



IMPACT OF EMOTIONAL INTELLIGENCE, PERCEIVED SELF-EFFICACY AND SUBJECTIVE WELLBEING: A COMPARATIVE STUDY BETWEEN SCHOOL TEACHERS AND HIGHER EDUCATION TEACHERS IN PUBLIC SECTOR

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ABSTRACT

This study is conducted to compare the relationship of emotional intelligence, perceived self-efficacy, life satisfaction and subjective wellbeing on school teachers and higher education teachers in the public sector of Karachi-Pakistan. It was further hypothesized that Emotional intelligence, perceived self-efficacy, life satisfaction and subjective well-being would differ across school teachers and higher education teachers. A sample of 200 teachers from school teachers and higher education teachers of the public sector, Karachi-Pakistan was taken. The age range of participants was between 25-55 years. The measures, used in the study are: Demographic information form, ICP Subjective Wellbeing Scale Urdu version of Generalized Self-efficacy Scale and Pakistani version of Trait Emotional intelligence Questionnaire-Short Form Data was analyzed using SPSS version 20. Results showed that Emotional intelligence and subjective well-being significantly differ among school and higher education. It was concluded that these psychological factors influenced teachers' practices and productivity.

Keywords: Emotional Intelligence, Perceived Self- Efficacy, Subjective Wellbeing

INTRODUCTION

A teacher can play the most important role in building the social and emotional character of nations. Teachers working at different levels of education have many obligations and responsibilities that bring out different levels of stress in their work lives (Imonikebe, 2009). The tremendous efforts to keep pace with the changing academic demands of students lead to mental pressures and stress among teachers (Dwyer & Cummings, 2001; Salami, 2006).

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Emotional intelligence has been found relevant in Teaching. Emotional intelligence is defined by (Emmerling & Goleman, 2003) as how capacities and characteristics of a person are identified with the individual's feelings. According to (Maul, 2012; Mayer, Salovey & Caruso, 2004) emotional intelligence lies in capabilities and willingness of an individual in overseeing his feelings as well as of others. Individuals with high EI are in contact with their feelings and better manage themselves in a way that spreads prosperity in their lives (Bar-On, 2005).

Whereas emotional intelligence in teaching alludes that high IQ does not guarantee high emotional abilities, whereas Sutton and Wheatley (2003) believe that teachers who have high emotional intelligence show free speech of thoughts that leads them to the imagination and shared appreciation.

Self-Efficacy in Teaching can be defined as "The convictions of individuals about their capacities of delivering assigned tasks in a way that influence their lives positively" (West, 2005). According to the definition individual's belief in their abilities to complete their given tasks within precise conditions refer to their self-efficacy. Bandura (1997) believes that Self-efficacy is people's self-reliance in their capability to design and execute a strategy to achieve anticipated results.

High self-efficacy primes a person to be productive even in a tough working environment, for example, Self-efficacy in instructors can be anticipated that their techniques will positively affect their own and their students' learning. It also helps them to set objectives and techniques for accomplishing those objectives (Ashton, 1986). According to Gibson and Dembo (1984), the higher self-efficacy among teachers could help in promoting exercises that aid students to achieve more in their academics. Self-efficacy is yet a substantial quality of a teacher that constantly identifies with educating and learning. Swars (2005) signified that the significance of instructor efficacy for the advancement of useful teaching techniques, is a requisite to explore educators' feeling self-efficacy and its influences on their personal and professional life.

Subjective Wellbeing in teaching is reflected to be the same as life fulfillment (Neugarten, Havighurst, and Tobin, 1961). Subject wellbeing includes life fulfillment, feeling positive influence more often and dealing with sentiments of a negative effect (Diener, and

Biswas-Diener, 2002). Campbell (1976) believes that subjective well-being lives inside the person. Second, it incorporates positive measures. Subjective well-being is not only the absence of negative components. Third, it measures regularly an incorporated assessment of all parts of a person's life.

While the subjective wellbeing is an intermediary for full-of-feeling assessment. It's a person's passionate and logical clarification and valuation of an individual's life. Diener (1984) defines subjective wellbeing in three key sections: life satisfaction, positive impact and negative impact. According to Waterman (1993), those who are in positive or less negative situations are usually satisfied with their life and have strong subjective wellbeing. It is seen that life fulfillment to some degree might be obstructed by full of feeling states, for the most part, it's all about how an individual's life is going on (Pavot and Diener, 2008). The passionate divisions of positive and negative effects are noticeably more responsive to conditions (Chow, Ram, Fujita, Boker, and Clore, 2005).

According to Evers, Tomic and Brouwers (2004), teachers play an important part in helping their students surpass in their academics. Taylor and Tashakkori (1995) believe that a good salary in teaching is linked with bigger measures of occupation satisfaction. According to the work of Howard and Johnson (2002), satisfaction and subjective wellness are rudimentary variables in the life of a teacher. Certo and Fox (2002) examine that workplace conditions directly affect teachers' subjective wellbeing. Goddard and O'Brien (2002) believed that subjective wellbeing can be increased if negative forces or stress is precise.

Life satisfaction in teaching is explained as an "individual's cognitive judgment about comparisons based on the compatibility of their own living conditions with the standards" (Diener, Emmons, Larsen, & Griffen, 1985). Researchers believe that the lesser unsuitability between the one's desires and achievements, the more will be life satisfaction (Diener, Oishi, & Lucas, 2002). There are numerous benefits as in psychological and even social related to life satisfaction that validate its significance for the psychological strength of a person. (Simsek, 2011). According to Frish (2006), life satisfaction increases self-confidence, optimism and health of a person while serving people to successfully manage challenges and serves goal-oriented behavior. The emotional approach also defines life

satisfaction trending a balance between both positive and negative affect (Bradburn, 1969).

A study on high school teachers by Hussein (1996) found that dissatisfaction in teachers affects their self-esteem. A study by Khanna (1985) concluded that effectiveness among teachers is directly proportional to their students' attainments in several scenarios. A study by Lunenburg (1989) relates teachers' efficiency with their satisfaction level with an institution, commitment toward their work and their student's responses.

According to Woolfolk & Hoy (1990) emotional intelligence, subjective well-being and self-efficacy play an important part in educational research. According to research individuals with higher levels of Emotional Intelligence have more control over their emotions and can regulate these emotions in a fruitful way (Bar-On, 2005). Thus the teachers with high emotional intelligence are even happier than the others (Furnham and Petride, 2003). Teachers with higher levels of self-efficacy are likely to accomplish their tasks. Oyewumi, Ibitoye and Sanni (2012), believe that confidence in one's capabilities helps fulfill tasks as a challenge instead of threats. Efficacious individuals have higher rates of accomplishment, but they are also less disposed to stress and less susceptible to depression (Bandura, 2001).

The literature supports that feelings of satisfaction increase the subjective well-being of an individual (Bar-On, 2005). In the current study, subjective well-being is considered to be comprised of positive affect, negative affect and life satisfaction. Positive and negative comes as emotional state-of-mind whereas life satisfaction is all about cognitive assessment of a person's life (Compton, 2005). Life satisfaction removes the negativity in people's life. For teachers, since little research has been done and in the above studies it was examined that emotional intelligence and subjective well-being does play an important role in not only for school teachers but also higher education teachers in the public sector of Karachi-Pakistan, as it is seen that the higher the subjective well-being, the happier and satisfied a person will be. This study will fill the gap in literature and the objectives of the study are:

RESEARCH OBJECTIVES

- To explore the difference between School and University Teachers on life satisfaction.

- To explore the difference between School and University Teachers on subjective well-being.
- To explore the difference between School and University Teachers on self-efficacy.
- To explore the difference between School and University teachers on emotional intelligence.

RESEARCH HYPOTHESIS

To conduct this research, it was hypothesized that

- There will be a difference between School and University Teachers on life satisfaction.
- There will be a difference between School and University Teachers on subjective well-being.
- There will be a difference between School and University Teachers on self-efficacy.
- There will be a difference between School and University teachers on emotional intelligence.

RESEARCH METHODOLOGY

The sample data consists of 200 female teachers. Both school teachers (N=100) and higher education teachers (N=100) teachers. The age range of the participants was between 25- 55 years. Sample data was drawn from schools and universities of Karachi, Pakistan.

Inclusion Criteria and Exclusion Criteria was that the teachers between 25 and 55 of year ages were allowed to participate in this study with at least one year of experience. The minimum education criteria for these participants were to be equal to or more than master' degree. Teachers with less than 1 year of experience were excluded from the survey whereas divorced, widowed and separated teachers were also excluded from the study.

Measures includes demographic form and the following questionnaires:

- Pakistani version of Trait EI Questionnaire-Short Form by Shahzad, Riaz, Begum, Khanum, (2013).
- Urdu version of Generalized Self-efficacy Scale by Tabassum & Rehman, (2003).
- ICP Subjective Wellbeing Scale by Moghal & Khanam, (2013).

The demographic information of respondent's age, gender, marital status, duration of the marriage, number of children, family system, education, designation, experience, monthly income and other socio-demographic details.

Pakistani version of Trait Emotional intelligence Questionnaire-Short Form (Shahzad, Riaz, Begum, Khanum, 2013) is translated and adapted version of TEIQue-SF (Petrides & Furnham, 2006). It is a 30-item questionnaire used for measuring the Global Trait Emotional intelligence (Trait EI). Moreover, it includes two items from each of the 15 facets in the short form, which uses a 7 point response option format that is similar to that of the Likert response scale. The responses in this scale range from 1 =Completely Disagree to 7 = Completely Agree. Analysis of Cronbach's alpha coefficient of Pakistani version is found .88, and re-test reliability is found to be .81.

Urdu version of Generalized Self-Efficacy (Tabasum & Rehman, 2003) was used in the present study to measure Self-efficacy among the participants. In 1995, Jerusalem and Schwarzer originally developed this scale which was further translated into different languages. The GSE is a 10-item scale designed for analyzing optimistic self-beliefs required for coping with several problems people may face in their day-to-day personal/professional lives. The Cronbach alpha of the Urdu version computed from the present study is 0.89.

ICP Subjective Wellbeing Scale (Moghal & Khanam, 2013) consists of three subscales namely positive affect, negative affect and life satisfaction. Positive affect and negative affect subscales contain 12 items each, whereas the life satisfaction subscale consisted of 5 items. Respondents are required to mark a five-point Likert scale. The value of Cronbach's alpha for life satisfaction was found to be .807; whereas the split-half reliability is .76, and test and re-test reliability is .82. Cronbach's alpha for negative effect is found to be .84 whereas, this value for positive effect is found to be .83. Reliability for split half of positive affect is .82 and for negative affect is .81. It has also been found that test and retest reliability for positive effect is .76 and for negative affect is .73, which is up to the required standards.

RESULT

TABLE-1
TABLE SHOWING SOCIO-DEMOGRAPHIC CHARACTERISTICS OF
THE PARTICIPANTS (N=135)

Variable	Frequency	Percent
Age		
25-30	43	21.5
31-35	44	22.0
36-40	49	24.5
41-45	25	12.5
46-50	19	9.5
51-60	20	10
Level of Teachers		
School Teacher	100	50
University Teacher	100	50
Marital status		
Unmarried	66	33.5
Married	133	66.5
Family Structure		
Nuclear	96	47.7
Joint	104	52.3

TABLE-2
TABLE OF T TEST SHOWING THE DIFFERENCE BETWEEN SCHOOL
AND UNIVERSITY TEACHERS ON LIFE SATISFACTION, SUBJECTIVE
WELLBEING, SELF-EFFICACY AND EMOTIONAL INTELLIGENCE

Variable	group	N	Mean	SD	T	df	p	Lower level	Upper level	Cohens'd
Emotional intelligence	school	100	119.66	17.18	-4.78	198	.000**	-16.52	-6.87	0.67
	university	100	131.36	17.40						
Self-efficacy	school	100	29.84	5.26	-.079	198	.937			
	university	100	29.90	5.45				-1.554	1.434	0
Life Satisfaction	school	100	17.68	3.41	-	198	.643			
	university	100	17.92	3.88	.4642			-1.26	0.78	0.06
Subjective well being	school	100	70.43	6.57	-2.26	198	.025*			
	university	100	72.49	6.30				-3.85	-.264	0.32

** $p < .01$, * $p < .05$

Results reveal that there is a significant difference between school teachers and higher education teachers on emotional intelligence (0.00) at ($p < .01$) and subjective wellbeing (0.025) at

($p < .05$). Whereas there is no significant difference between school teachers and higher education teachers on self-efficacy and life satisfaction.

DISCUSSION

It has been identified throughout the research that a teacher is a demanding profession; it did not just involve the physical appearances of a teacher in the class setting. It also requires him/her to engage mentally in the class thus affecting their psychological standing (Farhan & Ali, 2016; Salimirad & Srimathi, 2016; Costa, et.al., 2013). Emotional intelligence skills require the teachers to not only benefit their subjective wellbeing but also benefit students (Kim & Fah, 2015; Mehta & Mehta, 2015; Kokkinos, 2007). School teachers are found less emotionally intelligent as compared to higher education teachers. It is also found that it includes teaching objectives, stimulation, encouragement, availability, help, enthusiasm, and equity, which is not given importance in school teaching. It has been found that only 11% of higher education teachers that they have issues with their mental capacity when studying with uncooperative class while others have different opinions considering EI and subjective well-being directly associated with their performance (Nasir, 2011, Wannamaker, 2005). Teachers in high schools are quite efficient in setting up their teaching plan as it is keen to use EI controlling their emotions to develop a secure environment to build the skills and capabilities of teachers (Herkenhoff, 2004, Nasir, 2011). With the change in teacher capabilities with EI, teachers can increase their competitiveness, value support, productivity, and time management skills, resolving the issues that students face in class considering subjective wellbeing (Mehta & Mehta, 2015; Kim & Fah, 2015). The study shows a significant difference in the emotional intelligence of teacher educators about the area and marital status (Singh, J.D. 2015). A study conducted in Italy found a significant difference in EI and self-efficacy of teachers concerning age gender and experience (Fabio, Annamaria Di; Palazzeschi, Letizia, 2008). Several studies have shown that the perceived support of teachers was associated with the academic success of students as well. (Huang et.al., 2018; Urquijo et.al., 2016, (Mavroveli, et.al., 2009).

Moreover, it is found in this study that there is no difference in the self-efficacy of school teachers and higher education teachers.

Previous researches conducted on this subject matter determine that the EI and self-efficiency as there is a close connection between the undertaken components including emotional awareness, empathy, and self-efficiency developing a sense of flexibility, optimism, interpersonal relationship as a positive predictor (Chughtai & Zafar, 2006; Rastegar & Memarpour, 2009). It increases efficiency-based beliefs among high school teachers improving their overall productivity and predictors of efficiency. The study determined that a prolonged period of teaching experience helps the teachers to reduce stress. However, different dimensions are linked with the subjective well-being of teachers (Bar-On, 1997; Mayer, Caruso, & Salovey, 2000; Compton, 2005, Beri & Jain, 2016)). No difference is found in school and higher education teachers which affirm that life satisfaction as an indicator of subjective well-being can be defined as the individual's cognitive assessment of one's own life which includes many factors like job, marriage, health, etc. (Diener, & Diener, 1995; Pavot et.al., 1991). Results of this study show that Subjective well-being is high in uni teachers as compared to school teachers. It was seen that the teachers' subjective well-being were found to be high in the research (Cetin, A., 2019). Subjective well-being was negatively affected by anxiety about finding a job and economic problems, whereas opportunities had a positive effect on subjective well-being (Diener and Scollon, 2014) emphasized that subjective well-being is paramount in health and social relations. High levels of teachers' subjective well-being will positively affect their teaching style and their relationship with their students (Öztürk, 2015).

Implication: The study has important implications, for example identifying the efficiency of EI training for teachers. Even though the research determines the training help the teachers to reduce the adversaries of subjective wellbeing, teachers should consider the positive elements of their operational effectiveness at their workplace (Goad, 2005; Justice, 2005).

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