# 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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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). Reza 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 (Kremenitzer, 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.

**Objectives**

There are three objectives for the study

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.

**Literature Review**

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 authomatically (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.

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.

## 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.
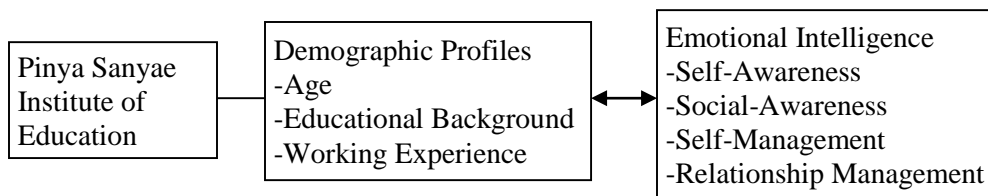
| Pinya Sanyae Institute of Education | Demographic Profiles -Age -Educational Background -Working Experience | Emotional Intelligence -Self-Awareness -Social-Awareness -Self-Management -Relationship Management |
|---|---|---|

**Figure 1: Conceptual Framework of This Study**

**Method/ Procedure**
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.

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).

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)

## Findings/Results

*Finding for research Objective 1*

Research Objective one was to identify teachers' demographic profiles such as age, educational background and working experience of 60 teachers using Frequency and Percentage in Pinya Sanyae Institute of Education, Yangon, Myanmar.

Table 1 revealed the demographic profiles of teachers from Pinya Sanyae Institute of Education and the detailed reports of teachers' age, educational background and working experience were showed below table 5.

**Table 1: Teachers' Demographic Profiles in Pinya Sanyae Institute of Education**

| Demographic Profiles | Category | Number | Percentage |
|---|---|---|---|
| Age | 1) 20 to 30 | 48 | 80 |
| | 2) 31 or over | 12 | 20 |
| Educational Background | 1)High School Diploma | 15 | 25 |
| | 2) Bachelor Degree or Higher | 45 | 75 |
| Working Experience | 1) ≤ 1 year | 15 | 23.3 |
| | 2) 2 - 3 years | 20 | 33.4 |
| | 3) 4 - 5 years | 15 | 25.0 |
| | 4) ≥ 6 years | 11 | 18.3 |
| | Total | 60 | 100 |

*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.

In general, as Table 2 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 2 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 2: The Level of Teachers' Self-Perceived Emotional Intelligence in Pinya Sanyae Institute of Education**

| Emotional Intelligence | N | Mean | S.D. | Interpretation |
|---|---|---|---|---|
| 1. Self-awareness | 60 | 69.6 | 8.94 | Below average |
| 2. Self-management | 60 | 65.4 | 8.82 | Below average |
| 3. Social awareness | 60 | 67.6 | 9.60 | Below average |
| 4. Relationship management | 60 | 67.9 | 8.35 | Below average |
| Total | 60 | 67.5 | 6.95 | Below average |

*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 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.

Table 3 showed the relationship of the overall teachers' self-perceived Emotional Intelligence with their age, educational background and working experience since Pearson correlation r was -.163, .120 and .117, and p-value was .213, .360 and .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 age, educational background and working experience in Pinya Sanyae Institute of Education, Yangon, Myanmar.

**Table 3: The Relationship of the Overall Teachers' Self-Perceived Emotional Intelligence with Their Age, Educational Background and Working Experience**

| | N | Overall Emotional Intelligence | | Interpretation |
|---|---|---|---|---|
| Age | | Pearson Correlation: -.163 | Sig. (2-tailed): .213 | There is no relationship |
| Educational Background | 60 | Pearson Correlation: .114 | Sig. (2-tailed): .384 | There is no relationship |
| Working Experience | | Pearson Correlation: .233 | Sig. (2-tailed): .074 | There is no relationship |

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.

Table 4 showed no relationship was observed between teachers' Self-Awareness of Emotional Intelligence with their age and educational background since Pearson correlation r was -.103 and -.029, and p-value was .433 and .824 which is bigger than the significant level of .05. There is no significant relationship of teachers' Self-Awareness of Emotional Intelligence with their age and educational background in Pinya Sanyae Institute of Education, Yangon, Myanmar. However, the 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 4: The Relationship of The Teachers' Self-Awareness with Their Age, Educational Background and Working Experience**

| | N | Self-Awareness | | Interpretation |
|---|---|---|---|---|
| Age | | Pearson Correlation: -.103 | Sig. (2-tailed): .433 | There is no relationship |
| Educational Background | 60 | Pearson Correlation: .029 | Sig. (2-tailed): .824 | There is no relationship |
| Working Experience | | Pearson Correlation: .265 | Sig. (2-tailed): .041 | There is a significant relationship |

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 Pinya Sanyae Institute of Education, Yangon, Myanmar.

Table 5 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, relationship was not found 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. 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-Awareness of Emotional Intelligence with their working experience in Pinya Sanyae Institute of Education, Yangon, Myanmar."

**Table 5: The Relationship of The Teachers' Self-Management with Their Age, Educational Background and Working Experience**

| | N | Self-Management | | Interpretation |
|---|---|---|---|---|
| Age | 60 | Pearson Correlation: .057 | Sig. (2-tailed): .664 | There is no relationship |

**Table 5: The Relationship of The Teachers' Self-Management with Their Age, Educational Background and Working Experience**

|  | N | Self-Management | | Interpretation |
|---|---|---|---|---|
| Educational Background |  | Pearson Correlation: .073 | Sig. (2-tailed): .581 | There is no relationship |
| Working Experience |  | Pearson Correlation: .343 | Sig. (2-tailed): .007 | There is a significant relationship |

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.

Table 6 showed the relationship of the teachers' Social Awareness of Emotional Intelligence with their age, educational background and working experience since Pearson correlation r was -.244, .079 and 0.12, and p-value was .061, .549 and .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 age, educational background and working experience in Pinya Sanyae Institute of Education, Yangon, Myanmar."

**Table 6: The Relationship of The Teachers' Social Awareness with Their Age, Educational Background and Working Experience**

|  | N | Social Awareness | | Interpretation |
|---|---|---|---|---|
| Age |  | Pearson Correlation: -.244 | Sig. (2-tailed): .061 | There is no relationship |
| Educational Background | 60 | Pearson Correlation: .079 | Sig. (2-tailed): .549 | There is no relationship |
| Working Experience |  | Pearson Correlation: .012 | Sig. (2-tailed): .929 | There is no relationship |

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 Pinya Sanyae Institute of Education, Yangon, Myanmar.

Table 7 showed no relationship of the teachers' Relationship Management of Emotional Intelligence with their age, educational background and working experience since Pearson correlation r was -.244, .194 and .141, and p-value was .060, .138 and .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 age in Pinya Sanyae Institute of Education, Yangon, Myanmar."

**Table 7: The Relationship of The Teachers' Relationship Management with Their Age, Educational Background and Working Experience**

|  | N | Relationship Management | | Interpretation |
|---|---|---|---|---|
| Age | 60 | Pearson Correlation: -.244 | Sig. (2-tailed): .060 | There is no relationship |
| Educational Background | | Pearson Correlation: .194 | Sig. (2-tailed): .138 | There is no relationship |
| Working Experience | | Pearson Correlation: .141 | Sig. (2-tailed): .283 | There is no relationship |

**Discussion**

*Teachers' Demographic Profiles*

(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.

(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 engage in professional development in order 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.

*The Levels of Teachers' Self-Perceived Emotional Intelligence*
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 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 Educaiton. 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 achieve 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 emotion 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.

*The 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 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 Pinya 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 Pinya Sanyae Institute of Education, Yangon, Myanmar.

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 Pinya 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 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 work experience, a 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 was observed significant relationship with teachers' working experience. This result revealed that the longer working experience of teachers may result higher level of Self-Awareness and Self-Management. 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 their Emotional Intelligence skills which enable and lead them to personal happiness and professional success.

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