

**DEMOGRAPHIC PROFILES AND ITS INFLUENCE ON  
THE EMOTIONAL INTELLIGENCE OF EXPATRIATE  
TEACHERS**

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**Abstract**

This study is conducted to analyze the influence of demographic profiles of teachers on their emotional intelligence. The sample population for the study was three hundred expatriate teachers working in private schools in UAE. Two instruments were used to collect the data- Emotional Intelligence Appraisal measured the emotional intelligence of these teachers and Demographic Questionnaire by researcher measured teachers' demographic profiles. Descriptive statistics, Pearson Correlation and Multiple Regression Analysis were employed to analyze the data. Result of this study clearly indicated that age and years of the teaching experience of expatriate teachers positively and significantly influenced their level of emotional intelligence.

**Key Words:** Demographic profiles, emotional intelligence, teachers, expatriate, UAE.

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## Introduction

Emotional Intelligence is defined as “the ability to perceive, appraise and express emotions accurately and adaptively; the ability to understand emotion and emotional knowledge; the ability to access and generate feelings where they facilitate cognitive activities and adaptive action and the ability to regulate emotions in one self and others” Mayer, Salovey and Caruso (2000). Reuven Bar-On, (1997) the originator of the term “emotional quotient” defined emotional intelligence “as being concerned with understanding oneself and others, related to people and adapting to and coping with the immediate surroundings to be more successful in dealing with environmental demands”.

The famous philosopher Aristotle was the first to mention the importance of emotions in human interaction but the first real theory of emotional intelligence was given by famous psychologist, E. L. Thorndike (1920) who proposed that humans possess many types of intelligence and his definition of social intelligence as “the ability to understand and relate to the people” is now known as emotional intelligence.

Bar On hypothesized that individuals with higher than average emotional quotient were more successful in meeting environmental demands and pressures. He insisted that a deficiency in emotional intelligence can mean a lack of success and the existence of emotional problems. Bar-On considered emotional intelligence as an indication of one’s potential to succeed in life (2002). Goleman (1995) insisted that people who portray high frequencies of emotional intelligence are more likely to have happier and effective lives.

Goleman insisted that emotional intelligence reflects a person’s set of skills, including control of one’s impulses, self - motivation, empathy and social competence in interpersonal relationship. His study showed that employees with high level of emotional intelligence perceive

organizational justice more strongly than peers and as a result more satisfied and committed to their jobs. High level of emotional intelligence appears to diminish levels of burnout, negligent behavior and undesirable work attitudes. A recent study by Meisler (2010) in Israel suggested a direct correlation between levels of emotional intelligence and work satisfaction. Emotional intelligence appears as an important factor in determining low job stress and high work satisfaction (Kircaldy & Thome, 2000). Success at work is associated with various emotional intelligence dimensions such as empathy, optimism and conflict resolution (Zeidner, Mathews & Roberts, 2004). Many researchers found a positive relationship between emotional intelligence and job satisfaction. (Sy et al, 2006).

Emotional intelligence is a person's self - awareness, self - confidence, self - control, commitment and integrity and a person's ability to communicate, influence and initiate change and accept changes. Many studies have shown that emotional intelligence impacts a leader's ability to be effective (Goleman, 1998). Person who does not develop his emotional intelligence have difficulty in building good relationship with peers, subordinates, superiors and clients. He suggested that the people in the caring professions such as teaching, sales and management are more successful when they show high level of intrapersonal emotional intelligence.

Goleman (2000) suggested that emotional intelligence can be developed and it may lead to enhancement of interpersonal skills and leadership performance. Boyatzis and Mckee (2002) asserted that the effective use of emotion was basic to the function of successful leadership. Haskett (2003) found that emotional intelligence influences people's success in the field of education.

Nowadays most of the organizations recruit employee with high leadership skills. The study of Manser (2005) revealed that emotional intelligence was the driving force behind educator

motivation and productivity through the satisfaction of emotional needs. In education industry, where the success is dependent upon teamwork, collaboration and good interpersonal relationships, the importance of emotional intelligence, which reflects one's ability to interact with others in an effective manner, cannot be ignored. Teaching profession is one of the most stressful professions (Noriah, Iskandar & Ridzaudin, 2010) and emotional intelligence could prove to be an important trait of personality which can be beneficial to academicians (Iskandar, Rohaty & Zuria, 2009). Selva & Loh (2008) insisted that emotional intelligence is critical in determining the success of a teacher in coping with changes in pedagogy. Nelson, Law & Nelson (2006) insisted that by implementing emotional intelligence skills, educators could handle the pressure of the profession. According to Noriah et al (2006) an emotionally intelligent teacher is capable of motivating others, display empathy and care for others.

Adman and Brewer (2001) suggested that people with enhanced emotional intelligence are valuable employees. Recent study (Verma, 2014) has shown that emotional intelligence of teachers in UAE has significant and positive relationship with their job satisfaction and teachers with high emotional intelligence are more satisfied with their job. Lee and Ahmad (2009) found that job satisfaction affects levels of absenteeism, low morale, tardiness, high turnover, quality improvement and participation in decision making. This in turn affects the overall performance of the organization (Pitts, 2009). Ting and Cheah (2010) also insisted that higher educational institutions could gain much by implementing training programs to enhance emotional intelligence in their employees. Emotionally intelligent teacher can understand the emotions, feelings and behavior of students easily and can handle their disputes intelligently. They are emotionally nourishing—they leave students in a good mood.

Many studies have indicated a significant relationship between demographic profiles like age, gender, educational level, Family factors and work experience and the level of emotional intelligence of the teachers. This research tried to study the effect of demographic profiles of expatriate teachers on their emotional intelligence. The demographic profiles studied were age, gender, educational qualification, professional qualification, teaching experience and job position.

### **Purpose of the study**

This study aimed to explore the effect of demographic profiles of teachers on their level of emotional intelligence.

### **Literature Review**

#### **Emotional Intelligence**

The term “emotional intelligence” was first coined in 1990 by two psychologists, Peter Salovey and John Mayer and they proposed an “Ability Model of Emotional Intelligence” which regards emotional intelligence as a pure form of mental ability thus as a pure intelligence. Their pure theory of emotional intelligence integrates key ideas from the field of intelligence and emotions. They proposed that individuals vary in their ability to process information of an emotional nature and their ability to relate emotional processing to a wider cognition and this ability is seen to manifest itself in certain adaptive behaviors (Mayer, Salovey & Caruso, 2000).

Bar-On model of emotional intelligence is considered process-oriented rather than outcome-oriented. It focuses on an array of emotional and social abilities, including the ability to be aware of, understand and express oneself, the ability to be aware of, understand and relate to others, the ability to deal with strong emotions and the ability to adapt to change and solve problems of a

social or personal nature (Bar-On, 1997). According to Bar-On, emotional intelligence develops over time and that it can be improved through training, programming and therapy (Bar-On, 2002). Daniel Goleman (2001) defined emotional intelligence as “the ability to recognize and regulate emotions in ourselves and others”. He proposed his “Mixed Model of Intelligence” which outlines four main emotional intelligence constructs:

A. **Self-awareness**- It is the ability to read one’s emotions and recognize their impact while using gut feeling to guide decision. Goleman defined self - awareness as “knowing one’s internal states, preferences, resources and intuitions”. This is important to psychological insight and self-understanding.

B. **Self-management**- It involves controlling one’s emotions and impulses and adapting to changing circumstances. This enables the individual to manage his own internal states, impulses and control them. It also involves self-monitoring, which allows the individuals to adjust his behavior according to external, situational factors. The elements of self- management include aspects such as trustworthiness, self-control, conscientiousness, adaptability, initiative and innovation.

C. **Social awareness**- It is the third construct of emotional intelligence which includes the ability to sense, understand and react to other’s emotions while comprehending social networks. Thus it is basically an awareness of other people’s feeling and this concept is considered as crucial component of emotional intelligence by several other authors. It includes aspects like empathy, service orientation and organizational awareness.

D. **Relationship management**- This fourth construct of emotional intelligence entails the ability to inspire, influence and develop others while managing conflicts. This skill involves adeptness at handling interpersonal relationships. Goleman (1998) believes that social skills involve

influencing tactics, effective communication, conflict management skills, leadership abilities, change management skills, instrumental relationship management, collaboration and co-operation abilities and effective team membership capabilities.

Goleman suggested that these traits are actually routine human characteristics and they are not connected with status or hierarchy. These traits are human qualities that every person has access

to it and it is merely a case of developing these skills and thus increasing emotional intelligence.

Goleman emphasized that these four components of emotional intelligence can have a great impact on the individual's perception and reaction to organizational events.

### **Demographic profiles and Emotional Intelligence**

Many studies have indicated the effect of demographic profile of academicians on their emotional intelligence level. Marzuki et al (2012) suggested a significant relationship between demographic background and level of emotional intelligence. Kumar and Muniandy (2012) in their study found that emotional intelligence improves with age and experience. Rohana et al (2009) claimed that age group, length of service, position and experience did not have any impact on the emotional intelligence level. Some studies (Condren et al, 2006) have revealed that women tend to have higher emotional intelligence than men. Jorphi, Yaacob & Shah, (2011) found that demographic profiles like age, gender, job position, educational level and work experience have significant positive relationship with emotional intelligence.

### **Research questions**

This study is guided by the following research questions:

1. What is the general emotional intelligence level of expatriate teachers in private schools in UAE?

2. Is there a significant relationship between the demographic profiles of expatriate teachers and the level of the emotional intelligence of the teachers?

## Methodology

### Research Design

The nature of this study is quantitative and a descriptive correlational research design is used.

The data collected were analyzed by descriptive statistics, Pearson correlational analysis and multiple regression analysis.

### Participants

A total of 300 questionnaires were returned from 397 questionnaire distributed and thus the response rate was 75.5%. This study was carried out in fifteen private schools situated in different emirate of UAE. The sample consisted of 5.4 % male teachers and 94.6 % female teachers.

### Instrumentation

Two instruments were used -

1. Demographic questionnaire (By Researcher): It consisted of six items which measured-gender, age, academic qualification and professional qualification, teaching experience and job position.
2. Emotional Intelligence Appraisal (EIA; Bradberry and Greaves, 2001, ME Edition): The emotional intelligence of teachers was assessed by using Emotional Intelligence Appraisal which is a skill based self - report measure of emotional intelligence and provide the estimate of their emotional intelligence. Emotional Intelligence Appraisal measures overall emotional quotient (EQ) and the four emotional quotient competencies of Daniel Goleman's Mixed Model of Intelligence-Self – awareness, Self- management , Social awareness, Relationship management. Since teachers were measuring their own emotional intelligence, ME edition of Emotional Intelligence Appraisal was used. The questions of Emotional Intelligence Appraisal are



structured using a 6-point frequency scale to measure levels of current emotional intelligence competence: 1 - Never: 2 - Rarely: 3 - Sometimes: 4 - Usually: 5 - Almost always: 6 - Always. The higher the mean score on the behavior scale, the higher is the level of emotional intelligence demonstrated by the individual (Wolmarans and Martins, 2001). The overall reliability measured in terms of Cronbach's alpha reliability coefficient for EIA was .86 which shows its similarity with Emotional Intelligence Appraisal technical manual value.

## Results

### Demographic variables of the teachers

Descriptive statistics of demographic Variables of teachers were reported from Table 1 - Table 6.

**Table 1: Gender**

Gender	Frequency(N)	Percentage(%)
Male	35	11.7
Female	265	88.3

**Table 2: Age Variable:**

Age	Frequency(N)	Percentage(%)
21-30	55	18.3
31-40	132	44
41-50	88	29.3
51-60	23	7.7
Over 60	2	0.7

**Table 3. Academic Qualification Variable:**

Academic Qualification	Frequency(N)	Percentage(%)
Senior Secondary/A Level	9	3
Graduate	136	45.3
Post Graduate	139	46.3
Doctorate	16	5.3

**Table 4. Professional Qualification Variable:**

Professional Qualification	Frequency (N)	Percentage (%)
Diploma in Education	60	20
Degree in Education	206	68.7
Master in Education	34	11.3
Doctorate in Education	00	00

**Table 5. Teaching Experience Variable:**

Teaching Experience	Frequency(N)	Percentage(%)
0-5 Years	74	24.7
6-10 Years	89	29.7
11-15 Years	51	17

16-20 Years	39	13
21-25 Years	29	9.7
26-30 Years	11	3.7
Over 30 Years	7	2.3

**Table 6. Job Position of Teachers Variable:**

Job Position	Frequency(N)	Percentage(%)
Primary Teachers	125	41.7
Secondary Teachers	119	39.6
Senior Secondary Teachers	56	18.7

Of the 300 teachers, 265 teachers were female and 35 were males. In the Age profile, 44 % were between 31 - 40 age range, while 29.3 % teachers were in between 41-50 years of age, 18.3% were 21 – 30 years old, 7.7% were 51-60 years old and only 2 teachers were over 60.

A majority of the teachers hold postgraduate (46.3%) degree, while 45.3% were graduates, 5.3% were doctorate and only 3% were senior secondary or A- level. In professional qualification, 68.7% of the teachers completed degree in education, while 20% were diploma holder in education, 11.3% hold post graduate degree in education and no lecturers/teachers was doctorate in education.

Out of 300 respondents, 24.7 % teachers had between 0-5 years of experience, 29.7 % teachers had 6-10 years of experience, 17% teachers had 11-15 years, 13 % teachers had 16-20 years and

9.7% teachers have 21-25 years of experience. 3.7% teachers have 26-30 years and only 2.3% teachers had over 30 years of experience. 41.7% teachers were primary teachers whereas secondary and senior secondary teachers comprised 39.6% and 18.7% respectively.

**Table 7: Mean, SD of Items of the Emotional Intelligence Appraisal Questionnaire:**

Emotional Intelligence Appraisal (EIA)	No. of item	Mean	SD	N
Item Mean	28	4.52	1.58	300

The mean value of emotional intelligence of teachers as measured by Emotional Intelligence Appraisal is higher (M = 4.52) than the universal norm (M = 4.21) which shows that expatriate teaching faculties working in private educational organizations have high emotional intelligence.

**Table 8. Pearson Correlation Coefficient of Demographic Variables of Teachers on their level of Emotional Intelligence**

Demographic Variables →	Age	Academic Qualification	Professional Qualification	Teaching Experience	Job Position
Emotional Intelligence	.046	-.068	-.069	.115	-.116

Demographic characteristics like Age, academic qualification, professional qualification and teaching experience as a teacher and job position did not correlate significantly to their level of emotional intelligence.

**Table 9. Regression Analysis of Demographic Variables of Teachers on their Emotional Intelligence**

Demographic Variables	Df	B	B (Beta)	T	Sig.	R square	F
Age	1	4.049	.181	2.184	.030*	.053	2.417*
Academic Qualification	1	-.374	-.012	.160	.87		
Professional Qualification	1	1.165	.033	-.470	.639		
Teaching Experience	1	2.870	.241	2.838	.005*		
Job Position	1	1.884	-.131	-1.757	.080		

\* p < .05

The age of teachers showed a positive significant predictive relationship with teachers' emotional intelligence level and working experience of teachers showed positive significant predictive relationship with their emotional intelligence and all demographic profiles of teachers explained the 5.3 percent of variance in the teachers' emotional intelligence level.

### Discussion and conclusion

The findings of the study clearly indicated that expatriate teachers have high emotional intelligence competencies and are able to perceive their own emotions and understand emotions in others also. They are able to manage their emotional reactions to all situations and people. They can communicate clearly and can handle conflicting situations effectively.

Result of this study also indicated that demographic profiles of teachers were not significantly correlated to their emotional intelligence level and hence did not influence to their emotional intelligence level. When regression analysis was conducted, it was found that age and teaching experience of the teachers showed significant predictive relationship with their level of emotional intelligence.

**Age and Emotional Intelligence:** Many researchers (Bar – On, 2002; Mayer, Salovey and Casuro, 2002) supported the assumption that emotional intelligence increases with age and hence age is positively associated with emotional intelligence. This study also found that in case of expatriate teachers, age has positive and significant predictive relationship with the emotional intelligence. Stein (2014) insisted that total Emotional Quotient score, measured by Bar On EQ-I, increased significantly with age, peaking in the late forties or early fifties. Fariselli et al (2008) found that emotional intelligence increase slightly with age as older people are more self-aware and are better at self-management and there is positive relationship between age and empathetic capability of a person. Kumar and Muniandy (2012) also found that emotional intelligence of polytechnic lecturers in Malaysia improves with age. Noriah et al (2006) insisted that spirituality and maturity developed due to increasing age are the factors for developing stable emotions and hence high emotional intelligence. Goleman (1996) also insisted that emotional intelligence increases with maturity which comes with age and work experiences.

**Qualifications and Emotional Intelligence:** The academic and professional qualification of the teachers had no significant relationship with their emotional intelligence level. Teachers' education did not influence their level of emotional intelligence. Though some researcher (Kumar et al, 2012) found that academic qualification do influence their level of emotional intelligence.

**Teaching experience and Emotional Intelligence:** Teaching experience of teachers showed a positive significant effect on their emotional intelligence. Kumar et al (2012) also found that emotional intelligence among the educators improved with teaching experience. Many researchers have found that work experience is the most important factor that can impact on emotional intelligence in the educational administration (Aryee, Wyatt and Stone, 1996; Nabi, 1999; Goleman, 1996). Haberman and Rickards (1990) contend that it takes about three years to

become a competent classroom teacher and teaching experience enhances his capability in understanding students' emotions with maturity and handling them in a better way. Fariselli et al (2008) also found that teachers having sixteen or more years of teaching experience had higher emotional intelligence than their colleague with less teaching experience. Thus higher the work experience of teachers, higher will be their emotional intelligence and teachers will be more empathetic and caring towards the emotions of the students.

**Job Position and Emotional Intelligence:** This research study found emotional intelligence of teachers was not significantly influenced by the grades in which they were teaching. Rohana et al (2009) also reported that position of a teacher did not impact his emotional intelligence. Result of this study also indicated that emotional intelligence of teachers teaching in primary, secondary and senior secondary were not impacted by teaching grades.

### **Limitations & Recommendation**

Since this study sample includes teachers from private school only, the result cannot be generalized to all teachers working in UAE. Future study should use more comprehensive sample covering teachers from both private and public schools.

Findings of this study demonstrated that Age and work experience of teachers have positive influence on their level of emotional intelligence. Hence management of private schools in UAE must consider age and teaching experience of teachers in the recruitment of school teachers.

Teachers who are emotionally intelligent can connect quite smoothly with students and are astute in reading their reactions and feelings. Goleman (1998) also stated that emotional intelligence influences people's success in the work place and concluded that organizations that recognize, understand and leverage emotional intelligence will be able to meet the challenges in today's work environment.

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