

EXPLORING THE INFLUENCE OF EMOTIONAL INTELLIGENCE ON THE EFFECTIVENESS OF TEACHING FACULTY

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Abstract:

Emotional intelligence is the ability to recognize, understand, manage, and utilize emotions in oneself and others. It involves self-awareness, self-regulation, empathy, motivation, and effective social skills, enabling better interpersonal relationships, communication, and overall emotional well-being. Teachers need emotional intelligence to understand and respond effectively to students' emotions, creating a supportive and empathetic learning environment. This skill helps manage classroom dynamics, address individual needs, and handle conflicts sensitively. Emotional intelligence enables teachers to build strong relationships, boost student engagement, and foster a positive educational experience. The present study aims to identify the effects of emotional intelligence factors on teachers working in Tirupattur district, Tamil Nadu, India. It was designed to find the six dimensions of self-awareness and social awareness among the respondents working in aided and self-finance colleges. The current study carried out on 227 (male and female) of the respondents of this study. The data were analyzed through Z-Test, one-way ANOVA, Correlation analysis. Result revealed that the correlation exists between the dimensions of research papers published and emotional intelligence, encompassing elements such as self-assessment, resource adequacy, conflict resolution, and overall emotional intelligence.

Keywords: Emotional Intelligence, Self-Esteem, Self-Assessment, Emotional Resilience, Work Family Spillover, Conflict Resolution.

Introduction:

Education holds importance in shaping individuals, and higher education is crucial for improving the quality of life. College faculty plays a significant role in advancing the teaching process. Emotional Intelligence, a term gaining recognition in the past two decades, profoundly affects human personality and behavior by managing emotions in oneself and others. The primary aim of education is the holistic development of students, where educators play a vital role in fostering better individuals. To impact students' motivation to learn, educators must possess essential skills, personality traits, and behavior. However, a concerning trend in today's classrooms is that teachers often struggle to control their emotions, becoming emotionally imbalanced even over minor issues. In comparison to assistant professors, associate professors exhibit superior emotional intelligence, particularly in the areas of self-assessment, emotional

resilience, resource adequacy, conflict resolution, and overall emotional intelligence. These results provide insight into the influence of gender and experience on emotional intelligence in academic setting. This study improves our comprehension of the dynamics of emotional intelligence among faculty members.

Review of Literature:

(Bratton, 2011) has made study on influence of emotional intelligence on leader's self-awareness and their other performance. The study has focus to identify the level of accuracy of self-awareness and performance of leadership. The study has adopted quantitative research methodology and the multifactor leadership questionnaire to use to designed the questionnaire. The data were collected from 146 managers and 1314 supervisors at international technology company, North American, USA. The collected data was analyzed using statistical methods to examine the relationship between emotional intelligence and leader performance. Essentially, they replicated a previous study by (Sosik, 1999) using a larger sample size and a validated measure of emotional intelligence. The result of this study reveals that, there is a positive significant relationship between emotional intelligence and the leader performance of the managers who underestimate their abilities. The study also found that, the level of agreement between a leader's self-rating and their effectiveness is positively related to leader performance.

(Gao, 2013) examined on impact of emotional intelligence and work-family conflict on teachers' behaviour. The aim of the study to identify the influence level of emotional intelligence and work-family spillover on behaviour of teachers from secondary school, Ogun state. The investigator of this study has adopted descriptive research methodology and ex-post facto type used for this study. The data were collected from 300 secondary school teachers and Pearson correlation and multiple regression analysis were used to analyze the data. The result of this study found that, there is a strong significant relationship between the emotional intelligence and work-family conflict of secondary school teachers on organisational citizenship behaviour.

(Edokpolor, 2019) has made study on teachers learning effectiveness level in resource adequacy. The study aims to find the physical resource adequacy utilization for teachers learning in educational training. The study has adopted quantitative research methodology. The questionnaire used in this study was developed by the authors and titled "Lecturers Questionnaire on Resource Adequacy" and "Students Questionnaire on Resource Adequacy and Utilization for Effective" each question was designed as five Likert scale. Data were collected from 700 respondents (85 teachers and 615 students) at three federal universities in south Nigeria. The collected data were analysed with mean, median, standard deviation and T-Test. The result of the study found that, there was a significant relationship between teachers and students learning level in physical facilities of research adequacy utilized effectively. The study also states that there was an inadequate physical facility for teaching, research, learning purpose of both teachers and students.

(Thilagavathy, 2013) conducted a study on Adjustment and Emotional Intelligence among high school teachers in Tiruvarur district, Tamil Nadu, using the survey method. The sample of 250 teachers included 150 males and 100 females, with 122 teachers from rural and 128 from urban

schools, and 131 from government and 119 from private schools. The study revealed a significant difference in emotional intelligence between male and female teachers but no significant difference between rural and urban teachers. Additionally, a positive linear relationship was found between adjustment and emotional intelligence.

(Reddy, 2018) conducted a study on "Emotional Intelligence and the Academic Adjustment of Student Teachers." The research aimed to explore the relationship between emotional intelligence and academic adjustment. Using a stratified random sampling technique, data was collected from 120 student teachers. The independent variables included gender, type of institution, and emotional intelligence, while the dependent variable was academic achievement. Emotional intelligence was measured using the Emotional Intelligence Inventory by S.K. Mangal & Shubra Mangal, and academic adjustment was assessed using a self-developed tool. Statistical tools such as percentage analysis, 't' value, and ANOVA were employed. The study revealed that gender and type of institution did not significantly influence emotional intelligence and academic adjustment. However, it did find a relationship between emotional intelligence and academic achievement among student teachers.

In a study on EI and the academic adjustment (Reddy, 2018) a stratified simple random sampling method was used to collect data from 120 students and teachers. two types of variables were included, 1. Independent variable were age, gender, type of institutions and EI. 2. Independent variables were academic attainment. to frame the questionnaire measurement EI scale was derived who invented by Mangal & Shubra (Year) was utilised and self-development tool were adopted to measure the data. To analyse the data, 't'-test and ANOVA was used as statistical tools. This study unleashed that emotional intelligence and academic attainment of the student – teachers did not influence with the variables like gender, age and the type of institutions. The study also tells that there was a significant relationship between the academic attainment and EI of student-teachers relationship.

(Carmeli, 2003) Research indicates that managerial abilities, especially emotional intelligence, are crucial for the success of senior managers. While this view is widely accepted, it lacks thorough empirical validation. Although some studies support this notion, comprehensive empirical research is still needed. This study aims to fill that gap by examining how senior managers with high emotional intelligence in public sector organizations develop positive work attitudes, behaviors, and outcomes. (O'Boyle Jr, 2011) The findings show that emotional intelligence enhances positive work attitudes, altruistic behavior, and work outcomes, and it also moderates the impact of work-family conflict on career commitment, though not on job satisfaction.

(Stubbs Koman, 2008) This research aims to explore the connections between the emotional intelligence of team leaders, the collective emotional intelligence of teams, and team performance. The hypothesis is that a team leader's emotional intelligence (EI) will impact the group's overall emotional intelligence (GEI), measured through the team's emotionally competent group norms (ECGN). Additionally, it is proposed that these ECGNs will positively affect team effectiveness. Data was gathered from 422 participants across 81 teams in a military organization. The results indicate a significant relationship between the emotional intelligence of team leaders and the presence of ECGNs within their teams, which in turn, correlates with improved team performance. Research limitations include the sample's narrow scope and the

low interdependence among teams. Despite these limitations, the study has practical implications in three key areas: developing and maintaining emotionally intelligent managers and leaders, fostering emotionally intelligent work groups, and encouraging organizational leaders to promote emotional competence throughout the organization.

Aim of the study:

The present research is Exploring the Influence of Emotional Intelligence on the Effectiveness of Teaching Faculty.

Objectives

1. To highlight the level of Emotional Intelligence of teachers.
2. To understand the difference between gender and status of employment of teachers with regard to their level of emotional intelligence.
3. To analyze the significance of the education qualification of teachers with various factors of emotional intelligence.
4. To determine the relationship between experience of the teachers with based on various dimensions of emotional intelligence.
5. To understand whether the number of research paper published has a relationship with regard to various dimension of emotional intelligence.

Research Gap of the study:

The research gap in the area of teacher's emotional intelligence lies in the limited empirical studies that examine its direct impact on student achievement and classroom dynamics. (Vivian Tang, 2010) While there's a growing body of research on emotional intelligence in various contexts, there is a need for more focused investigations into how specific emotional intelligence competencies of teachers relate to student outcomes. Additionally, there is a lack of standardized tools and assessments tailored to measure teacher's emotional intelligence effectively. Furthermore, longitudinal studies tracking the long-term effects of teacher emotional intelligence on student development and success are relatively scarce. Addressing these gaps would provide valuable insights for educational policymakers and institutions aiming to improve teacher training programs and enhance overall educational quality.

Statement of the problem:

The effectiveness of EI trainings for teachers has only been briefly studied, mostly in the context of SEL programmes for students. The majority of results showed positive effects, such as greater understanding of the value of emotional intelligence (EI) in schools (Dolev, 2016) greater incorporation of emotional intelligence, including one's own emotions and those of students, in lesson plans and in the classroom (Brackett M. A., 2007) improved teachers' sensitivity to students' emotions in various contexts (Brackett M. &., 2009); and improved teachers' capacity to respond positively to students' social behaviour.

The problem of emotional intelligence revolves around understanding and managing emotions effectively in oneself and others. It encompasses challenges such as assessing one's emotional awareness, regulating emotions, and empathizing with others. The lack of emotional

intelligence can lead to difficulties in personal relationships, communication, and decision-making, impacting both individuals and organizations. Addressing this problem involves developing strategies and interventions to enhance emotional intelligence skills, ultimately fostering better interpersonal relationships and overall well-being.

The problem of teacher's emotional intelligence involves the capacity of educators to recognize, understand, and manage their own emotions, as well as the emotions of their students. (Stein, 2009) A lack of emotional intelligence among teachers can hinder effective classroom management, student engagement, and overall learning outcomes. It may result in increased stress levels for both teachers and students, leading to a less conducive learning environment. To address this problem, (Mayer, 2000) there is a need to develop teacher training programs that emphasize emotional intelligence competencies, enabling educators to create more supportive and emotionally aware classrooms, ultimately enhancing the educational experience for all.

Research Methodology:

Research Design:

This study applied descriptive research design. By exploring this research aids to understanding the concept of two factors like self-awareness and social-awareness of EI. This study has analyzed for descriptive design the relationship between self-esteem, self-assessment, emotional resilience, resource adequacy, work life family spill over and conflict resolution of emotional intelligence of the teacher.

Universe and Sampling Technique:

Total population of this study is 538 teachers working in Tirupattur and Vellore district. Sample data was determined by using Krejcie and Morgan table (1970) result of this formula is 227 sample data adequate for this study. Data were collected from aided and self-finance colleges, this sample population for this study was teachers who handling classes for UG and PG and guiding for M.Phil and Ph.D in Tirupattur and Vellore District, Tamil Nadu. Confined both aided and self-financing faculty at colleges from Tirupattur district. Sample of 227 respondents using random sampling technique was adopted at the time of collecting the data.

Analysis and Discussion

Table 1: Distribution of respondents based on various dimension of Emotional Intelligence

| Variables | | Frequency | Percentage |
|----------------------|------|-----------|------------|
| Self -Esteem | Low | 204 | 89.9 |
| | High | 23 | 10.1 |
| Self-Assessment | Low | 186 | 81.9 |
| | High | 41 | 18.1 |
| Emotional Resilience | Low | 159 | 70.0 |
| | High | 68 | 30.0 |
| Resource Adequacy | Low | 119 | 52.4 |

| | | | |
|--------------------------------|------|-----|------|
| | High | 108 | 47.6 |
| Work Life Family Spill over | Low | 147 | 64.8 |
| | High | 80 | 35.2 |
| Conflict Resolution | Low | 167 | 73.6 |
| | High | 60 | 26.4 |
| Overall Emotional Intelligence | Low | 119 | 52.4 |
| | High | 108 | 47.6 |

It is evident from the above table that a significant majority (89.9%) of the respondents have low self-esteem. Only one tenth (10.1%) of the respondents denoted having high self-esteem in the organisation of their employment. This further enable us to understand that, majority of the employees in the organization have low levels of confidence, self-respect and identity in the organization. In understanding the virtue of self-assessment, it was found that a vast majority (81.9%) of the respondents have denoted a low inference, while less than two-tenth (18.1%), have expressed a higher rating. This highlights the fact that, there are very poor self-assessment measures in the organization.

The table further brings to light the level of emotional resilience of the employees in the organization. It was found that, majority (70.0%) of the respondents have expressed low levels of emotional resilience, while less than one-third (30.0%) of the respondents denoted having higher levels of emotional resilience. It was also found that a little more than half (52.4%) of the respondents have inadequate resource adequacy, while less than half (47.6%) of the respondents denoted having better made use of the resources available in the organization.

The present table stats that majority (64.8%) of the respondents of the institution have denoted low levels of work life family spill over while one-third (35.2%) of the respondents expressed having higher levels of work life family spill over. In understanding conflict resolution strategies, it was found that three fourth (73.5%) of the respondents denoted having lower levels of conflict resolution practices, while little more than one fourth (26.4%) implied having higher levels of conflict resolution practices in the institutions. The study concludes with understanding the overall emotional intelligence of the faculty of the institution. Here, it was found that more than half (52.4%) of the respondents inferred having poor emotional intelligence, while (47.6%) of the respondents highlighted having better emotional intelligence.

Table 2: Z-Test between the gender of the respondents and various dimension of emotional intelligence

| Variables | Gender of Response | N | Mean | Std. Dev. | t | df | Statistical Inference |
|-----------------|--------------------|-----|-------|-----------|-------|-----|---------------------------|
| Self-Esteem | Male | 127 | 14.54 | 2.046 | 3.899 | 225 | P<0.05 Significant |
| | Female | 100 | 13.05 | 3.650 | | | |
| Self-Assessment | Male | 127 | 16.94 | 3.097 | 1.132 | 225 | P>0.05 Not Significant |
| | Female | 100 | 16.44 | 3.616 | | | |
| | Male | 127 | 17.35 | 2.742 | 2.758 | 225 | P<0.05 |

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|---------------------------------------|--------|-----|-------|--------|-------|-----|------------------------------|
| Emotional Resilience | Female | 100 | 16.11 | 4.040 | | | Significant |
| Resource Adequacy | Male | 127 | 16.50 | 3.775 | 0.433 | 225 | P>0.05 Not Significant |
| | Female | 100 | 16.28 | 3.685 | | | |
| Work Family Spill Over | Male | 127 | 12.85 | 3.716 | 3.605 | 225 | P<0.05 Significant |
| | Female | 100 | 11.21 | 2.959 | | | |
| Conflict Resolution | Male | 127 | 9.11 | 2.676 | 0.796 | 225 | P<0.05 Significant |
| | Female | 100 | 9.37 | 2.107 | | | |
| Overall Emotional Intelligence | Male | 127 | 87.30 | 9.944 | 2.989 | 225 | P<0.05 Significant |
| | Female | 100 | 82.46 | 14.402 | | | |

From the given table it is evident that there is a significant difference between male and female respondents with regard to the dimensions of self-esteem, emotional resilience, work family spillover, conflict resolution strategies and overall emotional intelligence. The table also infers that, there is no significant difference between the gender of the respondents and the dimensions of the study which includes; self-assessment and resource adequacy. This highlights that the gender of the respondents has a significant influence pertaining to their identity, nature of emotional resilience and work family spillover. The table also signifies that male and female respondents differ in terms of their conflict resolution strategies and emotional intelligence with female respondents inferring a higher level of inference pertaining to the Cohen's d analysis (4.458).

Table 3: Z-Test between employment status of the respondents and various dimension of emotional intelligence.

| Variables | Employment Status | N | Mean | Std. Deviation | t | df | Statistical Inference |
|-----------------------------|---------------------|-----|-------|----------------|--------|-----|------------------------------|
| Self Esteem | Associate Professor | 65 | 13.66 | 2.852 | -.723 | 225 | P>0.05 Not Significant |
| | Assistant Professor | 162 | 13.98 | 2.997 | | | |
| Self-Assessment | Associate Professor | 65 | 16.37 | 3.706 | -1.010 | 225 | P>0.05 Not Significant |
| | Assistant Professor | 162 | 16.86 | 3.179 | | | |
| Emotional Resilience | Associate Professor | 65 | 15.95 | 4.277 | -2.401 | 225 | P<0.05 Significant |
| | Assistant Professor | 162 | 17.15 | 2.962 | | | |

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|---------------------------------------|---------------------|-----|-------|--------|-------|----|----------------------------------|
| Resource Adequacy | Associate Professor | 65 | 15.69 | 4.297 | -1.82 | 22 | P<0.05 Significant |
| | Assistant Professor | 162 | 16.69 | 3.449 | 3 | 5 | |
| Work Family Spill Over | Associate Professor | 65 | 11.45 | 3.446 | -1.87 | 22 | P>0.05 Not Significant |
| | Assistant Professor | 162 | 12.40 | 3.485 | 3 | 5 | |
| Conflict Resolution | Associate Professor | 65 | 8.77 | 2.674 | -1.79 | 22 | P>0.05 Not Significant |
| | Assistant Professor | 162 | 9.41 | 2.323 | 0 | 5 | |
| Overall Emotional Intelligence | Associate Professor | 65 | 81.89 | 17.300 | -2.56 | 22 | P<0.05 Significant |
| | Assistant Professor | 162 | 86.48 | 9.384 | 8 | 5 | |

The present table illustrates that, there is a significant difference among assistant professors and associate professors pertaining to the dimension of emotional resilience, resource adequacy and overall emotional intelligence. The table also states that there is no significant difference between assistant and associate professors in terms of self-esteem, self-assessment, work family spillover and conflict resolution. The table further denotes that emotional intelligence was found to be higher among assistant professors rather than among associate professors based on Cohen's d analysis (4.59). This enables us to understand, that in the field of teaching, the designation of the respondents does have a significant influence on their emotional status.

Table 4: One way analysis among the educational qualification of the respondents and the various dimensions of emotional intelligence.

| Variables | | Sum of Squares | df | Mean Square | F | Statistical Inference |
|-----------------------------|----------------|-----------------------|-----------|--------------------|----------|---|
| Self Esteem | Between Groups | 101.009 | 5 | 20.202 | 2.387 | F=.039 P<0.05 Significant |
| | Within Groups | 1870.013 | 221 | 8.462 | | |
| | Total | 1971.022 | 226 | | | |
| Self-Assessment | Between Groups | 158.494 | 5 | 31.699 | 2.970 | F=.013 P<0.05 Significant |
| | Within Groups | 2359.021 | 221 | 10.674 | | |
| | Total | 2517.515 | 226 | | | |
| Emotional Resilience | Between Groups | 91.278 | 5 | 18.256 | 1.577 | F=.168 P>0.05 Not Significant |
| | Within Groups | 2558.194 | 221 | 11.576 | | |
| | Total | 2649.471 | 226 | | | |

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|-------------------------------|----------------|----------|-----|--------|-------|--|
| Resource Adequacy | Between Groups | 76.239 | 5 | 15.248 | 1.099 | F=.362 P>0.05 Not Significant |
| | Within Groups | 3066.281 | 221 | 13.875 | | |
| | Total | 3142.520 | 226 | | | |
| Work Family Spill Over | Between Groups | 477.337 | 5 | 95.467 | 9.254 | F=.000 P<0.01 Significant |
| | Within Groups | 2279.958 | 221 | 10.317 | | |
| | Total | 2757.295 | 226 | | | |
| Conflict Resolution | Between Groups | 115.441 | 5 | 23.088 | 4.148 | F=.001 P<0.05 Significant |
| | Within Groups | 1230.101 | 221 | 5.566 | | |
| | Total | 1345.542 | 226 | | | |

G1= PG

G2= PG with M.Phil

G3= PG with NET

or SET

G4=PG and M.Phil with NET or SET

G5=Ph.D

G6=Ph.D with

NET or SET

In understanding whether the educational qualification of the respondents influences their emotional intelligence, it was found that, there is a significant difference among the qualification of the respondents and the dimension of the study which include; self-esteem, self-assessment, work family spillover and conflict resolution strategies. The analysis further highlights that, the respondent's emotional resilience, resource adequacy and overall emotional intelligence is not impacted based on their various educational qualifications. This enables us to understand that, the various degrees and academic credentials earned by the respondents does not impact their emotional intelligence.

Table 5: Correlation between age of the respondents and various factors of emotional intelligence

| Variables | Correlation Value | Statistical Inference |
|---------------------------------------|--------------------------|------------------------------|
| Self-Esteem | 0.27 | P>0.05 Not Significant |
| Self-Assessment | 0.109 | P>0.05 Not Significant |
| Emotional Resilience | 0.196** | P<0.05 Significant |
| Resource Adequacy | 0.172** | P<0.05 Significant |
| Work-Family Spill Over | 0.010 | P>0.05 Not Significant |
| Conflict Resolution | 0.144** | P<0.05 Significant |
| Overall Emotional Intelligence | 0.174** | P<0.05 Significant |

* Correlation is significant at the 0.05 level (2-tailed).

** Correlation is significant at the 0.01 level (2-tailed).

In understanding the relationship between the age of the respondents and the dimensions of emotional intelligence. It was also found that there is a significant relationship between the age of the respondents and the dimensions of the study which include the Emotional Resilience, Resource Adequacy, Conflict Resolution and Overall Emotional Intelligence strategies. The table also states that there is no significant relationship between the age of the respondents and the dimensions of the study which include self-esteem, self-assessment and work family spill over.

Table 6: Correlation between year of experience of the respondents and various factors of emotional intelligence

| Variables | Correlation Value | Statistical Inference |
|---------------------------------------|-------------------|------------------------------|
| Self-Esteem | 0.186** | P<0.05 Significant |
| Self-Assessment | 0.185** | P<0.05 Significant |
| Emotional Resilience | 0.354** | P<0.05 Significant |
| Resource Adequacy | 0.029 | P>0.05 Not Significant |
| Work-Family Spill over | 0.232** | P<0.05 Significant |
| Conflict Resolution | 0.045 | P>0.05 Not Significant |
| Overall Emotional Intelligence | 0.276** | P<0.05 Significant |

* Correlation is significant at the 0.05 level (2-tailed).

** Correlation is significant at the 0.01 level (2-tailed).

The present table explains the years of experience of the respondents and the various factors contributing to emotional intelligence. It was found that, there is a significant relationship between the years of experience of the respondents and the dimensions of the study which include self-esteem, self-assessment, emotional resilience, work family spill over and overall emotional intelligence. The analysis also implies that, there is no significant relationship between the year of experience and the various dimensions of the study which includes resource adequacy and conflict resolution.

Table 7: Correlation between monthly income of the respondents and various factors of emotional intelligence

| Variables | Correlation Value | Statistical Inference |
|--------------------------------|-------------------|------------------------------|
| Self-Esteem | 0.129 | P>0.05 Not Significant |
| Self-Assessment | 0.044 | P>0.05 Not Significant |
| Emotional Resilience | 0.189** | P<0.05 Significant |
| Resource Adequacy | 0.104 | P>0.05 Not Significant |
| Work-Family Spill over | 0.180** | P<0.05 Significant |
| Conflict Resolution | 0.176** | P<0.05 Significant |
| Overall Emotional Intelligence | 0.213** | P<0.05 Significant |

* Correlation is significant at the 0.05 level (2-tailed).

** Correlation is significant at the 0.01 level (2-tailed).

The given table, pertaining to the monthly income of the respondents and the dimensions of the emotional intelligence states that emotional resilience, work family spillover, conflict resolution and overall emotional intelligence has a significant relationship based on the income of the respondents and their emotional intelligence. It was also found that, there is no significant relationship between the dimensions of self-esteem, self-assessment and resource adequacy relating to the emotional intelligence.

Table 8: Correlation between Number of research paper published of the respondents and various factors of emotional intelligence

| Variables | Correlation Value | Statistical Inference |
|------------------------|-------------------|------------------------------|
| Self-Esteem | 0.118 | P>0.05 Not Significant |
| Self-Assessment | 0.157** | P<0.05 Significant |
| Emotional Resilience | 0.088 | P>0.05 Not Significant |
| Resource Adequacy | 0.201** | P<0.05 Significant |
| Work-Family Spill over | 0.090 | P>0.05 Not Significant |
| Conflict Resolution | 0.164** | P<0.05 |

| | | |
|---------------------------------------|---------|------------------------------|
| | | Significant |
| Overall Emotional Intelligence | 0.214** | P<0.05 Significant |

* Correlation is significant at the 0.05 level (2-tailed).

** Correlation is significant at the 0.01 level (2-tailed).

The above table relating to the number of research papers published by the respondents and the various dimensions of emotionally intelligence states that, there is a significant relationship between the dimensions of research paper published and emotional intelligence which includes that self-assessment, resource adequacy, conflict resolution and overall emotional intelligence. It was also denoted that, there is no significant relationship between the respondent's self-esteem, emotional resilience and work family spillover strategies.

Suggestions:

Focusing on employee well-being is crucial for fostering a productive and positive work environment. Enhancing self-esteem can be achieved by implementing programs for personal development and growth, providing opportunities for recognition and appreciation, and fostering a supportive work atmosphere. Improving emotional resilience is another key aspect, which can be supported through stress management workshops, counseling services, work-life balance initiatives, and creating opportunities for relaxation and upgrading. Additionally, enhancing emotional intelligence within the workforce through training programs, encouraging open communication and empathy, and developing leadership programs focused on emotional intelligence is essential for a well-rounded and emotionally robust team.

Optimizing the work environment is vital for maximizing employee performance and satisfaction. Strengthening self-assessment practices can be achieved by providing regular feedback and performance reviews, offering training on self-assessment tools and techniques, and creating a culture of continuous learning and improvement. Addressing resource adequacy involves conducting thorough assessments of resource needs, allocating resources effectively to support employee performance, and ensuring that employees have the necessary tools and training to succeed. Improving conflict resolution skills through training for both employees and managers, establishing clear conflict resolution procedures, and promoting a culture of open communication and collaboration is also important for a harmonious work environment.

Fostering a supportive culture is essential for employee satisfaction and retention. Prioritizing work-life balance can be achieved by implementing flexible work arrangements, encouraging employees to take breaks and vacations, and providing resources for childcare and eldercare. Building a strong organizational culture involves fostering a sense of belonging and community, encouraging teamwork and collaboration, and recognizing and rewarding employees for their contributions. Such initiatives help create a supportive and cohesive work environment that enhances overall employee well-being.

For research publications, focusing on enhancing skills such as self-assessment, resource management, conflict resolution, and emotional intelligence among researchers is important. Providing training programs, workshops, or mentorship opportunities in these areas can significantly contribute to their overall well-being and job satisfaction. While these factors may not directly influence research publications, they play a crucial role in creating a positive research environment. Implementing programs to support these areas can indirectly contribute to a more productive and satisfying work experience for researchers, ultimately benefiting the organization as a whole.

Conclusion:

In this study conclude that significant connection between the years of experience of the faculty and the dimensions of the emotional intelligence. Female faculty having higher of emotional intelligence than male faculty in the dimensions of self-esteem, self-assessment, emotional resilience and overall emotional intelligence. Associate professor holding higher of emotional intelligence than assistant professor in the dimension of self-assessment, emotional resilience, resource adequacy, conflict resolution and overall emotional intelligence. Regarding to understanding self-assessment and resource adequacy relation there is no significant difference between male and female respondents. The organization's employees exhibit a relatively low level of emotional intelligence. This is demonstrated by their inadequate conflict resolution abilities, low self-esteem, poor self-assessment skills, and low emotional resilience. The overall picture is one of a workforce that struggles with emotional regulation and management, despite the fact that some employees exhibit higher levels of emotional intelligence in specific areas such as resource adequacy and overall, emotionally intelligent. Additionally, there is a positive correlation between the publication of research papers and specific dimensions of emotional intelligence (self-assessment, resource adequacy, conflict resolution, and overall emotional intelligence). This implies that the productivity of researchers could be improved by enhancing these abilities. Nevertheless, it does not seem that research output is substantially influenced by factors such as self-esteem, emotional resilience, and work-family carryover.

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