emotional intelligence and aggression among teachers.

3. Hypotheses

Following null hypotheses are formulated and tested:

- Ho₁. There would be no significant relationship between Emotional Intelligence and Aggression among teacher
- Ho₂. There would be no significant difference between married and unmarried teachers on their level of emotional intelligence.
- Ho₃. There would be no significant difference between married and unmarried teachers on their level of aggression.

4. Methodology

4.1 Tools used

4.1.1 Aggression Scale

This scale was developed by Dr. G. P. Mathur and Dr. Raj Kumari Bhatnagar (2004). It comprises of 55 statements on a five point rating scale – Strongly agree, Agree, Undecided, Disagree and Strongly disagree. Higher the score higher is the level of aggression. The validity of the scale is 0.78 in females and 0.80 in males and the test retest reliability is 0.88 in males and 0.81 in females

4.1.2 Mangal Emotional Intelligence Inventory

(MEII) (2004): It was used to assess the emotional intelligence of the students, inventory prepared by Mangal S.K., Mangal Shubhra. A proper instruction was given to the students before distributing the questionnaire. Researcher observed them all and also helped them wherever they found difficulty. After they all replied and 30-40 min and returned the question booklet. The data were collected through the scoring table of the manual.

5. Results and discussion

Table 1: Presenting the correlation between Emotional Intelligence and aggression among overall teacher

Variables	Coefficient of correlation, r
Emotional Intelligence	-0.57**
Aggression	

Table 1 presents the correlation coefficient of emotional intelligence and aggression. The r value (-0.57) clearly signify that both variable are negatively correlated. This relationship is statistically significant at .01 level of significance. In other words higher the emotional intelligence and lower the aggression. Thus, null hypothesis H_{01} . “There would be no significant relationship between Emotional Intelligence and Aggression among teacher” stands rejected.

Table 2: Presenting the mean, SD and t value of emotional intelligence among married and unmarried teachers

Variable	Marital status	N	Mean	SD	t value
Emotional Intelligence	Married	30	69.12	9.37	2.99**
	Unmarried	30	62.34	8.16	

Table 2 presents mean and SD of married and unmarried teachers on emotional intelligence. The Mean and SD of married teachers (M = 69.12, SD = 9.73) and unmarried teachers (M = 62.34, SD = 8.16). t value confirms that both groups differ significantly at .01 level on their level of emotional intelligence. Married teachers showed higher mean (M=69.12) as comparison to the Unmarried teachers (M=62.34). Thus null hypothesis H_{02} “There would be no significant difference between married and unmarried teachers on their level of emotional intelligence” stands rejected.

Table 3: Presenting the mean, SD and t value of aggression among married and unmarried teachers

Variable	Marital status	N	Mean	SD	t value
Aggression	Married	30	180.92	21.70	1.56 NT
	Unmarried	30	191.33	29.41	

Table 3 presents mean and SD of married and unmarried teachers on aggression. The Mean and SD of married teachers (M = 180.92, SD = 21.70) and unmarried teachers (M = 191.33, SD = 29.41). t value confirms that both groups differ significantly on their level of emotional intelligence. Married teachers showed lower mean (M=180.92) as compared to the Unmarried teachers (M=191.33). Thus, null hypothesis H_{03} . “There would be no significant difference between married and unmarried teachers on their level of aggression” is not rejected.

6. Conclusion

Following are the conclusions:

1. Emotional intelligence and aggression are significantly and negatively correlated with each other.
2. Married and unmarried teachers differ significantly on their level of emotional intelligence.
3. Married and unmarried teachers not differ significantly on their level of aggression.

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