



An Investigation into The Level of Emotional Intelligence Among Teachers in Pahang: A Pilot Study

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Abstract: The purpose of this pilot study was to measure the level of emotional intelligence among teachers in the Malaysian state of Pahang. A simple random sampling was used to pick participants, and a total of 40 teachers were chosen. The study was conducted quantitatively using a questionnaire to collect data and then analysed using descriptive statistics using Statistical Packages for Social Sciences. The questionnaire derived from the Wong and Law Emotional Intelligence Scale (WLEIS) included sixteen items that assessed emotional intelligence. Socio-demographic data and emotional intelligence levels were quantified using percentage, frequency, and mean scores. The descriptive analysis revealed that the respondents' emotional intelligence was relatively high, with a mean score of 4.34. Teachers are educational agents who contribute significantly to the advancement of education and should understand emotional intelligence's critical function in the learning process. With a high level of emotional intelligence, teachers will be able to control their emotions, demonstrate greater empathy, adjust to new situations, and deliver the best education possible to their students.

Keywords: Emotional regulation, emotional appraisal, emotional intelligence, teacher

1. Introduction

The reality of the teaching profession is changing in tandem with the growth of globalization in Malaysian education. With the Education Development Plan 2013-2025, the Ministry of Education seeks to advance education in Malaysia. The strategy intends to grow human capital, establish a nation-state, reduce the education gap, and enhance excellence in educational institutions (Kementerian Pendidikan Malaysia, 2012). Following that, the concept of education centred on the National Education Philosophy touches on comprehensive efforts to improve the quality of the national education system through the formation of a physically, emotionally, spiritually, and intellectually balanced generation committed to academic excellence (Tahir, Al Muzammil, & Salleh, 2012). Thus, teachers play a critical role in attaining the government's objectives. Hence, it is critical to stress teachers' emotional intelligence to ensure that the intended ambitions are met.

Teachers' roles in education are constantly being tested by environmental conditions, most notably the implementation of School-Based Assessment (SBA), disciplinary problems among students, excessive workload, a crowded work environment, a dysfunctional school administration system, and the perceptions and desires of students' parents (Huyghebaert et al., 2018; Ishak, Iskandar, & Ramli, 2010; Owaa & Raburu, 2021). This excessive involvement can result in teachers developing emotional and psychological stress disorders (Herman et al., 2020; Ishak et al., 2010; Ishak et al., 2006), and their motivation levels fall (Capone, Joshanloo, & Park, 2019; Surana, 2010). Emotional intelligence factors can influence or predict teacher job satisfaction (Lee, Kwon, & Richards, 2019), commitment (Ashraf, Hosseinnia, & GH. Domsy, 2017), performance (Hamid, Suriansyah, & Ngadimun, 2019), and well-being (Puertas Molero et al., 2019; Wong & Law, 2002). As a result, emotional intelligence is critical in supporting teachers in addressing the demands of their schools and students.

Numerous challenges and developments have placed the educational profession in a precarious position, as educators have lost their commitment and dedication to their work (Ismail, 2014). These inconsistencies have created a challenge for educators to the point where the job itself is under pressure. This job stress will have an effect on the educator's emotional, motivational, psychodynamic, and physical well-being. This detracts from the profession's popularity, and many educators express dissatisfaction with their work. Eventually, these educators chose to resign from

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their positions (Fetherston & Lummis, 2012). Thus, the emotional intelligence of teachers is critical to investigate in this study.

2. Literature Review

Over the last 30 years, substantial research has been conducted on emotional intelligence (EQ). Salovey and Mayer (1990), Goleman (1995), and Bar-On (1996) are among the pioneers of research on emotional intelligence. Since these ideas of emotional intelligence were founded, several investigations on emotional intelligence and other components have been conducted. For instance, studies on the relationship between emotional intelligence and academic performance (Shipley, Jackson, & Segrest, 2010; Swanepoel & Britz, 2017), emotional intelligence and personality (Alghamdi, Aslam, & Khan, 2017), emotional intelligence and stress (Arora et al., 2011; Boshoff, 2011; Mérida-López & Extremera, 2017), emotional intelligence and health (Martins, Ramalho, & Morin, 2010; Smith et al., 2012) were investigated by past researchers.

According to Goleman (1995), emotional intelligence (EQ) is the capacity to monitor one's own and others' emotions, differentiate between good versus bad, and use the information to aid one's ideas and actions. Emotional intelligence can also be characterized as a subset of social intelligence that is capable of regulating a range of emotions, discriminating between them, and utilizing information to influence one's ideas and behaviors (Mayer & Salovey, 1993). EQ is separated into two major components: emotions for self-connections and emotions for interpersonal relationship. Intrapersonal skills include identifying self-emotions, controlling self-emotions, and motivating self-emotions. While Interpersonal skills can be classified into two categories, namely managing productive relationships and understanding others' emotions (Najib, Azizi, & Yusof., 2002). Meanwhile, Bar-On (1997) defines emotional intelligence as a network of emotions, emotional knowledge, and skill-ability that influences an individual's total ability to deal effectively with environmental demands.

Most prior studies on emotional intelligence in Malaysia were conducted on different professions such as nurses, bank officers, police officers, and others (Kumarasamy, Pangil, & Mohd Isa, 2016; Saad & Marzuki, 2013; Sahid & Nadzar, 2013; Vasudevan, 2019). Meanwhile, most teacher studies have been undertaken in states such as Kuala Lumpur, Selangor, Johor, Kedah and Penang (Mohamad & Jais, 2016; Thomas et al., 2012; Yusof et al., 2014). Furthermore, the findings of studies on teachers' levels of emotional intelligence are limited. Thus, the study intends to conduct a study on the emotional intelligence base on Wong and Law (2002) among teachers in Pahang state schools, focusing on aspects such as self-emotional appraisal (SEA), others' emotional appraisal (OEA), use of emotion (UOE), and regulation of emotion (ROE). The research questions and objectives of the study are as follows:

2.1 Research Questions

The purpose of this study is to determine the level of emotional intelligence among Pahang school teachers. As a result, the following questions were addressed in this study:

- a. What is the level of self-emotional appraisal (SEA) among school teachers in Pahang?
- b. What is the level of others' emotional appraisal (OEA) among school teachers in Pahang?
- c. What is the level of use of emotion (UOE) among school teachers in Pahang?
- d. What is the level of regulation of emotion (ROE) among school teachers in Pahang?
- e. What is the level of emotional intelligence among school teachers in Pahang?

2.2 Research Objectives

The objectives of this study are as follows:

- a. To identify the level of self-emotional appraisal (SEA) among school teachers in Pahang.
- b. To identify the level of others' emotional appraisal (OEA) among school teachers in Pahang.
- c. To identify the level of use of emotion (UOE) among school teachers in Pahang.
- d. To identify the level of regulation of emotion (ROE) among school teachers in Pahang.
- e. To determine the level of emotional intelligence among school teachers in Pahang.

3. Methodology

This pilot study is a survey and quantitative research used to determine the level of emotional intelligence among teachers. Descriptive research design is used in this study. This is a cross-sectional study that examines data from a population at a particular point in time. This study surveyed 40 respondents that was chosen randomly in Pahang. Respondents in the study are bilingual and proficient in Malay and English. The questionnaires were distributed to teachers in Pahang and a descriptive statistical measuring technique were utilised in this study.

Wong and Law Emotional Intelligence Scale (WLEIS) were used to investigate the emotional intelligence of teachers in the state of Pahang developed by Wong and Law (2002). The questionnaire consisted of 16 items that consist of four sub-scales assessing self-emotional appraisal (SEA), others' emotional appraisal (OEA), use of emotion (UOE),

and regulation of emotion (ROE). On a 6 -point scale, respondents were asked to rate their level of agreement, with one indicating strongly disagree and six indicating strongly agree. Table 1 shows items classified based on their components.

Table 1. Emotional Intelligence Components

Instrument	Components	Item
Wong and Law Emotional Intelligence Scale (WLEIS)	Self-emotional appraisal (SEA)	1, 2, 3, 4
	Others' emotional appraisal (OEA)	5, 6, 7, 8
	Use of emotion (UOE)	9, 10, 11, 12
	Regulation of emotion (ROE)	13, 14, 15, 16

The Statistical Package for Social Science (SPSS) version 18 was utilised by the researcher in this investigation. The researcher used this software to examine the study data. The results of using this quantitative method can be described in the form of graphs, tables, and charts. As shown in Table 2, researchers utilised the Likert scale to categorise mean into three levels: High Level, Moderate Level, and Low Level.

Table 2. Level of Mean Score

Level	Range
High	4.34 – 6.00
Moderate	2.67 – 4.33
Low	1.00 – 2.66

4. Results and Discussion

Based on Table 3, the results of the analysis show that out of 40 respondents, a total of 10 respondents (25.0 %) are male, and 30 respondents (75.0 %) are female. The majority of respondents were married, namely 34 people (85.0 %), while the single respondents were five people (12.5 %) and divorced one. A total of 33 people (82.5 %) aged 30-49 years and followed by the age category less than 30 years which is a total of 4 people (10.0 %). In contrast, the age category over 50 years recorded a total of 3 people (7.5 %). The majority of respondents have a bachelor's degree for their educational qualification. Finally, most respondents also have a salary of more than RM3500.

Table 3. Respondents Profile

Demographics		Frequency (f)	Percentage (%)
Gender	Male	10	25.0
	Female	30	75.0
Age	<30	4	10.0
	30-49	33	82.5
	>50	3	7.5
Education	Bachelor	33	82.5
	Masters	7	17.5
Status	Single	5	12.5
	Married	34	85.0
	Divorced	1	2.5
Salary	<RM3500	13	32.5
	>RM3501	27	67.5

The mean score of self-emotional appraisal (SEA), others' emotional appraisal (OEA), emotion usage (UOE), and emotion regulation (ROE) among teachers are shown in Table 4. The findings indicate that teachers' self-emotional appraisal is excellent, with a mean score of 4.59 on a 6-point Likert scale. This implies that teachers are aware of their feelings and emotions. Additionally, the study's findings revealed a moderate level of others' emotional appraisal with only 3.95. Furthermore, teachers demonstrated a high level of use of emotion with an average score of 4.49. Teachers' regulation of emotion component score at a moderate level (4.29) indicates teachers' ability to regulate their emotions moderately. Finally, the emotional intelligence of teachers is high as a whole, with a score of 4.34. This demonstrates unequivocally that teachers in Pahang are able to evaluate their emotion as well as other. At the same time, teachers can use their emotions positively and control them efficiently.

Table 4: Mean of Emotional Intelligence (EQ)

No	EQ Dimensions	Mean	Level
1	Self-emotional appraisal (SEA)	4.59	High
2	Others' emotional appraisal (OEA)	3.95	Moderate
3	Use of emotion (UOE)	4.49	High
4	Regulation of emotion (ROE)	4.29	Moderate
EQ (Total Mean)		4.34	High

The findings of this study are in line with the opinion of Boyatzis and Goleman (2007) that individuals with high emotional intelligence are able to develop ongoing career needs, personnel development and are able to support others. Azhar (2004), claimed that emotional intelligence may encompass a wide variety of characteristics that define a human being. Najib et al. (2002), declares that high emotional intelligence among teachers is very significant in implementing consultation with students so that the educational process becomes more effective and meaningful and further achieves the objectives of the National Education Philosophy. This study shows the influence of emotional intelligence on teachers in the workplace (Ulya, Utomo, & Ismaya, 2021). However, because of the limited sample size, it is difficult to generalize to the teacher population. As a result, further research with larger sample size is needed to demonstrate that this element can influence Malaysia's teaching profession.

5. Conclusion

Teachers' level of emotional intelligence was assessed based on four dimensions, namely self-emotional appraisal (SEA), others' emotional appraisal (OEA), use of emotion (UOE), and regulation of emotion (ROE). The results show that the level of emotional intelligence among teachers is high. It also reveals that the role performed by the Malaysian Qualifications Framework (MQF) in strengthening the human capital of teachers through the use of soft skills at teacher educational institutions (IPG) has succeeded in creating teachers with high emotional intelligence.

According to the study's findings, emotional intelligence is critical in education. Emotional intelligence should be utilized to the fullest extent possible in order to ensure educational success. In this scenario, teacher as educators must emphasize the importance of emotional intelligence in the performance of their assigned duties at school. Schools must educate teachers and students on how to develop a high level of emotional intelligence (EQ) in order to manage emotions effectively. Additionally, teachers should serve as role models for the development of emotional intelligence (EQ) by demonstrating caring and pleasant behavior when interacting with students.

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Conflict of Interest

The authors declare no conflicts of interest.

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