A STUDY OF TEACHERS' SELF-PERCEIVED EMOTIONAL INTELLIGENCE WITH THEIR DEMOGRAPHIC PROFILES IN PINYA SANYAE INSTITUTE OF EDUCATION, YANGON, MYANMAR

ELIZABETH

A Thesis Submitted in Partial Fulfillment of the Requirements for the Degree of MASTER OF EDUCATION in EDUCATIONAL ADMINISTRATION Graduate School of Education ASSUMPTION UNIVERSITY OF THAILAND 2016
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ABSTRACT

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This correlational study examined the relationship of the overall teachers’ self-perceived Emotional Intelligence and its sub-skills (Self-Awareness, Self-Management, Social Awareness and Relationship Management) with their demographic profiles (age, educational background and working experience) at Pinya Sanyae Institute of Education, Yangon, Myanmar. To meet this study’s objectives, all 60 teachers who are currently working Pinya Sanyae Institute of Education were given a survey questionnaire to complete an Emotional Intelligence Appraisal which was used to measure teachers’ emotional intelligence. The researcher constructed questions which aimed to depict the demographic profiles of each participant, then the data was analyzed using Descriptive Statistics (Frequency and Percentage, Mean and Standard Deviation) and Pearson Product Moment Correlation Coefficient.

The study found that teachers’ Emotional Intelligence in Pinya Sanyae Institute of Education was “Below Average”. There was no significant relationship between the overall teachers’ self-perceived Emotional Intelligence and their age, educational background and
working experience in Pinya Sanyae Institute of Education, Yangon, Myanmar. Similarly, no relationship was found between teachers' Self-Awareness, Self-Management, their age and educational background. However, there was a significant relationship between Self-Awareness, Self-Management, and their working experience in this school. In addition, Social Awareness and Relationship Management had no relationship with their age, educational background and working experience in Pinya Sanyae Institute of Education, Yangon, Myanmar.
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CONTENTS

COPYRIGHT .................................................................................................................. ii
APPROVAL .................................................................................................................. iii
ABSTRACT ..................................................................................................................... iv
ACKNOWLEDGEMENTS ............................................................................................... vi
CONTENTS ..................................................................................................................... viii
LIST OF TABLES .......................................................................................................... xii
LIST OF FIGURES ......................................................................................................... xiii

CHAPTER I  INTRODUCTION

Background of the Study .............................................................................................. 1
Statement of the Problem ............................................................................................ 3
Research Questions ..................................................................................................... 4
Research Objectives .................................................................................................. 5
Research Hypothesis .................................................................................................. 6
Theoretical Framework ................................................................................................. 7
Conceptual Framework ............................................................................................... 9
Scope of the Study ..................................................................................................... 9
Definitions of Terms ................................................................................................ 10
Significance of the Study ......................................................................................... 12
CHAPTER II REVIEW OF RELATED LITERATURE

Mayer and Slovey model of Emotional Intelligence ......................... 14
Goleman’s model of Emotional Intelligence .................................. 15
Bar-on model of Emotional Intelligence ...................................... 18
Related Studies on Emotional Intelligence .................................... 19
Related Researches ....................................................................... 28
Historical Background of Pinya Sanyae Institute of Education ......... 30
Summary ..................................................................................... 32

CHAPTER III RESEARCH METHODOLOGY

Research Design ............................................................................ 33
Population .................................................................................... 34
Sample ......................................................................................... 34
Research Instrument .................................................................... 34
Collection of Data .......................................................................... 36
Data Analysis ................................................................................ 37
Summary of the Research Process ................................................ 39

CHAPTER IV RESEARCH FINDINGS

General Profiles of Respondents .................................................. 41
Research Objective One ............................................................... 42
Research Objective Two ............................................................... 44
Research Objective Three ............................................................ 45
CHAPTER V  CONCLUSION, DISCUSSION, AND RECOMMENDATIONS

Finding................................................................................................................. 57
Conclusion.............................................................................................................. 61
Discussion............................................................................................................. 63
Recommendation.................................................................................................... 68

REFERENCES .......................................................................................................... 71

APPENDICES ............................................................................................................. 75
Appendix A: Questionnaire ...................................................................................... 76
Appendix B: Emotional Intelligence Checklist ........................................................ 80

BIOGRAPHY ............................................................................................................. 86
## LIST OF TABLES

<table>
<thead>
<tr>
<th>TABLE</th>
<th>Description</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Breakdown of Survey Questions (Emotional Intelligence Appraisal)</td>
<td>35</td>
</tr>
<tr>
<td>2</td>
<td>Reliability of Emotional Intelligence Instruments</td>
<td>36</td>
</tr>
<tr>
<td>3</td>
<td>Data Collection Process</td>
<td>37</td>
</tr>
<tr>
<td>4</td>
<td>Summary of the Research Process</td>
<td>39</td>
</tr>
<tr>
<td>5</td>
<td>Teachers’ Demographic Profiles in PyinyaSanyae Institute of Education</td>
<td>43</td>
</tr>
<tr>
<td>6</td>
<td>The Level of teachers’ self-perceived emotional intelligence in PyinyaSanyae Institute of Education</td>
<td>45</td>
</tr>
<tr>
<td>7</td>
<td>The Relationship of the overall teachers’ self-perceived Emotional Intelligence with their Age, Educational Background and Working Experience</td>
<td>47</td>
</tr>
<tr>
<td>8</td>
<td>The Relationship of Teachers’ Self-Awareness with their Age, Educational Background and Working Experience</td>
<td>49</td>
</tr>
<tr>
<td>9</td>
<td>The Relationship of Teachers’ Self-Management with their Age, Educational Background and Working Experience</td>
<td>51</td>
</tr>
<tr>
<td>10</td>
<td>The Relationship of Teachers’ Social Awareness with their Age, Educational Background and Working Experience</td>
<td>53</td>
</tr>
<tr>
<td>11</td>
<td>The Relationship of Teachers’ Relationship Management with their Age, Educational Background and Working Experience</td>
<td>55</td>
</tr>
</tbody>
</table>
LIST OF FIGURES

<table>
<thead>
<tr>
<th>FIGURES</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Goleman’s Emotional Intelligence Model</td>
<td>8</td>
</tr>
<tr>
<td>2. Conceptual Framework of this study</td>
<td>9</td>
</tr>
<tr>
<td>3. The Four Dimensions of Emotional Intelligence</td>
<td>18</td>
</tr>
</tbody>
</table>
CHAPTER I

INTRODUCTION

This chapter presents the contents such as Background of the Study, Statement of the problem, Research Questions, Research Objectives, Research Hypothesis, Theoretical Framework and Conceptual Framework, Scope of the Study, Definition of Terms and Significance of the Study.

Background of the Study

The teaching profession is one of the most challenging and stressful jobs. This is because teachers are the ones who have to face and deal with physical needs, emotional needs and intellectual needs of diverse students. Hwang (2007) stated that psychological research identified the teaching profession as a high stress career and it requires a high degree of emotional intelligence in order to reap life success and job satisfaction. Moreover, school may be the only place where many students who experience extreme life challenges can get their needs addressed (R. Marzano & J. Marzano, 2003). However, if teachers fail to address various needs of students and classroom management, they will not be able to teach effectively and productively. It seems to be worse when the classroom is crowded, complex and potentially chaotic, filled with disruptive children. Thus, the classroom disruptions or student discipline problems are among the major reasons for teachers leaving their teaching profession early in their careers (Ingersoll & Smith, 2003).

In addition, poor management of emotion is another key factor that forces teachers to be frustrated and end their positions and profession (Brackett & Katulak, 2006; Dickey, 2012). As a result of poor emotional management of teachers, students are likely to
experience more negative feelings such as sadness and anger in their classroom (Davidson, Jackson, & Kalin, 2000; HWANG, 2007). Furthermore, learning cannot take place in highly chaotic and unmanaged classrooms so teachers have to seek effective and productive techniques to manage their students. The reason is classroom management and teachers’ actions in their classroom have the largest impact on student achievement (R. Marzano & J. Marzano, 2003). Amirian & Behshad (2016) noted that “Recent studies conducted in the field of education showed that possessing the required knowledge and skills is not sufficient for effective teaching (p. 548)”. A positive relationship between teachers and students is the cornerstone for all other aspects of classroom management. Based on the finding of Dickey (2007), in order to meet the needs of diverse learners, teachers have to be skillful in creating and sustaining positive relationships with students and healthy classroom environments. An important factor that boosts effective and productive teaching is being able to regulate and manage emotions in the classroom (Kremenitizer, 2005; Amirian & Behshad, 2016). In addition, “Teachers who intentionally develop emotional skills and model emotionally intelligent behavior on a daily basis experience more success and satisfaction in their professional careers” (Nelson, Low & Nelson, 2005; Dickey, 2007, p. 32). Likewise, Kumar and Muniandy (2012) supported that demonstrating high level of emotional intelligence in the workplace has vast variety of benefits particularly in service based professions such as teaching.

In Pinya Sanyae Institute of Education (PSIE), teachers are trained to be learner-oriented teachers by employing new teaching methodologies (PSIE MM, n.d.). In addition, teachers were engaged in classroom management practices and emotional intelligence sessions such as self-awareness, and reflective response etc. However, putting those theories into practice was not always smooth and successful since some challenges were beyond the expectations and readiness of the teachers. Besides, most of the teachers in Pyinya Sanyae
Institute of Education were young in age and experience of teaching. Thus, the choice to conduct research in this area was indispensable and necessary for all teachers to reflect on their emotional intelligence level which might influence their teaching effectiveness in Pinya Sanyae Institute of Education, Yangon, Myanmar.

**Statement of the Problem**

When teachers are not emotionally intelligent, they are likely to experience more classroom management difficulties. According Goleman (1995) and Dickey (2012), emotional intelligence is a great factor that influences behavior management in classrooms.

Most of the teachers in this school are both young in age and experience of teaching so they face a wide range of challenges in their classrooms and teaching profession. In addition, these teachers are assigned to remote areas where learners are from poor and vulnerable backgrounds. Thus, it is very challenging to meet the needs of these children in the classroom especially when the classrooms are potentially crowded and filled with disruptive learners.

The purpose of this study was to find out the level of teachers’ Emotional Intelligence under four components such as Self-Awareness, Self-Management, Social Awareness and Relationship Management. At the same time, the researcher will examine the relationship of the teachers’ Self-Awareness, Self-Management, Social Awareness, Relationship Management and overall Emotional Intelligence with their demographic profiles. By identifying the level of Emotional Intelligence of teachers in Pinya Sanyae Institute of Education, the researcher promoted the awareness and values of Emotional Intelligence to teachers and program directors in Pinya Sanyae Institute of Education. In addition, this institution may be informed to consider additional programs for the
development of teacher Emotional Intelligence that would increase their personal happiness and professional success in their life.

**Research Questions**

1. What are the teachers’ demographic profiles including age, educational background and working experience in Pinya Sayae Institute of Education, Yangon, Myanmar?

2. What is the level of teachers’ self-perceived Emotional Intelligence in Pinya Sanyae Institute of Education, Yangon, Myanmar?

3. Are there any relationships between overall teachers’ self-perceived Emotional Intelligence and their demographic profiles in Pyinya Sanyae Institute of Education, Yangon, Myanmar?

3.1 Are there any relationships between teachers’ Self-Awareness of Emotional Intelligence and their demographic profiles in Pyinya Sanyae Institute of Education, Yangon, Myanmar?

3.2 Are there any relationships between teachers’ Self-Management of Emotional Intelligence and their demographic profiles in Pyinya Sanyae Institute of Education, Yangon, Myanmar?

3.3 Are there any relationships between teachers’ Social Awareness of Emotional Intelligence and their demographic profiles in Pyinya Sanyae Institute of Education, Yangon, Myanmar?

3.4 Are there any relationships between teachers’ Relationship Management of Emotional Intelligence and their demographic profiles in Pyinya Sanyae Institute of Education, Yangon, Myanmar?
Research Objectives

1. To identify the teachers’ demographic profiles including age, educational background and working experience in Pinya Sayae Institute of Education, Yangon, Myanmar.

2. To determine the level of teachers’ self-perceived Emotional Intelligence in Pinya Sanyae Institute of Education, Yangon, Myanmar.

3. To examine the relationships between the overall teachers’ self-perceived Emotional Intelligence and their demographic profiles in Pinya Sanyae Institute of Education, Yangon, Myanmar.

   3.1 To examine the relationship between teachers’ Self-Awareness of Emotional Intelligence and their demographic profiles in Pinya Sanyae Institute of Education, Yangon, Myanmar.

   3.2 To find the relationship between teachers’ Self-Management of Emotional Intelligence and their demographic profiles in Pinya Sanyae Institute of Education, Yangon, Myanmar.

   3.3 To examine the relationship between teachers’ Social Awareness of Emotional Intelligence and their demographic profiles in Pinya Sanyae Institute of Education, Yangon, Myanmar.

   3.4 To find the relationship between teachers’ Relationship Management of Emotional Intelligence and their demographic profiles in Pinya Sanyae Institute of Education, Yangon, Myanmar.
Research Hypotheses

1. There are significant relationships between the overall teachers’ self-perceived Emotional Intelligence and their demographic profiles in Pyinya Sanyae Institute of Education, Yangon, Myanmar.

1.1 There are significant relationships between teachers’ Self-Awareness of Emotional Intelligence and their demographic profiles in Pyinya Sanyae Institute of Education, Yangon, Myanmar.

1.2 There are significant relationships between teachers’ Self-Management of Emotional Intelligence and their demographic profiles in Pyinya Sanyae Institute of Education, Yangon, Myanmar.

1.3 There are significant relationships between teachers’ Social Awareness of Emotional Intelligence and their demographic profiles in Pyinya Sanyae Institute of Education, Yangon, Myanmar.

1.4 There are significant relationships between teachers’ Relationship Management of Emotional Intelligence and their demographic profiles in Pyinya Sanyae Institute of Education, Yangon, Myanmar.
Theoretical Framework

This study addressed Goleman’s model of Emotional Intelligence which is revised by Bradberry and Greaves (2009). According to Goleman’s model of emotional intelligence, there are four variables such as Self-Awareness, Social Awareness, Self-Management and Relationship Management (Goleman, Boyatzis & Mckee, 2004).

Goleman's model of emotional intelligence

Emotional intelligence is the ability of a person to be aware of one’s own and other emotions which lead them to manage their emotions and relationship (Bradberry & Greaves, 2009). Emotional intelligence is intangible but it dramatically affects how a person manages his or her own behavior, handle social complexities and make personal decisions that reap positive results. Basically, Goleman’s model of emotional intelligence provides four skills which pair up under two primary competencies, personal competence and social competence. Personal competence embedded Self-Awareness and Self-Management skills which emphasizes more on individual to stay aware of one’s own emotions and to manage them properly. Under social competence, Social Awareness and Relationship Management skills are included. These latter two skills help a person to understand other people’s emotions and behaviors in order to build better relationship.

Four skills of emotional intelligence

According to Bradberry and Greaves (2009), “self-awareness is your ability to accurately perceive your own emotions in the moment and understand your tendencies across situations, (p.24)”. In order to perceive and understand one’s own emotions precisely, a person has to take enough time thinking and figuring out where these emotions come from.
and why they are present. By doing this, he or she will be able to quickly and truly reach the core of a feeling. Moreover, Self-Awareness is the foundation of other emotional intelligence skills because it makes other skills much easier to proceed. The second major part of personal competence is *Self-Management* and it is the ability to exploit one’s awareness of emotions to stay calm, flexible and manage emotional reactions positively (Bradberry & Greaves, 2009). When people understand what they are feeling, the best reaction will come out by itself. Next, *Social Awareness* is defined as the ability to correctly perceive and understand other emotions (Bradberry & Greaves, 2009). Listening and observing are the most critical sources of Social Awareness. The final skill of Goleman’s model of emotional intelligence is relationship management. According to Bradberry and Greaves (2009), *Relationship Management* is the ability to use the awareness of one’s own emotions and those of others to manage relationships successfully. This skill boosts clear and positive relationships and effective management of conflict.

![Figure 1: Goleman’s Emotional Intelligence Model](image-url)

*Source from Figure: Emotional Intelligence 2.0 (Bradberry & Greaves, 2009, p.24)*
Conceptual Framework

The conceptual framework of this study was to examine the relationship of the teachers’ Emotional Intelligence according to their demographic profiles in Pyinnya Sanyae Institute of Education, Yangon, Myanmar.

Variables in this study were the demographic profiles of teachers such as age, educational background and working experience, and four skills of Emotional Intelligence such as Self-Awareness, Social Awareness, Self-Management and Relationship Management.

Figure 2: Conceptual Framework of this study

Scope of the Study

This study was conducted in May 2016 at Pinya Sanyae Institute of Education, Yangon, Myanmar. Only teachers who were currently working in Pyinnya Sanyae Institute of Education was examined. The number of participants or samples in this study was 60 teachers.

The researcher distributed the questionnaires during the busiest time for teachers since it was the beginning of the academic year. Because of their various responsibilities, they might not have put significant attention to complete the survey thoughtfully. Besides, even teachers in Pinya Sanyae Institute of Education were able to communicate in English, they were not native speakers of English so they might interpret the questionnaire which was
written in English version differently. Thus, the results of this study might be limited by their own understanding towards the different items of questions.

This study mainly examined the relationship of teachers’ Self-Awareness, Self-Management, Social Awareness, Relationship Management and overall Emotional Intelligence with their demographic profiles such as age, educational background and working experience in Pyinnya Sanyae Institute of Education, Yangon, Myanmar. Before that, teachers’ demographic profiles were identified and their emotional intelligence level was measured by using Emotional Intelligence Appraisal (Bradberry & Greaves, 2010).

**Definitions of Terms**

*Demographic profiles:* refers to the characteristic and status of teachers such as age, educational background and working experience from Pyinnya Sanyae Institute of Education.

**Age:** refers to the ages of teachers in Pyinnya Sanyae Institute of Education. Ages are grouped into two (1) 20-30 and (2) 31 or over.

**Educational background:** refers to the level of education that accomplished by teachers in Pyinnya Sanyae Institute of Education. Educational background that used in the questionnaire were (1) High school diploma and (2) Bachelor or over.

**Working experience:** refers to how many years’ teachers from Pyinnya Sanyae Institute of Education have been teaching. It is divided into four groups: 0-1, 2-3, 4-5 and 6 years or over.

*Emotional Intelligence:* refers to the teachers’ self-perceived emotional intelligence which is the ability of teachers to be aware, understand and manage their own emotions as well as others.
✓ **Self-Awareness:** refers to the ability that accurately perceives one’s own emotions in the moment and understand the tendencies across situations. Questions 1, 2, 3, 4, 5 and 6 of the Emotional Intelligence Appraisal questionnaire measured this component.

✓ **Self-Management:** refers to the ability to exploit one’s awareness of emotions to stay calm, flexible and manage emotional reactions positively. Questions 7, 8, 9, 10, 11, 12, 13, 14 and 15 of the Emotional Intelligence Appraisal questionnaire measured this component.

✓ **Social Awareness:** refers to the ability to correctly perceive and understand other emotions. Questions 16, 17, 18, 19 and 20 of the Emotional Intelligence Appraisal questionnaire measured this component.

✓ **Relationship Management:** refers to the ability to use the awareness of one’s own emotions and those of others to manage relationship successfully. Questions 21, 22, 23, 24, 25, 26, 27 and 28 of the Emotional Intelligence Appraisal questionnaire measured this component.

✓ **Pyinya Sanyae Institute of Education:** refers to a teacher training institution which organizes by Infant Jesus Sister in Yangon, Myanmar.

**Teachers:** refers to all 60 teachers who are currently working in Pinya Sanyae Institute of Education.
Significance of the Study

There was no previous research on this study at Pyinnya Sanyae Institute of Education, Yangon, Myanmar.

Thus, this study would definitely and directly benefit all teachers who graduated from Pyinnya Sanyae Institute of Education. This is because the results of this study would reveal the strengths and weaknesses of the program and each teacher in managing their own emotions and relationship with students and others. In addition, teachers’ evaluation and realization of their strengths and weaknesses, not only teachers but also students who are under their care would directly benefit and experience a better learning environment.

Moreover, the program director of this school would be informed the results and will be advised accordingly to improve the weaknesses or limitations of teachers concerning their emotional intelligence skills.

Finally, this study would help and spark future researchers to investigate further research on similar topics in different schools or other areas of the country.
Summary

This study aimed to identify the teachers’ demographic profiles and degree of teachers’ emotional intelligence in Pyinnya Sanyae Institute of Education, Yangon, Myanmar. At the same time, the researcher examined the relationship of the teachers’ emotional intelligence according to their demographic profiles using Pearson product-moment correlation coefficient.

In chapter 2, various theories as well as related studies of emotional intelligence and classroom management were further discussed.
CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents the literature reviews which are related and relevant to this study of emotional intelligence. For instance, Mayer and Slovey model of Emotional Intelligence, Goleman model of Emotional Intelligence, Bar-on model of Emotional Intelligence, related research and Historical Background of Pinya Sanyae Institute of Education will be reviewed in this chapter.

Emotional Intelligence

The concept of emotional intelligence was developed a few decades ago and different experts defined it in various ways (Dickey, 2012). Nevertheless, the different definitions of emotional intelligence complement each other rather than contradict one another (Druksat, Satla, & Mount, 2006).


Salovey and Mayer (1990) developed the first definition on emotional intelligence, stating it as “the ability to monitor one’s own and others’ feelings and emotions, to discriminate among them, and to use this information to guide one’s thinking and action (p. 35).” This earlier definition of emotional intelligence seems to emphasize only about perceiving and regulating emotion rather than thinking about feelings. Thus, Salovey and Mayer (1997) proposed a revised version of the definition as “the ability to perceive emotions, to access and generate emotions to assist thought, to understand emotions and
emotional knowledge, and to reflectively regulate emotions to promote emotional and intellectual growth (p.5)” Their four branches of emotional intelligence are perceiving emotions, using emotions, understanding emotions and managing emotions (Slovey & Grewal, 2005). These branches are also known as the ability model of emotional intelligence. Emotional intelligence was also defined as “The ability to recognize and respond to the emotions and feelings of others, as well as the skill to help others manage their emotions” (Schmidt, 1997; Jorfi, Yaccob & Shah, 2011 (p.40). According to Kumar and Muniandy (2012), emotional intelligence is the ability of a person identifying, understanding, experiencing and expressing his or her emotions or feelings in a productive and healthy ways.

According to Goleman (2005), “emotional intelligence is the abilities to motivate oneself and persist in the face of frustrations; to control impulse and delay gratification; to regulate one’s moods and keep distress for swamping the ability to think; to empathize and to hope” (p.34).

Goleman (2005) noted that Salovey and John Mayer defined emotional intelligence and expanded these abilities into five major domains. The first domain is knowing one’s emotions (self-awareness). This refers to the ability to recognize a feeling while it is happening and is the cornerstone of emotional intelligence. Self-Awareness is the ability to monitor emotions at various times which then leads to self-understanding. As a result of knowing one’s own emotions, people are able to live and manage their lives better. The second domain is managing an emotion which is adhering to one’s own feelings after knowing it. It is the capacity to manage and soothe oneself- shake off the anxiety and disappointment. If people are weak in managing emotions, they are likely to feel distressed (Goleman, 2005).

Motivating oneself is the third domain which refers to the ability to organize and motivate one’s emotions towards a goal. Those who excel in this skill tend to achieve
whatever they choose to undertake. The forth domain is recognizing emotions in others which is the ability to feel empathy towards others. This skill is based on emotional self-awareness and most people-oriented skills are derived from this foundation. The fifth domain is handling relationship which is the skill of managing emotions in others. Those who are socially competent tend to do well especially when interacting with others.

It is true that people vary in their abilities within each of these domains however; with the right effort one can improve his or her emotional skills. Though there is no fixed formula for great leadership, potentially effective leaders usually possess and demonstrate a wide range of emotional intelligence competencies (Goleman, Boyatzis & Mckee, 2004).

Goleman, Boyatzis & Mckee (2004) proposed that the earlier version of the emotional intelligence model consists of five main domains, but it has been revised to consist of four major domains that being Self-Awareness, Self-Management, Social Awareness and Relationship Management. Self-Awareness means having a profound understanding of one’s own feelings, strengths, weaknesses, values and motives. Similarly, Bradberry and Greaves (2009) supported that “Self-Awareness is your ability to accurately perceive your own emotions in the moment and understand your tendencies across situations”, (p.24). In order to perceive and understand one’s own emotions precisely, a person must allow oneself enough time thinking and figuring out where this emotion comes from and why it is there. By doing so, he or she will be able to quickly and truly reach the core of a feeling. Goleman, Boyatzis & Mckee (2004) asserted that those who have strong Self-Awareness are realistic and honest with themselves as well as to others. Likewise, self-aware leaders tend to understand their values, goals and dreams so they have a clear path to where they are headed with a strong purpose. Moreover, Self-Awareness is the foundation of other emotional intelligence skills because it makes other skills much easier to proceed (Bradberry & Greaves, 2009).
Next, Self-Management is the ability to exploit one’s awareness of emotions to stay calm and flexible in order to manage emotional reactions positively (Bradberry & Greaves, 2009). According to Goleman, Boyatzis & McKee (2004), self-management is able to take place only after having Self-Awareness. If a person fails to understand and recognize his or her own feelings, he or she will also fail to manage his or her feelings. Thus, these emotions will control him or her instead. By using positive emotions to control, positive outcomes will be yielded while using negative emotions will lead to frustration, stress, anxiety and so on. When people understand what they are feeling, the best reaction will result automatically (Bradberry & Greaves, 2009).

Effective leadership requires not only self-awareness and emotional Self-Management but also Social Awareness (Goleman, Boyatzis & McKee, 2004). Social Awareness is having empathy, particularly when dealing with others. Bradberry & Greaves (2009) defined social awareness as the ability to correctly perceive and understand the emotions of others. Listening and observing are the most crucial sources of social awareness.

The final skill of Goleman’s model of emotional intelligence is Relationship Management. Goleman, Boyatzis & McKee (2004) described Relationship Management as a tool for persuasion, conflict management and collaboration among colleagues. Based on Bradberry and Greaves (2009), Relationship Management is the ability to use the awareness of one’s own emotions and those of others to manage relationships successfully. This skill encourages positive relationships and effective management of conflicts.
According to Bar-on model of emotional social intelligence (2006) "emotional-social intelligence is a cross section of interrelated emotional and social competencies, skills and facilitators that determine how effectively we understand and express ourselves, understand others and relate with them, and cope with daily demands" (p. 2). In other words, to be emotionally and socially intelligent is to understand and express oneself accurately, while effectively understanding and empathizing with others. In addition, it is also how well one handles his or her daily challenges and pressures effectively. Five key elements of emotional-social intelligence consist of wide varieties of related competencies in each. The five major scales of Bar-on emotional intelligence model are intrapersonal, interpersonal, stress management, adaptability, and general mood. Fifteen subscales are self-regard, emotional awareness, assertiveness, independence, self-actualization, empathy, social
responsibility, interpersonal relationships, stress tolerance, impulse control, reality testing, flexibility, problem solving, optimism, and happiness (Bar-on, 2000; Dickey, 2012).

Dickey (2012) described that Goleman’s theories of emotional intelligence is the driving force behind the development of several modes used to measure emotional intelligence. There are a vast variety of emotional intelligence tests, such as the Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT), the Emotional Quotient Inventory (EQ-i) developed by Bar-On, the Emotional Competency Inventory (ECI) developed by Boyatzis, the Emotional Intelligence Appraisal (EIA) developed by Bradberry & Greaves, and the Work Profile Questionnaire – Emotional Intelligence Version (WPOei) developed by Performance Assessment Network (Dickey, 2012). Among these tests, the Emotional Intelligence Appraisal (EIA) is used to measure the level of teachers’ emotional intelligence in this study.

**Related studies of Emotional Intelligence**

**Self-Awareness Strategies**

According to Kravitz and Schubert (2008), Self-Awareness of emotional intelligence the ability that people are aware of their feeling, things that motivates and demotivates them and how they have impact on others. Additionally, Hurley (2003), added self-aware people are aware of their thoughts and emotions real time and exploit them effectively and productively. Having Self-Awareness knows who you really are (Bradberry & Greaves, 2009). However, it is not too simple as knowing you are a morning person or a night owl. Similarly, Fallon (2014) supported that though learning to increase the skill of Self-Awareness is not always easy and stress-free, it helps leaders to be more effective. The meaning of Self-Awareness is deeper than that since getting to know oneself deeply inside and outside is a continuous journey like peeling back the layers of the onion and being more
comfortable with what is in the middle (Bradberry & Greaves, 2009). Additionally, Bradberry and Greaves (2009) stated that being aware of the full range of one’s emotions both negative and positive ones is the beginning and the key of managing oneself and relationships. Getting to know and in touch with one’s true emotions requires honesty and courage. Once one begins noticing things about oneself that was not done before means he or she is progressing.

Kravitz and Schubert (2008) described two types of strategies for improving Self-Awareness skill. The first strategy comprised understanding how and why you think and react, how to respond thoughtfully to emotional challenges by hearing yourself think and understanding what motivates you. The second strategy is nurturing optimistic thinking by talking positively to yourself, seeing meaning and value in your work, having a support network and caring about and helping others (Kravitz and Schubert, 2008).

There are fifteen original strategies were designed to help people improve their self-awareness and create positive change to their life and society. According to Bradberry and Greaves (2009), fifteen strategies of Self-Awareness are as follow:

1. Quit treating your feelings as good or bad,
2. Observe the ripple effect from your emotions,
3. Lean into your discomfort,
4. Feel your emotion physically,
5. Know who or what pushes your buttons,
6. Watch yourself like a Hawk,
7. Keep a journal about your emotions,
8. Don’t be fooled by a bad mood,
9. Don’t be fooled by a good mood either,
10. Stop and ask yourself why you do the things you do,
11. Visit your values,
12. Check yourself,
13. Spot your emotions in Books, Movies, and Music,
14. Seek feedback and
15. Get to know yourself under stress (p.63).

Tjan (2015) proposed that a person cannot be a good leader without having Self-Awareness. This is because Self-Awareness is the keystone of the skills and it lies at the root of strong character which provides with a sense of purpose, authenticity, openness, trust and it gives the reasons for our successes and failures. Then he offered five ways to improve Self-Awareness. According to Tjan (2015), the first one is to meditate by taking a few moments by asking questions like: What am I trying to achieve? What am I doing that is working? What am I doing that is slowing me down? What can I do to change? The second one is writing down key plans and priorities. Writing down what we want to do and track our progress is one of the effective means to nurture Self-Awareness (Tjan, 2015). The third one is taking psychometric tests which help test-takers better understand what type of personality they have and their own true characters. Fourthly, asking trusted friends for honest and straight feedback is another way to increase Self-Awareness. Finally, getting regular and formal feedback at work by having a process and an effective manager such as good internal HR people or outside consultants will nudge us move faster and further along the way to enhance Self-Awareness.

Self-Management Strategies

Bradberry and Greaves (2009) extended that Self-Management is the skill using awareness of one’s emotions to choose and act actively. Self-Management or self-control means the way we handle or manage our daily struggles and behaviors effectively
In addition, Hurley (2003) noted that Self-Management is using the awareness of self, awareness of others and the awareness of the situations to management themselves. Self-Awareness is the foundation skill for Self-Management due to the fact that no one can respond actively to his or her feelings unless he or she is aware of it. The benefit of having high Self-Management is that it ensures a person to make the right decision and do things that does not limit one’s success (Bradberry & Greaves, 2009). When a person understands his or her emotions, he or she will be able to respond to it by controlling difficult situation, reacting to change and taking the initiative to attain his or her goals.

Bradberry and Greaves (2009) presented seventeen specific strategies that will help us manage our emotions to our benefits. Seventeen Self-Management strategies are as follow:

1. Breathe right
2. Create an Emotion vs. Reason list
3. Make your goals public
4. Count to ten
5. Sleep on it
6. Talk to a skilled self-manager
7. Smile and laugh more
8. Set aside some time in your day for problem solving
9. Take control of your self-talk
10. Visualize yourself succeeding
11. Clean up your sleep hygiene
12. Focus your attention on your freedoms, rather than your limitations
13. Stay synchronized
14. Speak to someone who is not emotionally invested in your problem
Crompton (2010) mentioned a few coaching tips that enable to boast emotional or behavior self-control. They are to remain aware of current feelings, keep a journal of negative emotions and find the way to deal with it, pay attention to “self-talk” and remember you have a choice. Building personal competences like Self-Awareness and Self-Management require us lean into the discomfort and manage our tendencies (Bradberry & Greaves, 2006).

**Social Awareness Strategies**

Social Awareness is the ability looking outward to learn, recognize and understand others’ emotions (Bradberry & Greaves, 2009). According to Woodcock (2008), Social Awareness means understanding how to be aware and react to different social situations effectively by interacting with others to achieve the best outcomes. Accurate information and view will be seen and heard when we turn into others’ emotions as we communicate with them. Building Social Awareness skill requires us to observe others from all kinds of situations and learn to pick up on body language, facial expressions, posture, tone of voice and even hidden and deeper emotions (Bradberry & Greaves, 2009). According to Kravitz and Schubert (2008), social skill of emotional intelligence meant being able to communicate and relate well with others by listening attentively and adapting their conversation with the others’ needs. Certain strategies that help to enhance social skill are communicating with facts plus emotions, listening intently, personalizing communications to the unique needs of each person, becoming calm, using a prepared script to handle anger, giving feedback to negative people, developing coping skills for managing stress, putting
your energy into things you can change, improving yourself, building on your strengths and finding options to solve problems (Kravitz & Schubert, 2008).

The seventeen proven strategies of Social Awareness will help us handle the obstacles and critically pick up on the right signals. They are as follow:

1. Greet people by name
2. Watch body language
3. Make timing everything
4. Develop a back-pocket questions
5. Don’t take notes at meetings
6. Plan ahead for social gathering
7. Clear away the clutter
8. Live in the moment
9. Go on a fifteen minutes’ tour
10. Watch EQ at the movies
11. Practice the art of listening
12. Go people watching
13. Understand the rules of the culture game
14. Test for accuracy
15. Step into their shoes
16. Seek the whole picture
17. Catch the mood of the room. (p.138)

Woodcock (2008) provided eight strategies to help us become more socially aware. Firstly, learning to find out the conditions that make us feels uncomfortable, and then changes our behavior to make the best use of it. Next, learning to be conscious of the behaviors in others that might be the reasons for you to react negatively is the second one.
The third one is taking responsible for our behavior and be ready to apologize for mistakes in judgment actions. The forth step is asking others or peers for their honest and constructive feedbacks about our interaction with them. Though their feedback may be negative, we have to accept them and make change accordingly. Being aware of body language which is more critical than what is verbal. The next one is learning to listen and pay full attention to someone we talk to. Knowing and accepting that enhancing social skills is not easy and smooth process. Finally, maximizing positive personalities and apply them to our benefits when dealing with people. Crompton (2010) composed three key components for increasing Social-Awareness. They are empathy, service ethic and organizational awareness. Empathy refers to the understanding of others’ viewpoints and putting oneself in others’ shoes. Service ethic means anticipating, recognizing and meeting the needs and expectations of customers. Organizational awareness is the skill to be conscious of the social and political situations of happen on teams or organizations. Desired results will be harvested by having this skill since it helps to precisely read key power relationships (Crompton, 2010). In order to be socially competent, we need to know how to listen so people will talk and how to talk so people will listen (Bradberry & Greaves, 2006).

Relationship Management Strategies

Bradberry and Greaves (2009) proposed that Relationship Management of emotional intelligence helps us to meet the needs of ourselves as well as others. This skill can be learnt and improve together with the previously mentioned skills. Relationships are indispensible and essential part of life since no man is an island. The following seventeen strategies which developed by Bradberry and Greaves will help and guide us to critical relationships that works.

1. Be open and be curious
2. Enhance your natural communication style
3. Avoid giving mixed signals
4. Remember a little thing that pack a punch
5. Take feedback well
6. Build trust
7. Have an “open-door” policy
8. Only get mad on purpose
9. Don’t avoid inevitable
10. Acknowledge the other person’s feelings
11. Complement the person’s emotions or situation
12. When you care, show it
13. Explain your decisions, don’t just make them
14. Make your feedback direct and constructive
15. Align your intention with your impact
16. Offer a “fix-it” statement during a broken conversation
17. Tackle a tough conversation. (p.179)

According to Patten (2016), Relationship Management is the skill to build bonds, inspire, influence and develop others by being open to change, manage conflict and establish teamwork and collaboration. To truly inspire others, ones must be able to spell out a vision that is compelling to others who will “buy into” the ideas and plans. Drawing the collective wisdom and voice of others, involve them to look at the reality and the idea vision as well as connecting with their emotional centers and intellectually are the ways to inspire others (Patten, 2016). Influence is one of the components of a democratic leader and it means to effectively handle others’ emotions by listening, networking, building consensus and support. Developing others refers to the skill that supervise and take responsible to the growth of
others or followers in their organization or division by acknowledging their strengths, offering constructive feedback and challenging tasks that boasts a person’s skills. Initiating change is the consistent role model behavior that we want to see in others. Patten (2016) continued that a person who is open to change recognize the need for change, challenge the status quo, make compelling arguments for change, and find practical way to overcome barriers to change. Managing conflict is to understand the viewpoints of others and find the best solution that everyone can accept and access. In order to manage conflict ones must be good listeners and self-control so that they will be able to tackle difficult people and challenging situations effectively. Moreover, they will be able to spot potential conflict and help reduce the situation, encourage open discussion and work for win-win solutions. Teamwork and collaboration model respect, helpfulness and cooperation by drawing all members into active participation and discussion, building a team identity and commitment and protect the group and share credit (Patten, 2016).

According to Patten (2016), the summary to improve Relationship Management skills are as follow:

1. Develop open, honest, trusting relationships.

2. Have self-respect and show respect to others, especially if you are responsible for their development.

3. Have good communication skills including listening, assertiveness and conflict management.

4. Understand what change process entails and be willing to lead people through it.

5. Be a good team member and encourage collaboration.
Related Researches

According to the research of Reza Amirian and Behshad (2016), it indicated that a significant relationship was observed between teachers’ emotional intelligence and their self-efficacy. Furthermore, the results demonstrated that the relationship between teachers’ emotional intelligence with their working experience were significant while, no significant relationship was found between teachers’ emotional intelligence and their level of Education.

Ezzati, Amirtash and Tojari (2015), a positive and significant relationship was found between teachers’ cultural intelligence (meta-cognition, knowledge, motivation, and behavior) and classroom management style (preventive, protective, and corrective). Besides, emotional intelligence and preventive, protective, and corrective management styles was discovered positively significant.

Hassan, Jani, Som, Hamid, and Azizam (2015) conducted a study among Lecturers to find the Relationship between Emotional Intelligence and Teaching Effectiveness at Universiti Teknologi MARA, Puncak Alam, Malaysia. A positive and significant relationship was found between overall emotional intelligence skills and overall teaching effectiveness in this study. Those lecturers with higher emotional intelligence skills were discovered to possess high self-confidence as well as commitment towards their professions. However, Swarnalatha and Sureshkrishna (2013) observed no significant relationship between the employees’ emotional intelligence and their job satisfaction.

Dickey (2012) found in her research that there was no significant relationship between self-awareness of emotional intelligence and the authoritarian, authoritative and laissez-faire classroom management style. There was a significant relationship between self-awareness and indifferent classroom management found at the level of 0.01. In addition, this research discovered no significant relationship between self-management of emotional
intelligence and the authoritarian, laissez-faire and indifferent classroom management styles. While the significant relationship between authoritative classroom management and self-management of emotional intelligence was found significant. Interestingly, there was no significant relationship between social awareness of emotional intelligence with any of the classroom management styles. Similarly, no significant relationship was found between relationship management of emotional intelligence and the classroom management styles. Finally, this study found no significant relationship between teachers’ overall emotional intelligence level and their classroom management preferences.

Nguyen (2008) found a very positive and statistically significant relationship between the overall emotional intelligence and the instructor’s performance. Moreover, the significant relationship between emotional literacy and instructor performance was found in her study. Similarly, the relationship between EQ competence and instructor performance was also very significant.

According to the study of Hwang (2007), there was no significant relationship between the overall interpersonal skills of emotional intelligence and the overall teaching effectiveness. However, a significant relationship of the overall leadership skills and the overall teaching effectiveness was found. This result indicated that those faculty members who scored highly in leadership skills are likely to be effective teachers. On the other hand, the result of the overall self-management skill and the overall teaching effectiveness did not reveal any significant relationship. Likewise, no significant relationship between the total intrapersonal skill of emotional intelligence and the overall teaching effectiveness was found. In conclusion, this study found a significant relationship between the overall skills of emotional intelligence and the overall teaching effectiveness.

According to the finding of Harrod and Scheer (2005), emotional intelligence levels of participants were positively related to females, parents’ education and their
household income. Nevertheless, the study found no significant relationships between adolescent emotional intelligence and their age or location of residence.

**Historical Background of Pyinnya Sanyae Institute of Education, Yangon, Myanmar**

Pyinnya Sanyae Institute of education is a non-government and non-profit Teacher Training School which is situated in Yangon division, Myanmar. It was established in 2007 by Singaporean organization called Sisters of Infant Jesus Congregation. At first, it provided 10 months of intensive teacher training course. Then, from group 3 to present which is group 7, it has extended to 2 years’ intensive teacher training program. There are 9 permanent staff members, some other volunteers, locals and experts from abroad help to teach every year. From batch 1 to 7, there are 134 trainees altogether. Like the other institutions, Pyinnya Sanyae Institute of Education also has mission and vision of the following (PSIE MM, n. d).

**Mission:** To have a pool of professionally trained and dedicated teachers who will help to facilitate in education that aims total development of each child and youth, giving priority to those who are from disadvantaged and vulnerable backgrounds.

**Vision:** Nurturing teachers and students to become an enlightened generation nurtured by education based on truth, love, justice and mutual respect.

Pyinny Sanyae Institute of Education is one of the special schools that nurture committed young people to be effective and professional teachers then serve children who are from disadvantaged and vulnerable backgrounds. This program welcomes diverse nationalities and religions from different parts of Myanmar without charging the entire course. Moreover, experienced trainers from Myanmar as well as abroad are available to train young men and women not only to be effective teachers by implementing child-centered approach but also to be holistic human beings. This is because self-awareness, reflection,

After two years of training, trainees are assigned to different places to volunteer and utilize teaching methodologies and put other skills into practice. Most of the teachers are assigned to boarding houses in the remote areas. They mainly teach English to different levels according to the needs of the school. In addition, they run ecology classes and learning corner besides school lessons. Most of the students under their care come from poor families and some are war victims so these teachers must cope with different types of traumas.

While they were in the field, they were provided a monthly allowance by this program. Every year in October and March to May, trainees are called to gather at the training center for in-service. During in-service, they share their experiences and challenges that they faced in the field. New strategies, knowledge and skills are provided by trainers in order to resolve the obstacles or challenges teachers face in the field. Personal and professional development of each teacher is highly emphasized and valued in this school. Thus, with the help and support of scholarship organizations, a few teachers are sent to different countries for further studies in their respective field. Further, different groups of teachers are being sent to Singapore from March to May for professional development. As a result, teachers’ knowledge and skills are being upgraded and the new knowledge and skills of teachers will directly impact the learning of students.
In conclusion, Pinya Sanyae Institute of Education is one of the institutions that train and nurture young people to be strong and healthy physically, emotionally, intellectually and spiritually by providing different activities to meet these needs (PSIE MM, n.d.).

Summary

In conclusion, emotional intelligence is the key factor that contributes to professional and personal success and happiness. Improving emotional intelligence is indispensable and necessary for every single human being especially teachers who have to deal with diverse needs of learners.

The next chapter will further discuss research methodology like research design, population, sample, research instrument, collection of data, data analysis and Summary of the research process.
CHAPTER III

RESEARCH METHODOLOGY

This chapter discusses the research methodology used in finding the level of teachers’ emotional intelligence and the relationship of the teachers’ Emotional Intelligence according to their demographic profiles namely age, educational background and working experience in Pinya Sanyae Institute of Education, Yangon, Myanmar. Then, this chapter covers research design, population and sample, research instrument, collection of data, data analysis and summary of research process.

Research Design

This research mainly focused on examining the relationship of the teachers’ Emotional Intelligence according to their demographic profiles and working experience in Pinya Sanyae Institute of Education, Yangon, Myanmar.

This research was designed as a quantitative study used a questionnaire that included two parts. The first part of questionnaire identified the demographic profiles of teachers such as age, educational background and working experience. The second part of questionnaire determined the levels of teachers’ Emotional Intelligence such as Self-Awareness, Self-Management, Social Awareness and Relationship Management. Finally, the Pearson product-moment correlation coefficient was used to examine the relationships of the overall teachers’ self-perceived Emotional Intelligence and its sub-skills (Self-Awareness, Self-Management, Social Awareness and Relationship Management) with their demographic profiles namely age, educational background and working experience.
Population

All 60 teachers who were working in Pinya Sanyae Institute of Education were the target for this research. This study was a correlational study of teachers’ self-perceived Emotional Intelligence (Self-Awareness, Self-Management, Social Awareness and Relationship Management) with their demographic profiles (age, educational background and working experience) in Pinya Sanyae Institute of Education, Yangon, Myanmar.

Research Instrument

This study directly adopted and used the instruments of the Emotional Intelligence Appraisal for determining the emotional intelligence of the teachers in Pinya Sanyae Institute of Education. Since teachers in this school were proficient in English language, the researcher did not translate the English version of questionnaire into Burmese language.

This research questionnaire consisted of two parts. Part one identified the Demographic profiles of teachers including age, working experience and educational background. The second part of questionnaire aimed to determine the level of teachers’ Emotional Intelligence using The Emotional Intelligence Appraisal which was development by Dr. Travis Bradberry and Dr. Jean Greaves in 2001 (Bradberry & Greaves, 2010; Dickey, 2012).

The Emotional Intelligence Appraisal instrument contained 28 questions which correlate with Goleman’s four theoretical constructs. Four components of Emotional Intelligence Appraisal were Self-Awareness (questions 1-6), Self-Management (questions 7-15), Social Awareness (questions 16-20) and Relationship Management (questions 21-28).
### Table 1

**Breakdown of Survey Questions (Emotional Intelligence Appraisal)**

<table>
<thead>
<tr>
<th>No</th>
<th>Components</th>
<th>Survey Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Self-Awareness</td>
<td>1, 2, 3, 4, 5 and 6</td>
</tr>
<tr>
<td>2</td>
<td>Self-Management</td>
<td>7, 8, 9, 10, 11, 12, 13, 14 and 15</td>
</tr>
<tr>
<td>3</td>
<td>Social Awareness</td>
<td>16, 17, 18, 19 and 20</td>
</tr>
<tr>
<td>4</td>
<td>Relationship Management</td>
<td>21, 22, 23, 24, 25, 26, 27 and 28</td>
</tr>
</tbody>
</table>

Teachers were requested to rate their opinion of their emotional intelligence by using a 6-point Likert scale such as:

- 1 - never
- 2 - rarely
- 3 - sometimes
- 4 - usually
- 5 - almost always
- 6 - always

According to Bradberry & Greaves (2010) and Dickey (2012), the emotional intelligence scores ranged from 1-100 and rating scales are as follows:

- 1 - 59 (significantly below average)
- 60 - 69 (below average)
- 70 - 79 (average)
- 80 - 89 (above average)
- 90 - 100 (significantly above average)
Validity and Reliability

According to Bradberry and Greaves (2005), the average time required to complete this appraisal is only 7 minutes. The validity of this instrument was tested worldwide and scores accounted for 13.2 of variance in performance (Bradberry & Greaves, 2011; Dickey, 2012). In addition, the content validity was constructed from expert evaluations of different items so it has been researched on a continual basis for the past decade. The reliability of the Emotional Intelligence Appraisal instrument is Cronbach’s alpha which is between 0.85 – 0.91 so it was very reliable (Bradberry & Greaves, 2011; Dickey, 2012).

The researcher used this questionnaire for her study in Pinya Sanyae Institute of Education, Yangon, Myanmar.

The reliability of this study was calculated by using Cronbach’s Alpha and reported as Table 2 below:

<table>
<thead>
<tr>
<th>Part II</th>
<th>Alpha</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emotional Intelligence</td>
<td>.78</td>
</tr>
<tr>
<td>Appraisal</td>
<td></td>
</tr>
</tbody>
</table>

Collection of Data

This researcher intended to examine the relationship between the overall teachers’ self-perceived Emotional Intelligence and its sub-skills (Self-Awareness, Self-
Management, Social Awareness and Relationship Management) and their demographic profiles such as age, educational background and working experience in Pinya Sanyae Institute of Education so researcher asked permission from the director and coordinator of this school in April, 2016.

On 30th May 2016, this researcher had distributed survey questionnaire to participants with the help of co-workers. Then, on 9th June 2016, all survey forms were collected by researcher and co-workers.

Table 3

Data Collection Process

<table>
<thead>
<tr>
<th>Dates</th>
<th>Data Collection Process</th>
</tr>
</thead>
<tbody>
<tr>
<td>April, 2016</td>
<td>Request permission from Pinya Sanyae Institute of Education</td>
</tr>
<tr>
<td>May 30th, 2016</td>
<td>Discussion of objectives and distribution of Survey Questionnaires</td>
</tr>
<tr>
<td>June 9th, 2016</td>
<td>Collection of Survey Questionnaires</td>
</tr>
<tr>
<td>June 10th, 2016</td>
<td>Tabulation and computation of Data</td>
</tr>
</tbody>
</table>

Data Analysis

In this study, the collection of data was computed for each objective and the following statistical methods were utilized.

For research objective 1: Teachers’ demographic profiles were identified using Frequency and Percentage.

For research objective 2: Mean and Standard Deviation was used to identify the teachers’ self-perceived emotional intelligence level.
For research objective 3: Pearson Product-moment correlation coefficient was used to examine the relationship between the overall teachers’ self-perceived emotional intelligence and their demographic factors in Pyinya Sanyae Institute of Education, Yangon, Myanmar.

**For research objective 3.1:** Pearson Product-moment correlation coefficient was used to examine the relationship between teachers’ Self-Awareness of emotional intelligence and their demographic profiles in Pyinya Sanyae Institute of Education, Yangon, Myanmar.

**For research objective 3.2:** Pearson Product-moment correlation coefficient will be used to examine the relationship between teachers’ Self-Management of emotional intelligence and their demographic profiles in Pyinya Sanyae Institute of Education, Yangon, Myanmar.

**For research objective 3.3:** Pearson Product-moment correlation coefficient was used to examine the relationship between teachers’ emotional intelligence and their demographic profiles in Pyinya Sanyae Institute of Education, Yangon, Myanmar.

**For research objective 3.4:** Pearson Product-moment correlation coefficient was used to examine the relationship between teachers’ emotional intelligence and their demographic profiles in Pyinya Sanyae Institute of Education, Yangon, Myanmar.
## Summary of the Research Process

<table>
<thead>
<tr>
<th>Research Objective</th>
<th>Source of Data or Sample</th>
<th>Data Collection Method or Research Instrument</th>
<th>Data Analysis</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To identify the teachers’ demographic profiles namely age, educational background and working experience in Pinya Sanyae Institute of Education, Yangon, Myanmar.</td>
<td>60 teachers at Pinya Sanyae Institute of Education, Yangon, Myanmar.</td>
<td>Part 1 - Demographic Factors: age, educational background and work experience</td>
<td>Frequency and Percentage</td>
</tr>
<tr>
<td>2. To determine the level of teachers’ self-perceived Emotional Intelligence in Pinya Sanyae Institute of Education, Yangon, Myanmar.</td>
<td></td>
<td>Part 2 - Emotional Intelligence Appraisal: Self-awareness, Self-management, Social awareness and Relationship Management</td>
<td>Mean and Standard Deviation</td>
</tr>
<tr>
<td>3. To examine the relationship between the overall teachers’ self-perceived Emotional Intelligence and their demographic profiles in Pinya Sanyae Institute of Education, Yangon, Myanmar.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.1 To examine the relationship between teachers’ Self-Awareness of Emotional Intelligence and their demographic in Pinya Sanyae Institute of Education, Yangon, Myanmar.</td>
<td></td>
<td></td>
<td>Pearson Product-moment correlation coefficient</td>
</tr>
<tr>
<td>3.2 To find the relationship between teachers’ Self-Management of emotional intelligence and their demographic profiles in Pinya Sanyae Institute of Education, Yangon, Myanmar.</td>
<td></td>
<td></td>
<td>Pearson Product-moment correlation coefficient</td>
</tr>
</tbody>
</table>
3.3 To examine the relationship between teachers’ Social Awareness of Emotional Intelligence and their demographic profiles in Pinya Sanyae Institute of Education, Yangon, Myanmar.

3.4 To find the relationship between teachers’ Relationship Management of Emotional Intelligence and their demographic profiles in Pinya Sanyae Institute of Education, Yangon, Myanmar.

<table>
<thead>
<tr>
<th></th>
<th>Pearson Product-moment correlation coefficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pearson Product-moment correlation coefficient</td>
<td></td>
</tr>
</tbody>
</table>
CHAPTER IV

RESEARCH FINDINGS

This research reveals research findings and information received by 60 respondents (100% of targeted population) who have completed and returned the questionnaire. This researcher went to PyinyaSanyae Institute of Education, Yangon, Myanmar personally and requested all the teachers to provide their demographic profiles and rate their opinion toward their emotional intelligence such as Self-Awareness, Self-Management, Social Awareness and Relationship Management.

Data analysis and research findings were presented with the sequence of the research objectives of the study as follows:

1. To identify teachers’ demographic profiles such as age, educational background and working experience in Pinya Sanyae Institute of Education, Yangon, Myanmar.

2. To determine the level of teachers’ self-perceived Emotional Intelligence in Pinya Sanyae Institute of Education, Yangon, Myanmar.

3. To examine the relationship between the overall teachers’ self-perceived Emotional Intelligence and their demographic profiles in Pyinya Sanyae Institute of Education, Yangon, Myanmar.

3.1. To examine the relationship between teachers’ Self-Awareness of Emotional Intelligence and their demographic profiles in Pinya Sanyae Institute of Education, Yangon, Myanmar.
3.2. To find the relationship between teachers’ Self-Management of Emotional Intelligence and their demographic profiles in Pinya Sanyae Institute of Education, Yangon, Myanmar.

3.3. To examine the relationship between teachers’ Social Awareness of Emotional Intelligence and their demographic profiles in Pinya Sanyae Institute of Education, Yangon, Myanmar.

3.4. To find the relationship between teachers’ Relationship Management of Emotional Intelligence and their demographic profiles in Pinya Sanyae Institute of Education, Yangon, Myanmar.

Finding for research Objective 1

Research Objective one was to identify teachers’ demographic profiles such as age, educational background and working experience in Pinya Sanyae Institute of Education, Yangon, Myanmar.

The demographic profiles such as Age, Educational Background and Working Experience of 60 teachers from Pyinya Sanyae Institute of Education were identified using Frequency and Percentage.

Table 5 revealed the demographic profiles of teachers from Pyinya Sanyae Institute of Education and the detailed reports of teachers’ age, educational background and working experience were showed below table 5.
Table 5

*Teachers’ Demographic Profiles in Pyinya Sanyae Institute of Education*

<table>
<thead>
<tr>
<th>Demographic Profiles</th>
<th>Category</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Age</strong></td>
<td>1) 20 to 30</td>
<td>48</td>
<td>80</td>
</tr>
<tr>
<td></td>
<td>2) 31 or over</td>
<td>12</td>
<td>20</td>
</tr>
<tr>
<td><strong>Educational Background</strong></td>
<td>1) High School Diploma</td>
<td>15</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td>2) Bachelor Degree or Higher</td>
<td>45</td>
<td>75</td>
</tr>
<tr>
<td><strong>Working Experience</strong></td>
<td>1) ≤ 1 year</td>
<td>15</td>
<td>23.3</td>
</tr>
<tr>
<td></td>
<td>2) 2 - 3 years</td>
<td>20</td>
<td>33.4</td>
</tr>
<tr>
<td></td>
<td>3) 4 - 5 years</td>
<td>15</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td>4) ≥ 6 years</td>
<td>1</td>
<td>18.3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td>60</td>
<td>100</td>
</tr>
</tbody>
</table>

(1) **Age**

The age of respondents was divided into two groups such as 20 to 30 and 31 or over. The age of respondents between 20 and 30 were 80% while 20% of respondents’ ages were 31 and over in this school which meant that the majority of teachers in this school are young.

(2) **Educational Background**

In Pyinya Sanyae Institute of Education, 25% of teachers were high school diploma holders and 75% of the teachers were the holders of bachelor degree or higher.

(3) **Working experience**

Working experience of teachers was grouped into four; ≤ 1 year, 2 to 3 years, 4 to 5 years and ≥ 6 years. This research had found that 23.3% of teachers had ≤ 1 year of experience in teaching, 33.4% of teachers had 2 to 3 years of experience in teaching, 25% of
teachers had 4 to 5 years of teaching while 18.3% had ≥ 6 years’ experience of teaching in Pinya Sanyae Institute of Education, Yangon, Myanmar.

Finding for research Objective 2

Research Objective Two was to determine the level of teachers’ self-perceived Emotional Intelligence in Pinya Sanyae Institute of Education, Yangon, Myanmar.

The researcher adopted Emotional Intelligence Appraisal questionnaire from Bradberry and Greaves (2010) and Dickey (2012). This questionnaire had 28 items around 4 components including Self-Awareness, Self-Management, Social Awareness and Relationship Management. Mean and Standard Deviation were used to determine the level of teachers’ self-perceived Emotional Intelligence in Pinya Sanyae Institute of Education.

Based on the data analysis, the findings of teachers’ self-perceived Emotional Intelligence were as follows:

In general, as Table 6 below has shown, the overall mean scores of teachers’ self-perceived Emotional Intelligence were 67.5, according to the interpretation criteria; it meant that teachers’ self-perceived Emotional Intelligence at Pinya Sanyae Institute of Education was regarded as “Below Average”.

In details, Table 6 also showed that the mean scores of teachers’ self-perceived Emotional Intelligence towards Self-Awareness were 69.6; the mean score of teachers’ self-perceived Emotional Intelligence towards Self-Management were 65.4, the mean score of teachers’ self-perceived Emotional Intelligence towards Social Awareness were 67.6; the mean score of teachers’ Emotional Intelligence towards Relationship Management were 67.9. Overall mean scores were in the range of 67 according to the interpretation criteria, it meant that teachers’ Emotional Intelligence towards all four skills such as Self-Awareness, Self-Management, Social Awareness and Relationship Management at Pinya Sanyae Institute of Education were “Below Average”.
Among four means, the mean scores towards Self-Awareness were 69.6 as the highest, which indicated that teachers have higher Self-Awareness than others skills at Pinya Sanyae Institute of Education. The mean score towards Self-Management was 65.4 which revealed as the lowest mean score among four skills.

Table 6

The Level of teachers’ self-perceived Emotional Intelligence in Pinya Sanyae Institute of Education

<table>
<thead>
<tr>
<th>Emotional Intelligence</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Self-awareness</td>
<td>60</td>
<td>69.6</td>
<td>8.94</td>
<td>Below average</td>
</tr>
<tr>
<td>2. Self-management</td>
<td>60</td>
<td>65.4</td>
<td>8.82</td>
<td>Below average</td>
</tr>
<tr>
<td>3. Social awareness</td>
<td>60</td>
<td>67.6</td>
<td>9.60</td>
<td>Below average</td>
</tr>
<tr>
<td>4. Relationship management</td>
<td>60</td>
<td>67.9</td>
<td>8.35</td>
<td>Below average</td>
</tr>
<tr>
<td>Total</td>
<td>60</td>
<td>67.5</td>
<td>6.95</td>
<td>Below average</td>
</tr>
</tbody>
</table>

Finding for research Objective 3

The finding of research objective three was to examine the relationships between the overall teachers’ self-perceive Emotional Intelligence and their demographic profiles in Pyinya Sanyae Institute of Education, Yangon, Myanmar. Teachers’ demographic profiles were categorized into Age, Educational Background and Working Experience in Pinya Sanyae Institute of Education. For this research objective, the researcher used the overall score of the teachers’ self-perceived Emotional Intelligence from four components such as Self-Awareness, Self-Management, Social Awareness and Relationship Management. For
this research, the researcher set up a “Research Hypothesis”, which was “there are significant relationships of the overall teachers’ self-perceived Emotional Intelligence according to their demographic profiles at Pinya Sanyae Institute of Education, Yangon, Myanmar.” Pearson Product moment correlation coefficient was used to examine the relationship of the overall teachers’ self-perceived Emotional Intelligence with their Age, Educational Background and Working Experience at Pinya Sanyae Institute of Education.

*About the Relationship of the overall teachers’ self-perceived Emotional Intelligence with their Age, Educational Background and Working Experience.*

Table 7 showed the relationship of the overall teachers’ self-perceived Emotional Intelligence with their age, since Pearson correlation r was -.163 and p-value was .213, which is bigger than the significant level of .05. There is no significant relationship of the overall teachers’ self-perceived Emotional Intelligence with their age in Pinya Sanyae Institute of Education, Yangon, Myanmar.

In addition, Table 7 also showed the relationship of the overall teachers’ self-perceived Emotional Intelligence with their educational background, since Pearson correlation r was .120 and p-value was .360, which is bigger than the significant level of .05. Thus, there is no significant relationship of the overall teachers’ self-perceived Emotional Intelligence with their educational background in Pinya Sanyae Institute of Education, Yangon, Myanmar.

Similarly, no relationship was found between the overall teachers’ self-perceived Emotional Intelligence with their educational background, since Pearson correlation r was .117 and p-value was .373, which is bigger than the significant level of .05. There is no
significant relationship of the overall teachers’ self-perceived Emotional Intelligence with their working experience in Pinya Sanyae Institute of Education, Yangon, Myanmar.

Table 7

The Relationship of the overall Teachers’ self-perceived Emotional Intelligence with their Age, Educational Background and Working Experience

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>Overall Emotional Intelligence</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age</td>
<td></td>
<td>Pearson Correlation: -0.163</td>
<td>Sig. (2-tailed): 0.213</td>
</tr>
<tr>
<td>Age</td>
<td>60</td>
<td>Pearson Correlation: 0.114</td>
<td>Sig. (2-tailed): 0.384</td>
</tr>
<tr>
<td>Working Experience</td>
<td></td>
<td>Pearson Correlation: 0.233</td>
<td>Sig. (2-tailed): 0.074</td>
</tr>
</tbody>
</table>

Finding for research Objective 3.1

Research objective 3.1 was to examine the relationships between teachers’ Self-Awareness of Emotional Intelligence and their demographic profiles in Pinya Sanyae Institute of Education, Yangon, Myanmar. Teachers’ demographic profiles were categorized into Age, Educational Background and Working Experience in Pinya Sanyae Institute of Education. For this research objective, the researcher used only Self-Awareness score of the teachers’ Emotional Intelligence. For this research, the researcher set up a “Research Hypothesis”, which was “there are significant relationships of teachers’ Self-Awareness of Emotional Intelligence and their demographic profiles at Pinya Sanyae Institute of Education, Yangon, Myanmar.” Pearson Product moment correlation coefficient was used to examine the relationship between Teachers’ Self-Awareness of Emotional Intelligence and their Age, Educational Background and Working Experience at Pinya Sanyae Institute of Education.
About the Relationship of Teachers’ Self-Awareness with their Age, Educational Background and Working Experience.

Table 8 showed the relationship of the teachers’ Self-Awareness of Emotional Intelligence with their age, since Pearson correlation r was -.103 and p-value was .433, which is bigger than the significant level of .05. There is no significant relationship of teachers’ Self-Awareness of Emotional Intelligence with their age in Pinya Sanyae Institute of Education, Yangon, Myanmar.

Additionally, table 8 also showed the relationship of the teachers’ Self-Awareness of Emotional Intelligence with their educational background, since Pearson correlation r was -.029 and p-value was .824, which is bigger than the significant level of .05. There is no significant relationship of teachers’ Self-Awareness of Emotional Intelligence with their educational background in Pinya Sanyae Institute of Education, Yangon, Myanmar.

However, there was a significant relationship of the teachers’ Self-Awareness of Emotional Intelligence with their working experience, since Pearson correlation r was .265 and p-value was .041, which is smaller than the significant level of .05. Therefore, “there is a significant relationship of teachers’ Self-Awareness of Emotional Intelligence with their working experience in Pinya Sanyae Institute of Education, Yangon, Myanmar.”
Table 8

The relationship of the teachers’ Self-Awareness with their Age, Educational Background and Working Experience

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>Self-Awareness</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age</td>
<td></td>
<td>Pearson</td>
<td>Sig. (2-tailed): .433</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Correlation: -.103</td>
<td>There is no relationship</td>
</tr>
<tr>
<td>Educational Background</td>
<td>60</td>
<td>Pearson</td>
<td>Sig. (2-tailed): .824</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Correlation: .029</td>
<td>There is no relationship</td>
</tr>
<tr>
<td>Working Experience</td>
<td></td>
<td>Pearson</td>
<td>Sig. (2-tailed): .041</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Correlation: .265</td>
<td>There is a significant relationship</td>
</tr>
</tbody>
</table>

Finding for research Objective 3.2

This research objective was to examine the relationships between teachers’ Self-Management of Emotional Intelligence and their demographic profiles in Pyinya Sanyae Institute of Education, Yangon, Myanmar. Teachers’ demographic profiles were categorized into Age, Educational Background and Working Experience in Pyinya Sanyae Institute of Education. For this research objective, the researcher used only Self-Management score of the teachers’ Emotional Intelligence. For this research, the researcher set up a “Research Hypothesis”, which was “there are significant relationships of teachers’ Self-Management of Emotional Intelligence and their demographic profiles at Pyinya Sanyae Institute of Education, Yangon, Myanmar.” Pearson Product moment correlation coefficient was used to examine the relationship between Teachers’ Self-Management of Emotional Intelligence and their Age, Educational Background and Working Experience at Pyinya Sanyae Institute of Education.
About the Relationship of Teachers’ Self-Management with their Age, Educational Background and Working Experience.

Table 9 showed the relationship of the teachers’ Self-Management of Emotional Intelligence with their working experience, since Pearson correlation r was .057 and p-value was .664, which is bigger than the significant level of .05. Therefore, “there is no significant relationship of teachers’ Self-Management of Emotional Intelligence with their age in Pinya Sanyae Institute of Education, Yangon, Myanmar.”

Similarly, table 9 showed no statistically significant relationship between teachers’ Self-Management of Emotional Intelligence and their educational background, since Pearson correlation r was .073 and p-value was .581, which is bigger than the significant level of .05. Therefore, “there is no significant relationship of teachers’ Self-Management of Emotional Intelligence with their educational background in Pinya Sanyae Institute of Education, Yangon, Myanmar.”

Interestingly, there was significant relationship of the teachers’ Self-Management of Emotional Intelligence with their educational background, since Pearson correlation r was .343 and p-value was .007, which is smaller than the significant level of .05, even at the level of .01. Therefore, “there is a significant relationship of teachers’ Self-Management of Emotional Intelligence with their working experience in Pinya Sanyae Institute of Education, Yangon, Myanmar.”
Table 9

The relationship of the teachers’ Self-Management with their Age, Educational Background and Working Experience

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>Self-Management</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age</td>
<td></td>
<td>Pearson</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Correlation: .057</td>
<td>Sig. (2-tailed): .664</td>
</tr>
<tr>
<td>Educational</td>
<td>60</td>
<td>Pearson</td>
<td></td>
</tr>
<tr>
<td>Background</td>
<td></td>
<td>Correlation: .073</td>
<td>Sig. (2-tailed): .581</td>
</tr>
<tr>
<td>Working</td>
<td></td>
<td>Pearson</td>
<td></td>
</tr>
<tr>
<td>Experience</td>
<td></td>
<td>Correlation: .343</td>
<td>Sig. (2-tailed): .007</td>
</tr>
</tbody>
</table>

Finding for research Objective 3.3

Research objective 3.3 was to examine the relationships between teachers’ Social Awareness of Emotional Intelligence and their demographic profiles in Pinya Sanyae Institute of Education, Yangon, Myanmar. Teachers’ demographic profiles were categorized into Age, Educational Background and Working Experience in Pinya Sanyae Institute of Education. For this research objective, the researcher used only Social Awareness score of the teachers’ Emotional Intelligence. For this research, the researcher set up a “Research Hypothesis”, which was “there are significant relationships of teachers’ Social Awareness of Emotional Intelligence and their demographic profiles at Pinya Sanyae Institute of Education, Yangon, Myanmar.” Pearson Product moment correlation coefficient was used to examine the relationship between Teachers’ Social Awareness of Emotional Intelligence and their Age, Educational Background and Working Experience at Pinya Sanyae Institute of Education.
About the Relationship of Teachers' Social Awareness with their Age, Educational Background and Working Experience.

Table 10 showed the relationship of the teachers' Social Awareness of Emotional Intelligence with their age, since Pearson correlation r was -.244 and p-value was .061, which is bigger than the significant level of .05. Therefore, “there is no significant relationship of teachers' Social Awareness of Emotional Intelligence with their age in Pinya Sanyae Institute of Education, Yangon, Myanmar.”

Moreover, Table 10 showed the relationship of the teachers' Social Awareness of Emotional Intelligence with their educational background, since Pearson correlation r was .079 and p-value was .549, which is bigger than the significant level of .05. Therefore, “there is no significant relationship of teachers' Social Awareness of Emotional Intelligence with their educational background in Pinya Sanyae Institute of Education, Yangon, Myanmar.”

The last row of Table 10 showed the relationship of the teachers' Social Awareness of Emotional Intelligence with their working experience, since Pearson correlation r was .012 and p-value was .929, which is bigger than the significant level of .05. Therefore, “there is no significant relationship of teachers' Social Awareness of Emotional Intelligence with their working experience in Pinya Sanyae Institute of Education, Yangon, Myanmar.”
Table 10

The relationship of the teachers’ Social Awareness with their Age, Educational Background and Working Experience

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>Social Awareness</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age</td>
<td></td>
<td>Pearson correlation: -.244</td>
<td>Sig. (2-tailed): .061</td>
</tr>
<tr>
<td>Educational Background</td>
<td>60</td>
<td>Pearson correlation: .079</td>
<td>Sig. (2-tailed): .549</td>
</tr>
<tr>
<td>Working Experience</td>
<td></td>
<td>Pearson correlation: .012</td>
<td>Sig. (2-tailed): .929</td>
</tr>
</tbody>
</table>

Finding for research Objective 3.4

Research objective 3.4 was to examine the relationships between the teachers’ Relationship Management of Emotional Intelligence and their demographic profiles in Pyinya Sanyae Institute of Education, Yangon, Myanmar. Teachers’ demographic profiles were categorized into Age, Educational Background and Working Experience in Pyinya Sanyae Institute of Education. For this research objective, the researcher used only Relationship Management score of the teachers’ Emotional Intelligence. For this research, the researcher set up a “Research Hypothesis”, which was “there are significant relationships of teachers’ Relationship Management of Emotional Intelligence and their demographic profiles at Pyinya Sanyae Institute of Education, Yangon, Myanmar.” Pearson Product moment correlation coefficient was used to examine the relationship between Teachers’ Relationship Management of Emotional Intelligence and their Age, Educational Background and Working Experience at Pyinya Sanyae Institute of Education.
Table 11 showed the relationship of the teachers’ Relationship Management of Emotional Intelligence with their age, since Pearson correlation r was -.244 and p-value was .060, which is bigger than the significant level of .05. Therefore, “there is no significant relationship of teachers’ Relationship Management of Emotional Intelligence with their age in Pinya Sanyae Institute of Education, Yangon, Myanmar.”

Likewise, table 11 showed the relationship of the teachers’ Relationship Management of Emotional Intelligence with their educational background, since Pearson correlation r was .194 and p-value was .138, which is bigger than the significant level of .05. Therefore, “there is no significant relationship of teachers’ Relationship Management of Emotional Intelligence with their educational background in Pinya Sanyae Institute of Education, Yangon, Myanmar.”

The last row of table 11 showed the relationship of the teachers’ Relationship Management of Emotional Intelligence with their working experience, since Pearson correlation r was .141 and p-value was .283, which is bigger than the significant level of .05. Therefore, “there is no significant relationship of teachers’ Relationship Management of Emotional Intelligence with their working experience in Pinya Sanyae Institute of Education, Yangon, Myanmar.”
Table 11

*The relationship of the teachers’ Relationship Management with their Age, Educational Background and Working Experience*

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>Relationship Management</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age</td>
<td></td>
<td>Pearson</td>
<td>Sig. (2-tailed): .060</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Correlation: -.244</td>
<td>There is no relationship</td>
</tr>
<tr>
<td>Educational Background</td>
<td>60</td>
<td>Pearson</td>
<td>Sig. (2-tailed): .138</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Correlation: .194</td>
<td>There is no relationship</td>
</tr>
<tr>
<td>Working Experience</td>
<td></td>
<td>Pearson</td>
<td>Sig. (2-tailed): .283</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Correlation: .141</td>
<td>There is no relationship</td>
</tr>
</tbody>
</table>
CHAPTER V

CONCLUSION, DISCUSSION, AND RECOMMENDATIONS

This chapter presents the overview of how this study was conducted, what instruments were utilized for data collection, study’s result findings, conclusion, discussion and recommendations for the selected school and for further research.

First of all, this study identified the demographic profiles of teachers from Pinya Sanyae Institute of Education. This study tried to determine the level of the overall teachers’ self-perceived Emotional Intelligence and its sub-skills like Self-Awareness, Self-Management, Social Awareness and Relationship Management. Then, this study attempted to find the relationships between the overall teachers’ self-perceived Emotional Intelligence, Self-Awareness, Self-Management, Social Awareness and Relationship Management, and their demographic profiles in Pinya Sanyae Institute of Education.

The totals of 60 questionnaires were distributed to teachers in Pinya Sanyae Institute of Education, and 60 respondents (100%) returned the valid surveys. Research objectives in this study were as follows:

1. To identify teachers’ demographic profiles such as age, educational background and working experience in Pinya Sanyae Institute of Education, Yangon, Myanmar.

2. To determine the level of teachers’ self-perceived Emotional Intelligence in Pinya Sanyae Institute of Education, Yangon, Myanmar.

3. To examine the relationship between the overall teachers’ self-perceived Emotional Intelligence and their demographic profiles in Pinya Sanyae Institute of Education, Yangon, Myanmar.
3.1 To examine the relationship between teachers’ Self-Awareness of Emotional Intelligence and their demographic profiles in Pinya Sanyae Institute of Education, Yangon, Myanmar.

3.2 To find the relationship between teachers’ Self-Management of Emotional Intelligence and their demographic profiles in Pinya Sanyae Institute of Education, Yangon, Myanmar.

3.3 To examine the relationship between teachers’ Social Awareness of Emotional Intelligence and their demographic profiles in Pinya Sanyae Institute of Education, Yangon, Myanmar.

3.4 To find the relationship between teachers’ Relationship Management of Emotional Intelligence and their demographic profiles in Pinya Sanyae Institute of Education, Yangon, Myanmar.

Findings

The total number of teachers who were currently working in Pinya Sanyae Institute of Education was 60. Their demographic profiles, level of Emotional Intelligence and relationship of them are presenting in the following:

1. About the teachers’ demographic profiles from Pinya Sanyae Institute of Education:

1.1 Age: In Pinya Sanyae Institute of Education, the ages of respondents between 20 and 30 were 80% while the respondents’ age between 31 and over were only 20%.

1.2 Educational background: In Pinya Sanyae Institute of Education, 25% of the respondents were high school diploma holders and 75% of the respondents were Bachelor degree and over.
1.3 **Working experience:** In Pinya Sanyae Institute of Education, there were 56.7% of respondents who had 1 to 3 years of working experience when 43.3% of respondents had more than 4 years of teaching experience in this school.

2. **About the teachers’ Emotional Intelligence score in Pinya Sanyae Institute of Education:**

   2.1 The overall mean scores of teachers’ Emotional Intelligence were 67.5, according to the interpretation criteria; it meant that teachers’ emotional intelligence at Pinya Sanyae Institute of Education was regarded as “Below average”.

   2.2 Among 4 means, the mean scores towards Self-Awareness were 69.6 as the highest, which indicated that teachers have higher Self-Awareness than others skills at Pinya Sanyae Institute of Education. The mean score towards Self-Management was 65.4 which revealed as the lowest mean score among four areas.

3. **About the relationships of teachers’ overall Emotional Intelligence with their demographic profiles in Pinya Sanyae Institute of Education:**

   A Significant relationship was not found between the overall teachers’ Emotional Intelligence with their demographic profiles in Pinya Sanyae Institute of Education, Yangon, Myanmar. The relationship of teachers overall Emotional Intelligence with their gender, age, educational background and working experience were -.051 and significant value was .696, -.163 and significant value was .213, .120 and significant value was .360, .117 and significant value was .373 respectively.
3.1 About the relationships of teachers’ Self-Awareness of emotional intelligence with their demographic profiles in Pinya Sanyae Institute of Education:

A significant relationship was not found between teachers’ Self-Awareness of Emotional Intelligence with their age and educational background in Pinya Sanyae Institute of Education, Yangon, Myanmar. However, there was a significant relationship between teachers’ Self-Awareness of Emotional Intelligence with their working experience in Pinya Sanyae Institute of Education, Yangon, Myanmar. The relationship of teachers’ Self-Awareness of Emotional Intelligence with their gender, age, educational background and working experience were -.103 and significant value was .433, .029 and significant value was .829, .265 and significant value was .041, respectively.

3.2 About the relationships of teachers’ Self-Management of Emotional Intelligence with their demographic profiles in Pinya Sanyae Institute of Education:

A significant relationship was not found between teachers’ Self-Management of Emotional Intelligence with their age and educational background in Pinya Sanyae Institute of Education, Yangon, Myanmar. However, there was a significant relationship between teachers’ Self-Management of Emotional Intelligence with their working experience in Pinya Sanyae Institute of Education, Yangon, Myanmar. The relationship of teachers’ Self-Management of Emotional Intelligence with their gender, age, educational background and working experience were .057 and significant value was .664, .073 and significant value was .581, and .343 and significant value was .007, respectively.
3.3 About the relationships of teachers’ Social Awareness of Emotional Intelligence with their demographic profiles in Pinya Sanyae Institute of Education:

A Significant relationship was not found between teachers’ Social Awareness of Emotional Intelligence with their demographic profiles such as age, educational background and working experience in Pinya Sanyae Institute of Education, Yangon, Myanmar. The relationship of teachers’ Social Awareness of Emotional Intelligence with their gender, age, educational background and working experience were -.244 and significant value was .061, .079 and significant value was .549, and .012 and significant value was .929, respectively.

3.4 About the relationships of teachers’ Relationship Management of Emotional Intelligence with their demographic profiles in Pinya Sanyae Institute of Education:

A Significant relationship was not found between teachers’ Relationship Management of Emotional Intelligence with their demographic profiles such as age, educational background and working experience in Pinya Sanyae Institute of Education, Yangon, Myanmar. The relationship of teachers’ Relationship Management of Emotional Intelligence with their gender, age, educational background and working experience were -.244 and significant value was .060, .194 and significant value was .138, and .141 and significant value was .283, respectively.
Conclusion

From the findings which derived by data analysis, the following conclusions were made:

1. About the teachers’ demographic profiles from Pinya Sanyae Institute of Education:

   1.1 Age: This school was observed that the respondent ages less than 30 years were more than those who aged 31 and over. This is because most of young people in Myanmar like to volunteer and teach when they are under 30 but some of them tend to pursue other professions which provide them a better salary after they are 30.

   1.2 Educational Background: A vast majority of teachers completed their bachelor degree while a few teachers had just accomplished their high school. Those teachers who hold only high school diploma are on the process of getting bachelor degree because they join Pinya Sanyae Institute of Education before they graduated from the University.

   1.3 Working experience: Regarding to their working experience, 56.7 percent of teachers had 1 to 3 years of experience in teaching and the rest had more than four years of working experience.

2. About the teachers’ Emotional Intelligence score in Pinya Sanyae Institute of Education:

   2.1 The overall mean scores of teachers’ Emotional Intelligence were regarded as “Below Average” at Pinya Sanyae Institute of Education.

   2.2 Thus, the result from this study indicated that teachers in Pinya Sanyae Institute of Education required improving their Emotional Intelligence skills.
3. About the relationships of the overall teachers’ self-perceived Emotional Intelligence with their demographic profiles in Pinya Sanyae Institute of Education:

There was no significant relationship was found between teachers’ overall Emotional Intelligence with their demographic profiles such as age, educational background and working experience in Pinya Sanyae Institute of Education, Yangon, Myanmar.

3.1 About the relationships of teachers’ Self-Awareness of Emotional Intelligence with their demographic profiles in Pinya Sanyae Institute of Education:

A significant relationship was not found between teachers’ Self-Awareness of emotional intelligence with their age and educational background in Pinya Sanyae Institute of Education, Yangon, Myanmar. However, there was a significant relationship between teachers’ Self-Awareness of Emotional Intelligence with their working experience in Pinya Sanyae Institute of Education, Yangon, Myanmar.

3.2 About the relationships of teachers’ Self-Management of Emotional Intelligence with their demographic profiles in Pinya Sanyae Institute of Education:

A significant relationship was not found between teachers’ Self-Management of Emotional Intelligence with their age and educational background in Pinya Sanyae Institute of Education, Yangon, Myanmar. Conversely, there was a significant relationship between teachers’ Self-Management of Emotional Intelligence with their working experience in Pinya Sanyae Institute of Education, Yangon, Myanmar.
3.3 About the relationships of teachers’ Social Awareness of Emotional Intelligence with their demographic profiles in Pinya Sanyae Institute of Education:

A Significant relationship was not found between teachers’ Social Awareness of Emotional Intelligence with their demographic profiles such as age, educational background and working experience in Pinya Sanyae Institute of Education, Yangon, Myanmar.

3.4 About the relationships of teachers’ self-perceived Relationship Management with their demographic profiles in Pinya Sanyae Institute of Education:

A Significant relationship was not found between teachers’ Relationship Management of Emotional Intelligence with their demographic profiles such as age, educational background and working experience in Pinya Sanyae Institute of Education, Yangon, Myanmar.

Discussion

1. What are the teachers’ demographic profiles such as age, educational background and working experience in Pinya Sanyae Institute of Education, Yangon, Myanmar?

(1) Age

From the findings, it was discovered that teacher ages less than 30 were more than teachers whose age 31 and over which were 80% and 20% respectively in Pinya Sanyae Institute of Education. This data indicated that the contingent of teachers in this school is young in age. Thus, the policy of this school should be taken into account as key elements in order to help young teachers upgrade their level of emotional intelligence, competence such as knowledge, skills, abilities and other critical aspects. As a result, they could come up with
higher level of thinking and social skills as well as better teaching strategies to involve students more effectively and efficiently in their classrooms.

(2) Educational background

The results of educational background showed that 25% of teachers were high school diploma holders and 75% were the holders of bachelor degree or higher in Pinya Sanyae Institute of Education. This result demonstrated that one-fourth of teachers in this school do not possess strong educational background so they require upgrading their knowledge and skills to be confident and competent teachers. Those teachers who hold bachelor degree or higher also need to update their knowledge and skills in order to meet the demands of contemporary society. Lifelong learning is very important and necessary for every human being who wants to be quality citizen.

(3) Working experience

The number of teachers who had 1 to 3 years of experience in teaching was more than their counterparts whose teaching experience were more than 4 years. This result indicated that most teachers in this school were young in age and experience of teaching so they required more facilitations and supports in order to teach effectively and efficiently. According to researcher’s experience when teachers are both young in age and working experience, students especially teenagers are likely to pay less respect and attention in the class. Possible reasons could be that students tend to test their teachers’ ability and confidence. Thus, these types of teachers have to prepare themselves well with content knowledge, emotional intelligence skills, confidence and commitment towards their profession.
2. What are the levels of teachers’ self-perceived Emotional Intelligence in Pinya Sanyae Institute of Education, Yangon, Myanmar?

According to the finding of this study, the total mean score of teachers’ Emotional Intelligence in Pinya Sanyae Institute of Education was 67.5, which was in the range of 60-69 and it was interpreted as “Below Average”.

Among the 4 means, the mean scores towards Self-Awareness were 69.6 as the highest, which indicated that teachers had higher Self-Awareness than others skills at Pinya Sanyae Institute of Education. The mean score towards Self-Management was 65.4 which revealed as the lowest mean score among four areas. There was no previous study conducted in this school so this is the very first research and result that revealed most of the teachers in Pinya Sanyae Institute of Education are not emotionally intelligent. Hwang (2007) stated that psychological research identified the teaching profession as a high stress career and it requires a high degree of Emotional Intelligence in order to reap life success and job satisfaction. Additionally, it was stated that “Teachers who intentionally develop emotional skills and model emotionally intelligent behavior on a daily basis experience more success and satisfaction in their professional careers” (Nelson, Low & Nelson, 2005; Dickey, 2007, p. 32). Poor management of emotions is another key factor that forces teachers to be frustrated and end their positions and profession (Brackett & Katulak, 2006; Dickey, 2012). Thus, in order to maintain effective teachers in this school, administrators have to consider and provide further supports for teachers’ emotional development.
3. Are there any relationships between the overall teachers’ self-perceived Emotional Intelligence (Self-Awareness, Self-Management, Social Awareness and Relationship Management) and their demographic profiles (age, educational background and working experience) in Pyinya Sanyae Institute of Education, Yangon, Myanmar?

In this study, the researcher tried to examine the relationships of the overall teachers’ self-perceived Emotional Intelligence, Self-Awareness, Self-Management, Social Awareness and Relationship Management with their demographic profiles such as age, educational background and working experience.

There was no significant relationship between the overall teachers’ self-perceived Emotional Intelligence and their age, educational background and working experience in Pyinya Sanyae Institute of Education, Yangon, Myanmar. Similarly, no relationship was found between teachers’ Self-Awareness and Self-Management, and their age and educational background. However, there was a significant relationship between Self-Awareness and Self-Management, and their working experience in this school. In addition, Social Awareness and Relationship Management had no relationship with their age, educational background and working experience in Pyinya Sanyae Institute of Education, Yangon, Myanmar. Based on the research of Amri'an and Behshad (2016), the relationship between teachers’ emotional intelligence with their working experience were significant.

Regarding age, teachers of different age groups showed no significant relationship on the score Self-Awareness, Self-Management, Social Awareness, Relationship Management and the overall Emotional Intelligence of teachers in Pyinya Sanyae Institute of Education, Yangon, Myanmar. Based on the finding of Harrod and Scheer (2005), no significant relationship was found between adolescent emotional intelligence and their age or location of residence. This finding indicated that the level of teachers’ emotional intelligence was not affected by their age. In other words, older teachers did not possess higher or lower
level of emotional intelligence as well as younger ones. Thus, both of them are required to enhance their emotional intelligence skills.

As regards to educational background, there was no significant relationship was found between Self-Awareness, Self-Management, Social Awareness, Relationship Management and the overall Emotional Intelligence of teachers in Pinya Sanyae Institute of Education, Yangon, Myanmar. Though majority of teachers are holding higher education degree, their emotional intelligence level had no different with high school diploma holders. Amirian and Behshad (2016), no significant relationship was found between teachers’ emotional intelligence and their level of Education.

Regarding to working experience, significant relationship was not found between overall teachers’ self-perceived Emotional Intelligence, Social Awareness and Relationship Management with their working experience. However, Self-Awareness and Self-Management were observed significant relationship with teachers’ working experience. This result showed that the longer working experience they may have higher level of Self-Awareness and Self-Management they possessed. Therefore, senior teachers and teachers who had more working experience tend to possess greater Self-Awareness and Self-Management skills than the junior teachers.

In conclusion, the finding of this research reminds and encourages all teachers who have different ages, various level of educations and diverse years of working experience in Pinya Sanyae Institute of Education to advance or upgrade their Emotional Intelligence skills which enable and lead them to personal happiness and professional success.
Recommendation

1. Recommendations for Pinya Sanyae Institute of Education's administrators

Administrator or program director of Pinya Sanye Institute of Education are recommended to innovate and create more supports and opportunities for teachers to improve their Emotional Intelligence skills and other necessary teaching methodologies that enable them to be more effective and productive in their teaching and bring their awareness.

It is also recommended that program director of this school should investigate the major cause toward low Emotional Intelligence level in teachers and create further opportunities for teachers to evaluate themselves and share their emotions with their peers.

In addition, the program director should have taken further consideration to bridge the gaps between the actual needs of teachers and currently available subjects for teachers in Pinya Sanyae Institute of Education. Teachers should be required to be supplied with lifelong learning programs on emotional intelligence skills that will lead them to life success and happiness.

2. Recommendations for teachers at Pinya Sanyae Institute of Education

All teachers who serve and teach in Pinya Sanyae Institute of Education are recommended to find ways to develop their Emotional intelligence skills through self-reflection, course work, taking continuing personal and professional development and peer-evaluation. They should work on their Self-Awareness, Self-Management, Social Awareness and Relationship Management skills by managing and reflecting themselves when dealing with life challenges.

In addition, when teachers are posted to different schools with a small group of friends, they should consider giving time for sharing both positive and negative emotions in
order to reduce their stress and enhance their emotional level. If they feel annoyed or hurt by someone, they should talk to that person directly and politely. By doing this, teachers’ emotional intelligence level would increase gradually and definitely.

Most importantly, teachers have to be aware and prepare for the change and challenges when teaching and dealing with diverse learners. The more teachers are aware and able to manage their emotions, the better balance of physical and mental conditions they would experience which would lead to further improvement of their performance in schools and life.

3. Recommendations for future researchers

Future researchers can also conduct similar study in other schools or countries. Besides, each skill of teachers’ Emotional Intelligence could be further studied to help provide more effective training and supports for teachers to be more emotionally intelligent not only in their teaching profession but also in their personal success and happiness. Future researchers are recommended to conduct the research in the public schools, private schools and other educational organizations in order to spread the awareness and values of emotional intelligence to teachers and school administrators. At the same time, it aims to help teachers upgrade their level of emotional intelligence. This is because emotional intelligence is the cornerstone of a person’s professional success and personal happiness. Moreover, teachers with high emotional intelligence will be able to contribute towards student achievement and school development more.

In summary, future researchers can also consider conducting the researches on the relationship between teachers’ Emotional Intelligence and student academic achievement or the relationship of administrators’ Emotional Intelligence and teachers’ job satisfaction. Since this kind of research is limited in Myanmar, future researchers should pay more
attention to spark the awareness towards school administrators and teachers for the development of a nation which built through the education. Emotional intelligence is a crucial aspect of Social sciences requires a lot of researches in the developing countries like Myanmar.
REFERENCES


Nguyen, TTV. (2008). A Study of a Relationship between Emotional Intelligence and Instructor Performance in Ho Chi Minh City University of Foreign Languages and Information Technology (HUFLIT), Vietnam


APPENDIX A

Part 1- Information about teachers’ demographic profiles

Directions: Please tick in the box according to yourself and fill in the following form.

1. Age
   - [ ] 20 - 30
   - [ ] 31 - 40

2. Educational Background
   - [ ] High school diploma
   - [ ] Bachelor Degree or over

3. Work Experience
   - [ ] ≤ 1 year
   - [ ] 2 - 3 years
   - [ ] 4 - 5 years
   - [ ] ≥ 6 years
Part 2 – Emotional Intelligence Appraisal

When you read each question-

1) Create a clear picture in your mind of how you think and behave in different situations.

2) Then answer honestly how often you demonstrate the behavior in question.

1 = Never  
2 = Rarely  
3 = Sometimes  
4 = Usually  
5 = Almost always  
6 = Always  

FOR EACH QUESTION, SELECT ONE BOX ACCORDING TO HOW OFTEN YOU...

<table>
<thead>
<tr>
<th>Self-awareness Items</th>
<th>1</th>
<th>2</th>
<th>3</th>
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<tbody>
<tr>
<td>1. Are confident in your abilities.</td>
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<td>2. Admit your shortcomings.</td>
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<td>3. Understand your emotions as they happen.</td>
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<td>4. Recognize the impact your behavior has upon others.</td>
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<td>5. Realize when others influence your emotional state.</td>
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<td>6. Play a part in creating the difficult circumstances you encounter.</td>
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### Self-management Items

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<td>7. Can be counted on.</td>
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<td>8. Handle stress well.</td>
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<td>9. Embrace change early on.</td>
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<td>10. Tolerate frustration without getting upset.</td>
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<td>11. Consider many options before making a decision.</td>
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<td>12. Strive to make the most out of situations whether good or bad.</td>
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<td>13. Resist the desire to act or speak when it will not help the situation.</td>
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<td>14. Do things you regret when upset.</td>
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<td>15. Brush people off when something is bothering you.</td>
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### Social awareness Items

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<td>16. Are open to feedback.</td>
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<td>17. Recognize other people's feelings.</td>
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<td>18. Accurately pick up on the mood in the room.</td>
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<td>19. Hear what the other person is 'really' saying.</td>
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<td>20. Are withdrawn in social situations.</td>
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</table>

### Relationship Management Items

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<tr>
<td>21. Directly address people in difficult situations.</td>
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<td><strong>22. Get along well with others.</strong></td>
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<tr>
<td><strong>23. Communicate clearly and effectively.</strong></td>
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<td><strong>24. Show others you care what they are going through.</strong></td>
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<tr>
<td><strong>25. Handle conflict effectively.</strong></td>
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<tr>
<td><strong>26. Use sensitivity to another person’s feelings to manage interactions effectively.</strong></td>
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<tr>
<td><strong>27. Learn about others in order to get along better with them.</strong></td>
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<tr>
<td><strong>28. Explain yourself to others.</strong></td>
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</tbody>
</table>
Emotional Intelligence Checklist

**EMOTIONAL INTELLIGENCE APPRAISAL®**

**WHAT THE SCORES MEAN**
Scores on the Emotional Intelligence Appraisal® come from a "normed sample." That means your scores are based on a comparison to tens of thousands of responses to discover where you fall relative to the general population. Read the following descriptions to better understand what your scores mean about your current skill level.

<table>
<thead>
<tr>
<th>SCORE</th>
<th>MEANING</th>
</tr>
</thead>
<tbody>
<tr>
<td>90-100</td>
<td>A STRENGTH TO CAPITALIZE ON</td>
</tr>
<tr>
<td></td>
<td>These scores are much higher than average and indicate a noteworthy strength.</td>
</tr>
<tr>
<td></td>
<td>These strengths probably come naturally to you, or exist because you have worked hard to develop them. Seize every opportunity to use these emotionally intelligent behaviors to maximize your success. You are highly competent in this skill, so work to capitalize on it and achieve your potential.</td>
</tr>
<tr>
<td>80-89</td>
<td>A STRENGTH TO BUILD ON</td>
</tr>
<tr>
<td></td>
<td>This score is above average. However, there are a few situations where you don't demonstrate emotionally intelligent behavior. There are many things you are doing well to have received this score and a few that could be better with some practice. Study the behaviors for which you received this score and consider how you can polish your skills.</td>
</tr>
<tr>
<td>70-79</td>
<td>WITH A LITTLE IMPROVEMENT, THIS COULD BE A STRENGTH</td>
</tr>
<tr>
<td></td>
<td>You are aware of some of the behaviors for which you received this score and you are doing well. Other emotionally intelligent behaviors in this group are holding you back. Lots of people start here and see big improvement in their emotional intelligence once it's brought to their attention. Use this opportunity to discover your potential and improve in the areas where you don't do as well.</td>
</tr>
<tr>
<td>60-69</td>
<td>SOMETHING YOU SHOULD WORK ON</td>
</tr>
<tr>
<td></td>
<td>This is an area where you sometimes demonstrate emotionally intelligent behavior but not usually. You may be starting to let people down. Perhaps this is a skill that doesn't always come naturally for you or that you don't use. With a little improvement in this skill, your credibility will go way up.</td>
</tr>
<tr>
<td>59 or</td>
<td>A CONCERN YOU MUST ADDRESS</td>
</tr>
<tr>
<td>below</td>
<td>This skill area is either a problem for you, you don't value it or you didn't know it was important. The bad news is your skills in this area are limiting your effectiveness. The good news about this discovery and choosing to do something about it is it will go a long way toward improving your emotionally intelligent behavior.</td>
</tr>
</tbody>
</table>
SCORING YOUR RESULTS: SELF-AWARENESS SCORE

Congratulations, your survey is complete. You will now score your results in four small parts. Begin here with the first part, which consists of questions 1-6 on page five.

Step One: For questions 1-5 only, add up the number of checks in each column and write the totals in the shaded area directly below question #5 on page five. Transfer this directly to the shaded area of Column A on this page.

Step Two: In the non-shaded area of Column A on this page, enter a 1 next to the appropriate column for question #6 on page five.

Step Three: Multiply each row of Column A by the number directly next to it in Column B. Write the answer for each row in Column C.

Step Four: Add up all the numbers in Column C and write the answer on the line next to the phrase "Total Column C:"

Step Five: Find your total from Column C in the left-hand column of one of the tables to the right. Circle the number directly to the right of it. The number you circle is your Self-Awareness score. Self-Awareness is one of the four skills that make up emotional intelligence.

Step Six: Write your Self-Awareness score in the table on page 11.
SCORING YOUR RESULTS: SELF-MANAGEMENT SCORE

Now it's time to score the next part of your results. This section covers questions 7-15 on page five.

**Step One:** For questions 7-13 only, add up the number of checks in each column and write the totals in the shaded area directly below question #13 on page five. Transfer this directly to the shaded area of Column D on this page.

**Step Two:** For questions 14-15 only, add up the number of checks in each column and write the totals in the shaded area directly below question #15. Transfer this directly to the non-shaded area of Column D on this page.

**Step Three:** Multiply each row of Column D by the number directly next to it in Column E. Write the answer for each row in Column F.

**Step Four:** Add up all the numbers in Column F and write the answer on the line next to the phrase “Total Column F.”

**Step Five:** Find your total from Column F in the left-hand column of one of the tables to the right. Circle the number directly to the right of it. The number you circle is your Self-Management score. Self-Management is one of the four skills that make up emotional intelligence.

**Step Six:** Write your Self-Management score in the table on page 11.

<table>
<thead>
<tr>
<th>Questions 7-13</th>
<th>Column D</th>
<th>Column E</th>
<th>Column F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Never</td>
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<td>X 1</td>
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<td>Rarely</td>
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<td>Sometimes</td>
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<td>Usually</td>
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<td>X 4</td>
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<tr>
<td>Almost Always</td>
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<td>X 5</td>
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<tr>
<td>Always</td>
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<td>X 6</td>
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<tr>
<th>Questions 14-15</th>
<th>Column D</th>
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<tbody>
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<td>Never</td>
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<td>Usually</td>
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<td>Almost Always</td>
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<td>Always</td>
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Total Column F = ____

<table>
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</tr>
<tr>
<td>54</td>
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</table>
SCORING YOUR RESULTS: SOCIAL AWARENESS SCORE

Now score the third part of your results, questions 16-20 on page six.

**Step One:** For questions 16-19 only, add up the number of checks in each column and write the totals in the shaded area directly below question #19 on page six. Transfer this directly to the shaded area of Column 6 on this page.

**Step Two:** In the non-shaded portion of Column 6, enter a 1 next to the response you chose for question #20.

**Step Three:** Multiply each row of Column 6 by the number directly next to it in Column H. Write the answer for each row to Column I.

**Step Four:** Add up all the numbers in Column I and write the answer on the line next to the phrase "Total Column I."

**Step Five:** Find your total from Column I in the left-hand column of one of the tables to the right. Circle the number directly to the right of it. The number you circle is your Social Awareness score.

Social Awareness is one of the four skills that make up emotional intelligence.

**Step Six:** Write your Social Awareness score in the table on page 11.
SCORING YOUR RESULTS: RELATIONSHIP MANAGEMENT SCORE

Now it’s time to score the last part of your results. This covers questions 21-28 on page six.

Step One: For questions 21-27 only, add up the number of checks in each column and place the totals in the shaded area directly below question #27 on page six. Transfer this directly to the shaded area of Column J on this page.

Step Two: In the non-shaded portion of Column J, enter a 1 next to the response you chose for question #28.

Step Three: Multiply each row of Column J by the number directly next to it in Column K. Write the answer for each row in Column L.

Step Four: Add up all the numbers in Column L and write the answer on the line next to the phrase “Total Column L.”

Step Five: Find your total from Column L in the left-hand column of one of the tables to the right. Circle the number directly to the right of it. The number you circle is your Relationship Management score. Relationship Management is one of the four skills that make up emotional intelligence.

Step Six: Write your Relationship Management score in the table on page 11.

<table>
<thead>
<tr>
<th>Questions</th>
<th>Column J</th>
<th>Column K</th>
<th>Column L</th>
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<td>Rarely</td>
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<td>Sometimes</td>
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<tr>
<td></td>
<td>Usually</td>
<td>X 4</td>
<td></td>
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<tr>
<td></td>
<td>Almost Always</td>
<td>X 5</td>
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</tr>
<tr>
<td></td>
<td>Always</td>
<td>X 6</td>
<td></td>
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<th>Column J</th>
<th>Column K</th>
<th>Column L</th>
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Total Column L =

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</table>
MY EMOTIONAL INTELLIGENCE SCORES
Emotional intelligence is made up of four skills:

- Write each of your skill scores in the following table. They are the numbers you circled at the bottom of pages 7-10.
- Add the four skill scores and place the value next to where it says, "Total of Skill Scores."
- Find your total in the left-hand column of one of the tables below. The number directly next to it, in the right-hand column, is your overall emotional intelligence (EQ) score. Be sure to circle your score and write it in the Overall EQ Score box.

<table>
<thead>
<tr>
<th>Skill Score</th>
<th>Total of Skill Scores</th>
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<tbody>
<tr>
<td>SELF-AWARENESS</td>
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<tr>
<td>SELF-MANAGEMENT</td>
<td></td>
</tr>
<tr>
<td>SOCIAL AWARENESS</td>
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</tr>
<tr>
<td>RELATIONSHIP MANAGEMENT</td>
<td></td>
</tr>
</tbody>
</table>

Emotional Intelligence Appraisal (Bradberry & Greaves, 2010)
**BIOGRAPHY**

**Personal Profile**
Name of Researcher: ELIZABETH  
Date of Birth: 15th November 1989  
Place of Birth: KAYAH STATE, MYANMAR.  
Ethnicity: Kayan  
Religion: Christian  
Nationality: Myanmar

**Educational Background**

- **2014-2016**  
  M. Ed. Educational Administration, Assumption University, Bangkok, Thailand.

- **2009-2011**  
  Teacher- Training Course  
  Infant Jesus Mission TTC (Introductory Course in Teacher Training Batch III), Yangon, Myanmar.

- **2008-2010**  
  Bachelor of Arts (History)  
  University of Distance Education, Loikaw, Myanmar.