

# The Influence Of Teacher Emotional Intelligence On Work Discipline

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## Abstract:

The purpose of the study was to investigate the influence of teacher emotional intelligence on work discipline. 348 teachers working in 201 primary schools of district Mardan was the sample of the study. The findings of the study showed a significant relationship between the facets of emotional intelligence and work discipline however, overall no correlation between the facets of teacher emotional intelligence and work discipline of primary school teachers was found. Furthermore, the highest correlation between the use of emotions and regulation of emotions; and the lowest correlation between the facets of time management and teacher showing positive attitude towards students, were found.

**Keywords:** Emotional intelligence, work discipline, teacher's student relationships

## Introduction:

Work discipline of teachers plays an important role in students-teachers' relationships, teachers-relationships, time management, attendance and personal hygiene that enhances performance of teachers. Work discipline is one of the most important factors that influence behavior of the teachers that enhances teachers' performance. Successful educational institutions comprised of disciplined and emotionally intelligent staff that contributes in educational system to enhance performance of the students and teachers (Collie, Shapka, & Perry, 2012). Teachers use their emotional intelligence to control disruptive behavior of the students, indiscipline, complicated relations and pressures created by

parents of the students. Emotional intelligence has three fundamental levels which have mental operations that contain emotion, motivation and cognition. Emotional intelligent teachers are able to think positive and be productive to perform well (Wong & Law, 2002a). Emotional intelligence comprises of emotions and intelligence which are related to each other. EI (emotional intelligence) focused on processing of emotional information which comprises reasoning, emotions, allowing the use of different emotions to facilitate reasoning that influence in betterment of the teachers (O'Connor, Hill, Kaya, & Martin, 2019). Emotional intelligence supports teachers to perform well in difficult situation to handle students and prohibited them from distractions that diverse their attention from the

studies. Emotional intelligence is needed for teachers for the purpose that some students create problems i.e., crowded students in classrooms, lack of discipline and motivation, wasting studies time, busy in useless things during lecture, conversation with peers, absenting himself without a sound reason and other related problems that impacted the student studies (Abdullah, Elias, Mahyuddin, & Uli, 2004). The above-mentioned problems are daily facing by the teachers that need much attention of them to resolve with the help of emotional intelligent and work discipline. In this study, the definition of emotional intelligence relates to the opinion of teachers who are claimed to have emotional intelligence and will be able to control and use their emotions, as well as having strong work motivation and discipline in their tasks as teachers. Emotional intelligence is the ability to monitor each other's emotions and to utilize personal information to maintain thoughts and behavior (Srivastava, 2013) (Petrides, Pita, & Kokkinaki, 2007) which has the potential to direct the social environment (Abdullah et al., 2004; Salovey, Mayer, & personality, 1990). Emotional intelligence includes personality variables such as empathy and happiness into full constructs (Bar-On, Handley, Fund, individuals, & groups, 2006). Facets of emotional intelligence included i.e. self-awareness, social awareness, self-management, relationships management, regulation of emotions, motivation, social skills, communication skills, decision making, empathy, emotionally stable, confrontation, determination, set priority and encouragement, perception, evaluation, emotional expression alludes that the individuals

appropriately expresses their self-emotions, cognitive states and sensations, ability to know emotions in others, ability to generate feelings which facilitate thinking ability of an individual (Kanesan & Fauzan, 2019). There is very little work done in the area of teacher emotional intelligence and its influence on work discipline. Because teachers are role models, their positive or negative attitudes towards work will influence their students' mindsets. Based on the statistics and background information provided above, the present study is an attempt to investigate the influence of teacher emotional intelligence on teachers' work discipline.

#### **Objectives of the study:**

- To investigate the level of work discipline and teacher emotional intelligence.
- To investigate the influence of teacher emotional intelligence on work discipline.

#### **Methods:**

The study was quantitative and descriptive in nature (Albers & Communication, 2017). The population for this study included overall 803 male primary school of district Mardan having 3652 working teaching staff from the total population 348 teachers and 201 rural area schools were selected using random sampling techniques. The data was collected using self-administer questionnaire survey methodology. The collected data was analyzed using descriptive statistics techniques. Means, percentage and correlation analysis was used for findings and results. IBM SPSS 27<sup>th</sup> version was used for the analysis of data.

**Table 1. Overall population and sample size**

| Serial No. | Population | District | Schools | Teachers |
|------------|------------|----------|---------|----------|
|------------|------------|----------|---------|----------|

|          |                            |               |            |             |
|----------|----------------------------|---------------|------------|-------------|
| <b>1</b> | <b>Total population</b>    | <b>Mardan</b> | <b>803</b> | <b>3652</b> |
| <b>2</b> | <b>Selected population</b> | <b>Mardan</b> | <b>201</b> | <b>348</b>  |

### Research Tools:

For work discipline questionnaire was designed and validated under the supervision educational research experts. Work discipline questionnaire has four items. Each item is related to work discipline i.e., (time management, motivate and engage students, shows positive attitude towards students and complete course on time). For emotional intelligence WLIES (Wong and law emotional intelligence scale) was used for gathering data(Wong & Law, 2002b). WLIES

used four facets of emotional intelligence i.e., use of emotion, emotions in self, emotions in others and regulations of emotions. Furthermore, each facet has four sub item which makes it sixteen items as a whole. For both research tools pilot testing was done to check reliability. For emotional intelligence the recorded reliability was 0.797 and for work discipline the recorded reliability was 0.87 using Cronbach's alpha.

### Findings and Results:

**Table 2. Percentage analysis of Teacher work discipline**

|                              |              | Very Satisfied | Satisfied     | Cannot decide | Very Dissatisfied | Dissatisfied  |
|------------------------------|--------------|----------------|---------------|---------------|-------------------|---------------|
| Time management              | Level        | 16.70%         | 35.40%        | 14.70%        | 19.50%            | 13.20%        |
|                              | Frequency    | 58             | 125           | 51            | 68                | 46            |
|                              | <b>Total</b> | <b>16.70%</b>  | <b>35.40%</b> | <b>14.70%</b> | <b>19.50%</b>     | <b>13.20%</b> |
| Motivate and engage students | Level        | 17.50%         | 35.60%        | 17.50%        | 19.30%            | 10.10%        |
|                              | Frequency    | 61             | 124           | 61            | 67                | 35            |
|                              | <b>Total</b> | <b>17.50%</b>  | <b>35.60%</b> | <b>17.50%</b> | <b>19.30%</b>     | <b>10.10%</b> |
| Shows positive attitude      | Level        | 15.2%          | 28.4%         | 18.4%         | 26.4%             | 11.5%         |
|                              | Frequency    | 53             | 99            | 64            | 92                | 40            |

|                               |              |              |              |              |              |              |
|-------------------------------|--------------|--------------|--------------|--------------|--------------|--------------|
|                               | <b>Total</b> | <b>15.2%</b> | <b>28.4%</b> | <b>18.4%</b> | <b>26.4%</b> | <b>11.5%</b> |
|                               | Level        | 17.2%        | 27.6%        | 16.7%        | 27.6%        | 10.9%        |
| Complete<br>Course on<br>Time | Frequency    | 60           | 96           | 58           | 96           | 38           |
|                               | <b>Total</b> | <b>17.2%</b> | <b>27.6%</b> | <b>16.7%</b> | <b>27.6%</b> | <b>10.9%</b> |

The percentage analysis of Teacher emotional intelligence and work discipline recorded highest percentage for the Likert scale option very satisfied is 17.50% for motivate and engage students while the lowest response recorded is 15.2% for the facets of shows positive attitude in work discipline. Likewise for the Likert scale option satisfied is motivate and engage students (35.60%) while the lowest percentage is recorded for the same option is complete course on time (27.6%). For the option cannot decide the

percentage recorded lowest 14.70% for time management and highest 18.4% for showing positive attitude. Similarly for the option very dissatisfied 27.6 % recorded the highest percentage and motivate and engage students 19.30% recorded the lowest percentage. While for the last option dissatisfied the highest percentage 13.20% recorded for time management and lowest 10.9% recorded for complete course on time.

**Table 3. Percentage analysis of emotional intelligence**

|                                   |              | Very Low    | Low          | Moderate     | High         | Very High    |
|-----------------------------------|--------------|-------------|--------------|--------------|--------------|--------------|
| Overall emotional<br>intelligence | Level        | 1.4%        | 14.4%        | 20.1%        | 48.3%        | 15.8%        |
|                                   | Frequency    | 5           | 50           | 70           | 168          | 55           |
|                                   | <b>Total</b> | <b>1.4%</b> | <b>14.4%</b> | <b>20.1%</b> | <b>48.3%</b> | <b>15.8%</b> |

Percentage analysis of overall emotional intelligence indicates the high 48.3% teachers have high emotional intelligence while the 1.4% of the teacher have very low emotional intelligence. Likewise, 15.8% of the teachers have 15.8% have very high emotional

intelligence, 14.4% has low emotional intelligence and 20.1% of the teachers has moderate emotional intelligence. On overall scale most of the teachers has high emotional intelligence.

**Table 4. Mean of emotional intelligence and Teacher work Discipline**

|                       | Overall emotions | Work discipline |
|-----------------------|------------------|-----------------|
| <b>Mean</b>           | <b>3.63</b>      | <b>2.8082</b>   |
| <b>N</b>              | <b>348</b>       | <b>348</b>      |
| <b>Std. Deviation</b> | <b>0.962</b>     | <b>0.67480</b>  |

The mean table of teacher emotional intelligence and work discipline shows overall emotions facets have mean of 3.63 while the work

discipline recorded the means of 2.8082. The standard deviation recorded 0.962 for overall emotions facets and 0.67480 for work discipline.

**Table 4. Correlations between Teacher emotional intelligence and work discipline**

|          | 1                                   | 2             | 3             | 4             | 5           | 6             | 7             | 8             |
|----------|-------------------------------------|---------------|---------------|---------------|-------------|---------------|---------------|---------------|
| <b>1</b> | <b>Emotions in self</b>             |               |               |               |             |               |               |               |
| <b>2</b> | <b>Emotions in other</b>            | <b>.654**</b> |               |               |             |               |               |               |
| <b>3</b> | <b>Use of emotions</b>              | <b>.631**</b> | <b>.678**</b> |               |             |               |               |               |
| <b>4</b> | <b>Regulation of emotions</b>       | <b>.532**</b> | <b>.546**</b> | <b>.698**</b> |             |               |               |               |
| <b>5</b> | <b>Time management</b>              | .             | <b>.01</b>    | <b>-.04</b>   | <b>-.04</b> |               |               |               |
| <b>6</b> | <b>Motivate and Engage students</b> | <b>-.02</b>   | <b>.119*</b>  | <b>.03</b>    | <b>.06</b>  | <b>-.08</b>   |               |               |
| <b>7</b> | <b>shows positive attitude</b>      | <b>-.06</b>   | <b>-.01</b>   | <b>-.03</b>   | <b>-.04</b> | <b>.249**</b> | <b>-.115*</b> |               |
| <b>8</b> | <b>Complete course on time</b>      | <b>-.03</b>   | <b>.04</b>    | <b>.06</b>    | .           | <b>-.05</b>   | <b>.328**</b> | <b>-.107*</b> |

The above table shows correlation among emotional intelligence and teacher work discipline. The lowest correlation recorded (.249\*\*) between the facets of time management and Teacher showing positive attitude towards students. While the highest correlation recorded (.698\*\*) between the facets of use of emotions and regulation of emotions. The other facets also recorded positive correlation like emotions in self and emotions in others (.654\*\*), use of emotions and emotions in self (.631\*\*), regulations of emotions and emotions in self (.532\*\*) while motivate and engage students, time management, shows positive attitude and complete course on time has no correlation with emotions in self-facet. Also, there is no correlation recorded between time management with all emotion's facets. Overall positive correlation of teacher work discipline is recorded between the facets of

shows positive attitude and time management (.249\*\*) and motivate students and complete course on time which is (.328\*\*).

#### **Discussion:**

This study aimed to assess the influence of teacher emotional intelligence on work discipline. It was discovered that emotional intelligence has a correlation within the facets but overall, there was no correlation or influence recorded with the facet of work discipline. Besides that, emotional intelligence few of the teachers work discipline has low or no correlation with the facets of emotional intelligence i.e., Time management. Very little was found on the literature on the existing questions. Whether emotional intelligence play's role in work discipline or not. This research answered the question briefly as already shown in the findings

section. Findings of the study were supported by (Valente, Monteiro, & Lourenço, 2019) which has already discussed that emotional intelligence has positive influence in work discipline in classroom. Emotional intelligence has positive influence on teacher performance as well (Asrar-ul-Haq, Anwar, & Hassan, 2017) those teachers who has high emotional intelligence has more positive influence on his performance. Work discipline and emotional intelligence also influence the class room discipline of the students (Jeloudar, Yunus, Roslan, & Nor, 2011).

The most obvious finding to emerge from the current study is teacher emotional intelligence has no influence on work discipline but within the facets there is positive correlation recorded and most of the teachers has high emotional intelligence in male primary schools.

#### **Recommendations:**

The present study results suggest that teacher emotional intelligence has influence on work discipline. Therefore, policy makers and different education stack holders need to consider the factors which influence work discipline in school environment and also arrange some training sessions to increase the level of emotional intelligence of those teachers who has low or very low emotional intelligence. Teachers training program must include the topics of emotional intelligence and proper work discipline ethics for future for the better environment of teaching learning process. For future researcher it is recommended to explore the area or work discipline and emotional intelligence using qualitative research design and include more facets like teacher performance, teacher life satisfaction and school environment.

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