

Assessment Of Knowledge Of Emotional Intelligence Among Teachers In The City Of Mosul

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Abstract:

Background: Education systems have seen a major transformation in recent years, placing more emphasis on non-cognitive abilities such as attitudes toward work and people, the quality of interpersonal connections, adaptability, empathy, creativity, and communication[1]. . This study aimed to assess the teachers' knowledge towards emotional intelligence, to assess teachers' knowledge among pupils according to sections of emotional intelligence. A descriptive design was carried out from 27th February 2021 through 29th July 2021 to assess the teachers' knowledge towards emotional intelligence in Mosul city. A simple random technique was used, consisted of 60 teachers, that consist (30) male teachers (30) female teachers, were from primary schools of Nineveh Education Directorate. The researcher prepared a scale consisting of 40 multiple-choice questions to test teachers' knowledge of emotional intelligence. The questions include general information about emotional intelligence, self-awareness, self-management, social awareness, and social management. To achieve the objectives of the study. The findings of this study indicates that the level of teachers' knowledge towards emotional intelligence was low. The study concludes a considerable lack of knowledge regarding emotional intelligence (EI). This study recommends a critical need to educate and participate the teachers in courses of development and used emotional intelligence when dealing with pupils.

Keywords: Assessment, Emotional Intelligence, Knowledge.

Introduction:

Emotional intelligence research adds another dimension of complexity to our knowledge of human intelligence. Additionally, it improves an individual's ability to appraise his or her general or overall intelligence. Personal, social, and survival-related aspects of intelligence are covered by emotional intelligence. Non-conventional thinking and problem-solving components rely more on it for day-to-day functioning than they do [2]. Mayer and Salovey describe emotional intelligence as the ability to detect, assess, and generate emotions to assist in thinking, to understand feelings and emotional knowledge, and to regulate emotion in order to promote emotional and reflective intellectual growth [3]. Martinez (1997)

describes emotional intelligence is a set of non-cognitive abilities, capacities, and competencies that impact an individual's ability to manage external demands and difficulties [4]. Emotional intelligence, according to Daniel Goleman, is the ability to understand and control one's own and other people's feelings, as well as the ability to inspire oneself and others. Emotional intelligence consists of five components: self-awareness, self-regulation, motivation, empathic responses, and interpersonal skills [5].

The teaching profession is often considered to be one of the most stressful. In the classroom, the instructor is continually questioned because of group management, expectations, and regular exposure [6], ultimately leading to a variety of mental illnesses [7], notably the symptom of exhaustion known as burnout [8]. Recently, the educational systems have undergone a major shift to emphasize on abilities that go beyond strictly cognitive characteristics, such as attitude toward work and people, quality of relationships; flexibility and adaptability; empathy; creativity; and communication; among other things [9, 10, 11, 12]. Over this, educators' Emotional Intelligence (EI) has recently been a focus of educational research.

According to Rastegar and Memarpour (2009), it is believed that personal competence in emotional intelligence enables people to perceive emotional intelligence their emotions, regulate their feelings appropriately, and how they respond [13]. An educator's emotional intelligence (EI) is essential to a successful teaching and learning process [14, 15].

According to Ismail et al. (2020), it has been argued that the high-quality professional development of teachers is essential for effective, high-quality teaching and educational attainment. In particular, it was decided that professors need to develop their professional skills continuously, enhance their abilities, and keep up-to-date with new professional developments. Personal well-being, social relationships, and professional effectiveness in education have all been connected to emotional intelligence in recent years. Students' academic and social achievement, as well as pro-social action and practical instruction, have been related to emotional intelligence in recent years [16].

Materials and Method

A descriptive design was carried out from 27th February 2021 through 29th July 2021 to assess the teachers' knowledge of emotional intelligence in Mosul city. A probability sampling (simple random technique) was used, consisted of 60 teachers, that consist (30) male, (30) female, were from primary schools of Nineveh Education Directorate. The researcher prepared a scale consisting of 40 multiple-choice questions to test teachers'

knowledge of emotional intelligence. The questions include general information about emotional intelligence, self-awareness, self-management, social awareness, and social management. To achieve the objectives of the study. The reliability of these scales was determined using the split-half approach of the computation of Cronbach Alpha Correlation coefficients. In order to ensure the validity of the suggested scales, methods, and procedures for the research, 10 experts from various fields linked to the study were consulted and selected. For the present research, they were requested to examine the scale format for clarity and appropriateness.

Findings and discussion:

Emotional intelligence is considered while evaluating an individual's performance and reducing excessive job stress. A person who has good individual traits, as described by a strong character, demonstrates emotional intelligence that has been well handled [17]. Psychologically, temperament is not inherited but rather something that develops as a result of high levels of emotional intelligence [18]. People who have adverse emotional reactions to work-related stress are more likely to control their emotions when discussing the job from their passionate point of view, supported by research [19]. Another difference between humans and other species is the emotional connection established as a result of human beings' emotional intelligence. Self-motivation, initiative, and the formation of interpersonal connections all demonstrate emotional intelligence [20]. The management of a teacher's emotional intelligence is thus critical in boosting productivity and success in the educational setting. According to the findings of Setyowati et al. (2019), Emotional intelligence is seen as a means of enhancing teacher professionalism and performance. [21]

Table (1) Distribution of Demographic characteristics of the study subjects.

This results reveals that the majority 29(48.3%) of teachers are within the age group (30-40), and 30(50%) of teachers equally between males and females in the study and control group. Concerning the educational level, most teachers 27 (45%) had graduates of the college. Relative to the years of experiences 18(30%) in the study subject had (11-18) years of experience. Regarding Courses in emotional intelligence, all teachers have not participated in any course of emotional intelligence in study and control groups, table ⁽¹⁾.

Table (2) Distribution of study subjects at baseline among (emotional intelligence) related knowledge sections according to the participants' knowledge levels.

According to this research's findings, 78.3% of teachers who participated in the survey had a poor degree of understanding regarding emotional intelligence and its five knowledge-related

Groups		Study	
Variables		Freq.	%
Age	30-40	29	48.3
	41-50	14	23.4
	51-60	17	28.3
	Total	60	100
Gender	male	30	50
	Female	30	50
	Total	60	100
Educational level	teacher house	13	21.7
	Institute	20	33.3
	College	27	45
	Total	60	100
Years of experiences	less than 5	7	11.7
	6-10	7	11.7
	11-15	18	30
	16-20	10	16.6
	21-25	9	15
	25 and above	9	15
	Total	60	100
Courses in developmental disorders	yes	42	70
	No	18	30
	Total	60	100
Sources in emotional intelligence	yes	0	0
	No	60	100
	Total	60	100
Courses in emotional intelligence	yes	0	0
	No	60	100
	Total	60	100

domains, table (2).

Knowledge Domains	Levels of Knowledge									
	Extreme Low		Low		Intermediate		Good		Total	
	f	%	F	%	f	%	f	%	f	%
Section one	16	26.6	27	45	17	28.4	0	0	60	100
Section two	29	48.3	17	28.4	14	23.3	0	0	60	100
Section three	20	33.3	34	56.6	4	6.6	2	3.5	60	100
Section four	16	26.6	27	45	15	25	2	3.4	60	100
Section five	3	5	25	41.6	27	45	5	8.4	60	100
Total knowledge	0	0	47	78.3	13	21.4	0	0	60	100

These findings are generally consistent with those of Al-prior kraawi's research (2018). Primary school teachers in the city of Al-Najaf were educated about the prevalence of attention deficit hyperactivity disorder (ADHD) among kids. Al-kraawi assessed primary school teachers' understanding of attention deficit hyperactivity disorder (ADHD). According to a study by al-research Kraawi, there is a lack of teachers' understanding of this common juvenile mental health condition among kids, [22].

Also agreement with findings of a study done by Nawaf (2020). Nawaf conducted an education programme for elementary school teachers in Mosul City to increase their awareness of Post-Traumatic Stress Disorder among students. Nawaf evaluated teachers' understanding of Post-Traumatic Stress Disorder (PTSD) among Mosul City students. Nawaf demonstrated a large knowledge gap between instructors and such a prevalent youth mental health problem among students[23].

The of study Nawaf, N. (2020), revealed that teachers in elementary schools had an appropriate degree of emotional intelligence (EI). In addition, the research found that there is a significant difference in EI between instructors in public, assisted, and private schools.

Research found that private school instructors had the highest level of EI, followed by public school teachers and aided school teachers[24].

The findings are the result of a lack of emphasis on the critical role of emotional intelligence in resolving conflicts and problems that teachers face in their private lives and families, as well as in their work with managers and colleagues, as well as in the educational process when dealing with students, particularly those with developmental disabilities who require special education.

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