Emotional Intelligence of Hungarian Teachers

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Abstract The research focused on the personal and social competencies of Hungarian teachers as unexplored areas. The participants in the survey were 707 Hungarian teachers from elementary and secondary schools. In view of the expectations of the European Union related to new teacher roles, the following research question was formulated to guide the study: can the Hungarian teachers meet the expectations of the European Union regarding the expected competencies? The results proved that about one third of the participants seem uncertain personalities that might be in connection with low communicative and emotional capacities, mainly as a result of their poor emotional intelligence. This study aims to highlight the characteristics of teachers' emotional intelligence. The weakest part of teachers' emotional intelligence is the sense of their emotions and controlling them. One quarter can interpret their partners' emotions correctly, one third becomes hesitating. The majority believe they are good at interpreting emotions. One quarter are not capable of conveying the right emotions, two-thirds claim they can regulate their emotions, but this means suffocating their emotions. However, most of them would be suitable to interact efficiently. They are eager to take care of other people and their strong wish for parity foster social relationships.

Keywords Emotional Intelligence, Personal and Social Competencies, Competencies for Teachers, Research on Teachers, Emotional Intelligence at School

1. Introduction

The most ambitious objective of the European Union is the realization of the knowledge based societies. One of the cornerstones of this attempt is the reform of the education involving its key figures, the educationalists. The expectations related to the "future educationalist" are confirmed in the publication accepted in 2004 "Common European Principles for Teacher Competences and Qualification" [1]. The key competencies of the educationalist are described: (1) Work with knowledge, technology and information, (2) Work with others, (3) Work with and in society.

Another outstanding document on the policies of education came to light in 2007 "Conclusions of the Council and of the Representatives of the Governments of the Member States" [2]. This document includes the competencies of the educationalist. During their professional training and throughout different courses they are expected to acquire skills enabling them (1) to develop their overall competencies with those stated in the recommendations on the key competencies, (2) to create and maintain safe learning environment based on mutual respect and cooperation, (3) to teach effectively in mixed classes, (4) to cooperate with colleagues, parents and the community, (5) to take part in developing their own schools or other educational institutions, (6) to enrich their knowledge and develop innovative attitude in the reflexive practice, (7) to use the informational and communicational technology, (8) to become independent learners as part of their lifelong professional development.

The expectations described above were completed with self-reflection and collaborative working, adaptation to multicultural classrooms and acceptance of leadership roles [3]

The political changes (end of the socialist regime) and Hungary's join to the European Union in 2004, the strengthening role of education accelerated the changed in the educational policies. Similarly to European tendencies, for the Hungarian educational politics it has also become an utmost question to establish the competency based education.

The Bologna Process has played a significant part in the reforms which aimed to realize the European Higher Education Region with an emphasis on quality. It also aimed to establish the two-phased, then later the three-phased training and the accreditation of the degrees. In Hungary the legal framework to stabilize the Bologna process was supported by the Hungarian Higher Education Law (2005) [4], also by the corresponding government policies and by the policy of the Minister of Education on teacher training, which have been going through continuous changes.

The interpretation of the competencies of the educationalists is not standardized, at the same time, the

member states have made efforts to synchronize their national specifications with the expectations of the European Union. In Hungary the policy of the Ministry of Education [5] differentiates nine competencies to be achieved and enables teachers to (1) develop learners' personality skills, (2) support groups of learners, (3) plan the teaching and learning process, (4) develop learners' skills and abilities by using their professional knowledge, (5) develop competencies that enable learners for lifelong learning, (6) organize the learning process, (7) employ a wide range of assessment, (8) be cooperative and be able to communicate effectively, 9) become self-conscious, autonomous, self-taught who can control their professional development.

The majority of the Hungarian educationalists have been unprepared for the changes, as well as for the fast pace and content of these changes. They have faced the key competencies and partly new tasks as they have been asked to focus on new aspects of their profession. Teachers should switch from the traditional concepts (knowledge based methods and ways of thinking) to the competency based teaching methods, most of them can hardly identify with these changes [6]. Changes in the educational reform require new roles from the teachers that serve the needs of the learners. Thus teachers should acquire the role of the counsellor, mentor and medium [7].

Teachers' situation has proved to be even more difficult resulting from changes in the society. Also, structural changes in educational institutions have forced them to work with diverse learners in terms of their socioeconomic status. Teachers often feel themselves helpless, deprived of the suitable methods to work with mixed ability learners, with demotivated learners, with learners who regularly miss school, with learners who are aggressive, and with learners who have other learning problems and difficulties adapting to the correct forms of social behaviors [6, 8].

These problems clearly show what challenges the Hungarian teachers have to face. Their situation seems to be rather contradictory stemming from the problems. On the one hand, there is demand for well-qualified teachers to achieve a high level of education. At the same time, the profession is not attractive any more for the young. On the other hand, the competency-based education is not satisfactorily accepted by the teachers. The reason for their reluctance might be that the concept was not part of the Hungarian educational reality. In addition, teachers are expected to adopt to a totally different role within a short time, at a fast pace. It is not easy for them to identify themselves with the new activities that are totally different from the activities of the traditional roles. Thirdly, teachers have to face with the consequences of the PISA 2000 results underlying the fact that the shortcomings of the Hungarian learners are partly connected to the failure of professional modernization [9]. Finally, the result-oriented approach both in school environment and in the society might contribute to the ambivalence of the teachers, as they are expected to develop their competencies, while they are evaluated based on the results they achieve. Therefore, Hungarian teachers

interpret the development of their competencies as a task closely connected to their teaching practice. The elaboration of their learners' key competencies are emphasized, while their pedagogical duties become de-emphasized. Home studies show that teachers and school try to find excuses, pedagogical activities only happen at the lesson with the form masters, almost exclusively based on their approach [10].

The European Union wants teachers to take steps and implement the learner-centered school. These schools are characterized by support, empathy, and help to overcome problems in personality growth or attitude [11]. Teachers who were previously regarded as the "executives" of the current educational politics, were not prepared appropriately for the challenges facing them. Our main research question is: how much are the Hungarian teachers suitable to take on the new roles, do they have the competencies whose development is expected from them to shape, improve and convey?

2. Objectives

2.1. Emotional Intelligence

The book of *D. Goleman* (1995) Emotional Intelligence has greatly contributed to realizing the necessity of the emotional intelligence. This publication has highlighted the importance of the issue not only in the world of science (psychology, pedagogy, management, economy, organizational psychology), but it has also become the favorite topic of fiction and it appeared in magazines as well. The reason why its popularity can be accounted for so is that Goleman claims that the emotional intelligence has advantages in every aspect of life, such as at work, in human relationships and in private life, too. This is the reason why the book is extremely popular with people who want to become successful and with workplaces.

The development of the emotional intelligence can be divided into five stages:

- 1900-1969: researches on emotions and intelligence are separated, research on intelligence focuses on producing intelligence tests while, the focus point of researches on emotions is the evolution of emotional reactions and their cultural allocation,
- 1970-1989: the study of the relationships between the emotions and acquisition is in the focus of researches, Gardner establishes the theory of multiple intelligence,
- l990-1993: Mayer and Salovey introduce the notion of emotional intelligence, and its characteristics features,
- 1993-1997: the notion of emotional intelligence becomes popular due to Goleman's (1995) book, "The Emotional Intelligence",
- from 1998: elaboration of the notion, creating and refining measurements, the expansion of the areas of adaptation, like education, organization development, healthcare [12].

There are various models of the emotional intelligence. On the one hand, models based on the assumption that the emotional intelligence consists of mental capacities (*emotional and cognitive)*, there are so called ability-based models, like in the concept of Salovey and Mayer (1990). The other group includes the mixed-models, according to their interpretation emotional intelligence means mental abilities, personality features, competencies and motivations (Bar-On, 1997; Goleman, 1997). These two different aspects result in different measurement and methodology techniques. Although today there is a wide range of functional and contextual measurement techniques, these have the formats of performance tests or self-descriptive questionnaires. There are arguments for both methodologies, at the same time, there are strong critics on implementing both of them. We do not deal with this issue in details in this study.

It is E. L. Thorndike who is considered to be the pioneer of research on emotional intelligence, who introduced the notion of "social intelligence" in 1935 to describe the intelligence that manifests itself in human relationships. In the 1940's D. Wechsler mentions intellectual and non-intellectual elements in his intelligence theory and considers them as the primary sign of success in life.

From the 1970's researches on cognitive intelligence and emotions are not sharply separated. It is partly due to D. McClelland (1973) who has realized the results of intelligence tests do not guarantee success in life.

The most significant breakthrough happened in 1983 when H. Gardner [13] pointed out in his "multiple intelligence" theory that success does not merely depends on the intellectual capacity but it also depends on a wide range of intrapersonal and interpersonal intelligence. According to this interpretation, intelligence is seen to be composed of seven areas: linguistic, musical, mathematical, logical, spatial, body-kinesthetic, interpersonal and intrapersonal elements.

P. Salovey and J. D. Mayer (1990) provide the first definition: "emotional intelligence as the subset of social intelligence that involves the ability to monitor one's own and others' feeling and emotions, to discriminate among them and to use this information to guide one's thinking and actions" [14]. Based on their research they claim that the emotions and intelligence jointly contribute to managing information on higher level than by separating them from each other. They make a distinction among mental abilities known as the four-branch ability model: 1. reflectively regulating emotions; 2. understanding emotions; 3. assimilating emotion in thought; 4. perceiving and expressing emotion [15].

D. Goleman (1995) defines emotional intelligence as „the capacity for recognizing our own feelings and those of others, for motivating ourselves, and for managing emotions well in ourselves and in our relationships" [16]. This interpretation significantly differs from any earlier ones which consider emotional intelligence as part of the mental abilities. According to Goleman's mixed approach interpretation, emotional intelligence consists of abilities, motivational

systems and personality features. Personal competencies have three dimensions: self-awareness; self-regulation and motivation; social competencies include empathy and social skills.

Similarly to the model of Goleman, the model of Bar-On also belongs to the mixed approach models. Bar-On (1997) defines emotional intelligence as "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" [17]. He claims that emotional intelligence is a kind of resource of interrelated emotional, personal and social skills that enables us to meet the expectations and challenges of everyday life. The model of the emotional intelligence can be divided into five scales: intrapersonal; interpersonal stress management; adaptability and general mood, including several emotional, personal and social skills, such as self-regard, assertiveness, independence, empathy, stress tolerance, problem-solving, happiness [17].

In Hungary the researches of Attila Oláh [18] and his colleagues (2005) on cognitive based emotional intelligence are regarded significant who have made an attempt to define emotional intelligence and to name its elements. According to their interpretation emotional intelligence means the mastery of emotional life, handling the emotional happenings and processes in social relationships, it is the ability to control, to integrate in order to achieve the highest level of the adaptation of social emotions. On the other hand, their test, called SZEMIQ (Social and Emotional Intelligence Questionnaire using Pictures) measures ten different abilities and skills of emotional intelligence using Semantic Selection Test (SST), such as sensitivity, emotional incompetence, debility of purpose, lack of empathy, selfishness, social incompetence, constructive struggling, fugitive-support seeking behavior; offensive behavior; inclination for self-punishment and self-regulation.

2.2. Emotional Intelligence at School

In the past two decades' educational specialists have realized the importance of emotions and understood that it is also necessary to develop learners' social and emotional competencies besides developing their academic knowledge. Parallel to this fact they have also realized that teachers need emotional intelligence for their well-being and for increasing the efficiency of the teaching – learning processes. As a result, socio-emotional developmental programs have been created for the learners to support them to adapt to the educational environment, to help them with their social interactions and with their studies. On the other hand, training programs have appeared in teacher training with the aim of developing the social and emotional competencies of teachers [19]. The study cited above is an account of experiences in England, based on Goleman's research – founder of CASEL (Collaborative for Academic, Social, and Emotional Learning). Today we can find similar experiences

in the Hungarian reality. European Union based training programs have been developed encouraging the social competencies of the learners. In teacher training there are training kits to improve personal and social efficiency.

However, it seems in schools there is not enough emphasis on the development of emotions. According to an American research half of the 150 questioned teachers have not heard about emotional intelligence. Those who do know the concept have interpreted it as one of the important life skills, similarly to something that can make learning easier and can foster wellbeing. One third of the respondents has claimed it is interesting but unclear, while some others have regarded it as "the latest sentimental fashion trend" [20].

We do not have research of this kind in Hungary, however we might encounter similar opinions. One of the reasons why it might be difficult to make it accept at schools could be that the main focus is still on passing knowledge and as Imre Szitó (2009) [21] claims our society prefers sense (IQ) to heart (EQ). It is also discouraging that the main focus is on analyzing negative experiences both by teachers and by students. The positive approach to efficient social skills, to communicative competences, to confidence is not usual at schools [22].

A research carried out in 2013 on the expectations of mentor training has similar findings. One of the cornerstones of the new type of Hungarian teacher training is the training of mentors, whose task is giving professional guidance to graduate teachers. One key issue of the research is the preparation for the mentor role that the would-be mentors mostly expect from their training. On the other hand, their expectations related to the preparation for the personality of their trainees is not so significant. They do not really feel it their task to deal with the emotions, doubts and role confusions of their trainees. This is the reason why it has become a need that the courses should also focus on the development of the emotional intelligence of the mentors as they have to support the emotional and social intelligence of the young teachers, who are still learners as well as teachers at the same time [23].

The results of research have shown it is necessary to develop the emotional intelligence, as students with high levels of emotional intelligence do not usually show aggressive classroom behavior. They rarely develop attitude that can lead to taking drugs. They develop good quality relationships, they can better cope with stress, they have better academic results and they are more satisfied with their lives. Their transition to secondary education is more successful, than that of their counterparts' with lower levels of emotional intelligence [24].

Another study claims that low level emotional intelligence can cause behavior problems with students in four areas:
- interpersonal relationships: people who are equipped with emotional intelligence can more easily realize and handle their emotions as well as others,
- psychological wellbeing: people with higher levels of emotional intelligence are less stressful and depressed,

they have fewer health problems, they are better problem solvers,
- academic performance: students who can concentrate better on their emotions are less stressed, and can better focus on their cognitive performances, they can achieve better results in subjects that incorporate emotional related knowledge (literature, arts),
- behavioral disorders: students' lower levels of emotional intelligence more frequently show impulsive reactions, they have poor interpersonal and social behavior patterns, which can lead to antisocial behavior [25, 26].

The emotional features of teachers were also investigated. Remarkable relationship was found between levels of emotional intelligence and burnout in the case of teachers in England. Those who were better at handling their emotions proved to have better self-realization abilities, they were also better at controlling classroom procedures and suffered less emotionally. The burnout had an effect on the teaching learning process and negatively influenced the performance of the students and the teacher student relationships as well. Another study proved that teachers with high levels of emotional intelligence are more positive personalities, they employed better fighting strategies and were more satisfied with their job. This is one of the reasons why trainings are considered to be important to develop the emotional intelligence of teacher trainees (as it is different from the cognitive intelligence that can be improved effectively). Trainings can contribute to the development of their emotional intelligence and their professional life [24].

There are several models of the emotional intelligence. Salovey (1990) [14] is considered to be one of the founders of recognizing emotions, treating emotions, self-motivation, recognizing others' emotions and handling relationships. Bar-On (1997, 2000) [17] completes the above list with problem solving. In general, there are five main competencies that are considered necessary at school:
- self-awareness: ability related to recognizing emotions, interpreting interest and values, determining and stating strengths, self-reliance directed at the future,
- controlling emotions: ability to cope with stress, to control emotions, endurance to combat difficulties, the ability to express a wide range of emotions in different situations,
- social awareness: empathy to other people, recognizing and accepting similarities and differences between groups, ability to find and apply family, school and other community relations,
- good relationship skills: ability to cooperate, ability to deal with social pressure, ability to prevent conflicts between people, ability to solve problems constructively and the ability to give effective support in case it is necessary,
- decision making: the ability to consider ethical and social norms, the ability to respect others and the ability to consider possible consequences in different

situations, the ability to apply learning strategies in social situations and feel motivated to contribute to the wellbeing of their school and other communities [27].

3. Materials and Methods

Our research on the personal and social competencies of the Hungarian teachers has been carried out in seven regions of the country, 4 regions in elementary schools (both lower and upper classes) and in secondary schools (vocational, technical and grammar schools). We have chosen the samples random using layered procedure. We have analyzed 707 questionnaires based on gender, subject they teach, type and size of institution, number of years they teach, job satisfaction.

We have attempted to select a representative sample, therefore participants of the survey have been selected from different institutions: 18.5% work in villages, 32.8% in towns, 48.8% in cities which are administrative centers. The majority of the participants are elementary school teachers (68.3%). The time they spent teaching follows the Hungarian tendencies (17.8 years), so does the pattern of the gender, 82.5% of the respondents are women, 17.5% are men. In the whole sample every fourth teacher (41.1%) is rather dissatisfied or totally dissatisfied with their job. Grammar school teachers are the most dissatisfied (63.9%) with the job, teachers at vocational schools feel the least successful in the career.

Our research has used two methods to investigate the competencies. Either the visible attitude has been observed or the assumptions on the presence of the acquired competencies has been collected by questioning respondents using questionnaires or an interview. We have found the questionnaire method the most appropriate – even though it is more limited - as it makes possible to reach a wide range of teachers that represent the different ranges of educationalists quite well.

During the research we have used a 74 item questionnaire that aimed to highlight personal and social competencies: self-efficiency, handling conflicts, empathy, interpersonal communication, motivation, assertive attitude, emotional intelligence, social problem solving and self-perception. We have aimed to highlight the personal elements at the selection such as self-perception, motivation and assertivity. Similarly, the social elements have also been highlighted: empathy, problem-solving, emotional intelligence. We have also paid attention to the appearance of cognitive elements (social problem solving) and emotional elements (emotional intelligence) beside the so called „traditional elements" (empathy, problem-solving, communication).

There are 8 items related to emotional intelligence, we will introduce these later. The degree of agreement has been indicated on a five-level Likert scale ranging from totally irrelevant to absolutely typical.

We have checked reliability using Split-half method, the value of Cronbach-alfa is 0.764

The processing of the data has been carried out by SPSS 18.0 program. Data analysis has been done by mathematical statistical analysis and by analyzing cross tables as well as variance analysis and non-hierarchical cluster analysis.

4. Results

D. Goleman [28] was the first to realize the importance of personal and social competencies as learned skills based on emotional intelligence in relation to effective performance. As the aim of our research is to learn about these competencies, we have regarded it important to fit the study of the emotional intelligence – as a skill that influences the effectiveness of classroom work - into the observation of the other elements.

At the same time, the scope of this study does not make it possible to apply a more detailed test with a high number of items measuring the emotional intelligence. Since we are in agreement with this conception, we have decided to include the measurement of teachers' emotional intelligence within the dimensions of our study. However, the conditions of the research do not make it possible to implement a large number of items. After studying the academic literature on emotional intelligence, we have applied 8 items to learn about teachers' emotional intelligence (Figure 1.).
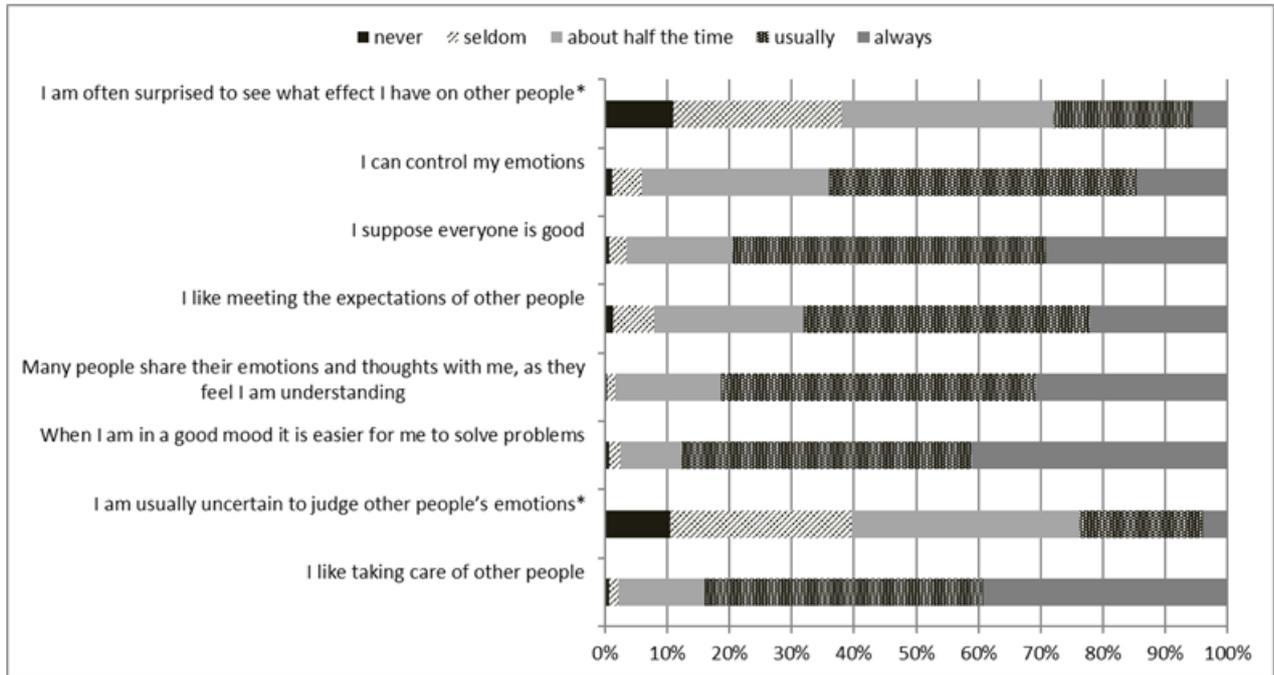
Figure 1. Percentage of items (n=700) (*reverse item)

The items measure the sense of emotions (I am often surprised to see what effect I have on other people, and I am usually uncertain to judge other people's emotions), understanding emotions (Many people share their emotions and thoughts with me, as they feel I am understanding), the use of emotions to solve problems (When I am in a good mood it is easier for me to solve problems), the control of emotions (I can control my emotions) and relationship skills (I like taking care of other people; I suppose everyone is good and I like meeting the expectations of other people).

Regarding the whole sample, it was proved that Hungarian teachers are the most uncertain in sensing and controlling emotions (mode 3 in the case of both items, standard deviation 1.006 and 1.064). Other components of emotional intelligence are felt to be more characteristic features of themselves (mode 4). The social aspect of emotions is well-known. Hochschild (1990) claims emotions show our place in the world in relation to other people, our aims and interests. We learn to control our emotions through socialization. The ability to control emotions is one of the most significant aspects of emotional intelligence, which makes it possible to process emotions with different content and degrees of intensity. Different emotional skills constitute the conditions of emotional intelligence as the social situations and problems are mostly connected to some sort of emotional information. Emotions play an important part in the workplace as well as in other fields of life, but in the case of helping jobs such as education, or healthcare it seems to appear much stronger emotions and the expectations of the society do emphasize the intensive emotions. It should be mentioned, however, that these expectations might have shortcomings beside the advantages, like suppressing or altering emotions might lead to emotional exhaustion or

burnout. The mean value for teachers 3.72 indicates that the majority of them (64.0%) think they can always control their emotions, while the number of those who think it is not the case, is only a small proportion (5.8%), *(I can control my emotions)*. It is worth comparing the respondents' answers with another statement of the test, „I would rather suppress my emotions than make a scene ". The result is significant in relation to controlling emotions and suppressing them (p<0.0001), meaning the more someone thinks they are capable of controlling their emotions, the more characteristic it is to suppress them as a possible means of solution. Controlling emotions does not mean reducing their intensity, instead it would be desirable both for pedagogic and psychologic reasons if teachers had a wide range of emotions. It would be important for teachers to learn how to control spontaneous emotions that is they should learn to make emotions part of the intentional communication.

The Hungarian teachers are also uncertain when judging others' emotions (mean: 3.22 deviation: 1.006). (I am usually uncertain to judge other people's emotions). Almost one quarter of the respondents (23.7%) can hardly interpret correctly the emotional reactions of other people the proportion of uncertain respondents is also high (36.6%), and only one in four of them thinks (39.6%) that they can correctly interpret the emotional reactions of other people. Despite the fact that teachers have high evaluations of their own emotional control system, it seems likely they are not so good at controlling since one quarter of them, (27.9) are taken by surprise to learn what effect they have on other people. *(I am often surprised to see what effect I have on other people).*

One third of them is sometimes confused (34.1%) by the reactions of other people and only 38% of the respondents

are able to send the emotional messages that can have the desired effect. According to this research those who are uncertain to judge the emotions of other people, can also have difficulties interpreting their own emotions as well. (p<0.0001). It is surprising, however, that more than 80% of the respondents think many people share their problems with them because they are understanding. (*Many people share their problems with me because they think I am understanding).*

In terms of their skills of relationships the respondents have high values for themselves. (mean 3.81-4.21), and they have a more standardized opinion (standard deviation: 0.739-0.796). Human cooperation is unimaginable without supposing others being good *(I suppose everyone is good.).* Good faith is also highly characteristic of the respondents, most of them (79.6%) have positive attitude toward others, while 17% positive attitude can be attributed to one person or action. The number of those who have hostile intentions is quite low (3.4%), which is mentioned as the frequent symptom of emotional strain and stress in the academic literature. The intention of care *(I like taking care of other people)* has always been considered as a highly appreciated value, in fact it is one of the most characteristic motivational features of teachers' career choice, in addition it shows correlation with their commitment to their job. Our study shows the same as 84% of teachers have altruistic attitude, while 13.8% of them pay attention to others depending on the situation. Care and trust correlate significantly (p<0.0001) that is those who suppose other people are good, seem to be caring, while the other group tends to be caring depending on the personality of people. It has the danger in pedagogy that students who do not seem to be nice to the teacher, may not get the attention and support, they need for their development. Although as we have seen, in both cases teachers tend to have altruistic attitude. Nevertheless, we should not forget about the teachers who make the advancement of their learners difficult.

The desire to meet other people's expectations at all price

(I like meeting the expectations of other people.) characterizes two-thirds of the respondents (68%). One quarter of them (24.1%) sometimes tries to achieve this, while 8% do not have this intention. In the background of meeting other people's expectations, we can always find extrinsic motivations to obtain some kind of external reward (for instance to reach others' acknowledgement, appreciation and love), or to avoid any negative consequence (like punishment). The desire of parity seems to be lower in the case of teachers who have low self-esteem (p<0.0001), and the majority of them regard it more important to maintain good relationships with colleagues (p<0.0001), taking care of avoiding confrontations (p<0.0001). It seems that the desire of parity serves the maintenance of good social relationships. However, in the background it might be other reasons, like the passivity, uncertainty, the by-product of whose can be frustration and distress.

An important aspect of emotional intelligence is the ability of making responsible decisions as the quality of decisions have a determining effect on the relationships between people. Nearly 90% of the respondents think good mood has an important part in overcoming difficulties as it helps them in problem solving (87.8%) (When I am in a good mood I can solve my problems more easily). The positive psychological researches highlight the importance of positive emotions and positive attitude in personality development. It has been seen that even inductive emotions measurably improve learning, problem solving, as they encourage thinking [29]. Good mood can be considered as a positive emotion – in this respect it has a favorable effect on teachers' decisions.

Among the background variables emotional intelligence in the case of some items conclusions can be drawn related to gender and to the intention of staying in the profession, while in some other cases the time spent teaching, satisfaction with the profession, the type of institution and the features of the settlement also play a role (Table 1.).

Table 1. The variables of emotional intelligence (*reverse item)

items	items		significance levels of items (p<0.05)				
	mean	st. deviation	gender	time spent teaching	type of school	job satisfaction	leave the job
I like taking care of other people	4.21	0.777	0.0001		0.018	0.0001	0.001
I am usually uncertain to judge other people's emotions *	3.22	1.006					
When I am in a good mood it is easier for me to solve problems	4.26	0.759					
Many people share their problems with me because they think I am understanding	4.10	0.739	0.0001				
I like meeting the expectations of other people	3.81	0.896	0.024				0.004
I suppose everyone is good	4.05	0.796	0.0001	0.0001			0.001
I can control my emotions	3.72	0.810		0.021			
I am often surprised to see what effect I have on other people*	3.15	1.064					

As far as *gender* is concerned, we have found differences between men and women. It is the women who are at an advantage. Among the roles to be acquired by women we can find empathy, care, altruism, self-sacrifice, adaptability, these are always at present in the case of women with emphasis, while in the case of men self-esteem, aggression, ambition and competition are more significant [30]. Therefore, it is not surprising the higher mean (4.28) in the case of women, compared to that of men (3.28), as three-quarters of women teachers are happy to take care of other people (87.5%), while only two-thirds of men (69.7%) have similar attitude. There is a high number of men who (25.4%) who consider care depending on the situation and the person. Good faith is more typical of women, the proportions seem to be similar as before, three-quarters of women teachers (82.3%), two-thirds of men teachers (66.2%) trust without any condition in the intentions of the other person, but in this case, too, more than a quarter of men (27.4%) make it depend on the person. As far as trust is concerned, it also the women teachers who reach higher scores, as men devote less energy to understand other people throughout their profession. As our data indicates, nearly two-thirds of men lack certain emotional skills (trust, sensitivity to problems, good faith) can have an unfavorable effect on the development of interpersonal relationships.

In terms of time spent in the teaching profession, the control of emotions (p<0.021) seems to be weaker, while trust (p<0.0001) seems to be stronger. The control of emotions is least characteristic of teachers who spent 12-23 years in the field, their mean being 3.59, while the youngest and oldest attribute higher values to their skills – their mean being 3.78 and 3.76. The deviation can be observed in the middle generation. Slightly more than two-thirds of them (35.3%) are influenced by the situation and the person when controlling their emotions. In the case of the two other generations, the proportion of teachers who cannot always control their emotions, seems to be also high. Being 28.8% of teachers who are at the beginning of their career, while the number is 26.2% in the case of teachers who have spent the longest years in their career. It seems to be interesting knowing the fact that every social institution and environment expects the perfect functioning of the emotional competence. The OECD-CERI project, "Learning and the brain" dealt with the problem. The project "The Science of Learning and Brain Research" (2000) examined the relationship between emotions and learning [31].

According to our research, the majority of the middle generation of teachers as well as teachers belonging to other generations lack the competencies expected by children. The time spent in teaching is also influenced by the degree of trust as the positive attitude to other people becomes proportionally stronger with the number of years spent in the profession. Trust is the least important for teachers being at the beginning of their career (71.2%), compared to those who spent the longest years in the profession (88.6%). Teachers who have just started working (23.1%), are most typically characterized by maintaining relationships based

on trust in a hectic way, sometimes they do maintain these relationships, at other times it cannot be detected. As education is unimaginable without mutual trust, it is mainly the beginner teachers for whom it proves to be more difficult to transmit the educational effects as they do not trust in their learners, so consequently they do not trust their teachers, either.

Although according to the academic literature care is meant to belong to the highly appreciated values in helping professions, we can find deviation among teachers working in different forms of educational institutions. The data shows that the highest score is in grammar schools (75.2%), however grammar school teachers show the least care and many of them (20.0%) show caring attitude depending on the person. One possible explanation for this can be the shadow teaching that is quite common in grammar schools – especially in the case of children whose parents have higher academic backgrounds, which do not force teachers to employ effective personal or social competencies. Teachers who teach the youngest learners are in the highest number who consider themselves to pay substantial attention to their learners (88.6%). It is also likely that this deviation is partly because of the differences between the demands of the different generations of learners.

Care is in direct proportion with job satisfaction. While more than 90 percent of really satisfied teachers (93.5%) like looking after other people, the ratio is 65.2% in the case of teachers who are dissatisfied with their job and at the same time nearly one-third of them (32.6%) looks after other people occasionally. There is a similar tendency between their intentions to stay in the profession as in their intention to take care of their learners. Teachers with the intention of staying in their job do intend to take care of their learners. Similarly, teachers possessing good faith towards their learners are the ones who intend to stay in their job. Parity seems also to be stronger when teachers want to stay in the job compared to those who consider leaving their profession.

5. Conclusions

The emotional intelligence of Hungarian teachers involved in the study show teachers are less successful in recognizing and controlling emotions although the majority of them regard themselves successful. Only one in four teacher is capable of recognizing the emotions of others, similarly one in four teacher can convey the desirable messages to their partners and two-thirds of them are confident that they are able to control their emotions, which means that they suppress their emotions. This signals the problem that the quality of their relationship skills would enable them to maintain effective interpersonal relationships. The majority of teachers have good faith, they are happy to take care of other people, also their strong parity serve to maintain favorable social relationships with other people. Regarding their relationship skills, women teachers, satisfied teachers and oldest teachers are more efficient, while

grammar school teachers have the least intention to take care of other people. Controlling emotions means the most difficulty for the middle generation, one-third of them can control their emotions only in certain situations There is an urgent need for teachers to learn and to be taught to handle their emotions, as the lack of control as well as too much control cannot result in successful conformity, while the flexible use of control is the key to the long term harmonious relationship conformity.

Today the development of emotional intelligence is not an utmost task for the Hungarian teacher education policy or for the teacher training programs although it would be essential for the prospective teachers and all practicing teachers to learn and understand their emotions, such as the cognitive evaluation of their emotions, or the verbal and non-verbal forms of the expression of emotions. Similarly, it would be important to pay attention during the training to the study of finding out the relationship between emotional life and stress. Also, to highlight the harmful consequences of stress, for instance, mental strain, health impairment, distress and burnout. It would be necessary to regard a basic task to apply strategies to fight against these problems, also to equip educationalists with personal traits – as Attila Oláh [29] interprets the elaboration of a „psychological immune system" that makes teachers and prospective teachers protected against the harmful effects. of the profession.

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