

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

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Abstract: 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.

Keywords: Teachers' Self-Perceived Emotional Intelligence, Demographic Profiles, Pinya Sanyae Institute of Education, Yangon, Myanmar.

Introduction

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

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