

Empirical Study of Emotional Intelligence Among Higher - Education Teachers and Role of Certifications on Emotional Intelligence Levels

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Abstract

In this competitive world, education plays a very important role in the success of a child in each and every discipline. Teachers are the instrument on which the very foundation of education is based since the Vedic age. There are many studies which showed that emotional intelligence is one of the most important personal competencies of teachers, which is very important for teachers' effectiveness. Organizations in higher education are working on training and development programmes for raising the emotional intelligence level of the faculty members. Looking into the various studies undertaken related to the emotional intelligence of higher education teachers and their effectiveness in terms of students' overall development and academic achievement, the present study was undertaken. Descriptive survey method was employed, and the sample consisted of 100 teachers who belonged to the management and engineering fraternity. The findings of the study revealed that teachers possessed average overall emotional intelligence. It was also found that the level of emotional intelligence and its various factors were found to be significantly higher for the faculty members of higher education who were provided with the provision of development programmes for the faculty by the organizations as compared to the faculty members with no such provisions. Interpersonal management and intrapersonal management combined together were the major contributing factors to the emotional intelligence level of teachers.

Keywords: Awareness of self and others, development program status, emotional intelligence of teachers, interpersonal management, intrapersonal management, professional orientation

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Salovey and Mayer (1990) coined the term emotional intelligence or Emotional Quotient (EQ) for this feeling part and described it as the ability to monitor one's own and others' feelings and emotions, to discriminate among them, and to use this information to guide one's thinking and actions. The concept of emotional intelligence is a well-known behavioural construct among students, teachers, and researchers in the area of organizational behaviour and psychology throughout the world (Mohanty & Das, 2017). Goleman (1998) popularized the word 'emotional intelligence' and defined it as the capacity for recognizing our own feelings and those of others, for motivating ourselves, and for managing emotions well in us and in our relationships. Goleman also identified a set of emotional competencies that differentiated individuals from each other. Though Goleman described these in the context of leaders and employees, these were equally applicable in the field of education,

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that is, for teachers. How a teacher handles his/her own emotions is an important aspect to consider in emotional quotient.

In this competitive world, education plays a very important role in the success of a child in each and every discipline. The role of education is to develop an individual with a well - developed body, mind and soul, that is, the emphasis of education is on the all-round development of a child learner. Teachers are the instrument on which the very foundation of education is based since the Vedic age. Teachers are the backbone of educational institutions and these institutes are the body without soul in the absence of teachers. The changes in our social system are well reflected in our education system with the introduction of a diverse variety of learners. The learners of the modern world are very different from each another in terms of their physiological and psychological mark-up. They have intense emotions, various diversions, and stress of their studies. They have exalted emotions which need to be directed in the right path so that their potential can be utilized in a positive manner. This has posed a challenge to the teachers of the present age as the younger generation needs utmost care so that the very cause of education does not get affected. For being a successful teacher, knowledge of the subject alone is not sufficient, but some other skills are also required. Teaching is a combination of thinking and feeling. For being successful in any sphere of life, one should have a good command over his/her feelings part.

The world is witnessing massive technological advancements, but despite all these advancements, our education system has many challenges like poor performance of the students, never ending demands of the industry, deteriorating condition of education, and unmet expectations of parents and students. Due to these reasons, it becomes difficult for teachers to cope up with the challenges of academia and social milieu. Such pressures may lead to emotional imbalance among teachers. Therefore, there is an urge to develop professional and emotional competencies among teachers.

Organizations in higher education are working on training and development programmes for raising the emotional intelligence level of faculty members. There are many studies which show that emotional intelligence is one of the most important personal competencies of teachers, which is very important for their effectiveness and most teachers integrate the same into their personal, professional, and group identities and try to modify their emotional intelligence behavior. It was found that there existed a positive significant relationship between teachers' job performance and emotional self-awareness, self-confidence, achievement, and conflict management (Asrar -ul-Haq, Anwar , & Hassan, 2017). Teachers can well identify what underlies motivations and behaviors well if their emotional competencies are developed (Haskett, 2003) and their potential to develop less developed competencies can improve the teacher - student relationships (Jennings & Greenberg, 2009) and promote effective teaching (Cohen, 2001). There are various studies in which emotional intelligence of teachers has been measured with respect to different demographic variables and also with other variables like : teachers' job satisfaction .

Shahu (2010) investigated the effect of emotional intelligence on job satisfaction and performance and found that poor score in emotional intelligence led to poor job satisfaction and ultimately resulted in poor performance. Al-Hashmei and Hajee (2013) examined the relationship between leadership styles and the components of emotional intelligence (self-awareness, self-management, social awareness, and social skills) as identified by Goleman in five major organizations in Bahrain and found a significant relationship. Singh (2015) studied the relationship between emotional intelligence (four dimensions, namely, ability to express and appraise emotions, utilize emotions, manage emotions in self and in others) and teaching aptitude of teachers. Dolev and Leshem (2016) investigated the impact of a teacher-centered EI training on teachers' emotional intelligence (EI) in Israel. The study followed a two-year EI training in one school by employing group workshops and personal coaching. The findings revealed that the training programme was perceived by the participants to have enhanced their EI competencies, as defined by the Bar-On model. Most participants integrated these competencies into their personal, professional, and group identities, and modified their EI - related behaviours.

Asrar-ul-Haq et al. (2017) found that emotional intelligence had a significant impact on teachers' job

performance. Key research findings revealed that emotional self-awareness, self-confidence, achievement, developing others, and conflict management had a positive and significant relationship with the teachers' job performance.

Relationship Between Emotional Intelligence and Higher Education

Several studies and literature posit that due focus of emotional intelligence level among the teachers of higher education can benefit in numerous ways. There is a strong correlation existing between maladaptive beliefs and negative emotions (Beck, 1976; Ellis & Dryden, 1987). It is posited that a teacher having high emotional intelligence is less prone to working on irrational beliefs and is, therefore, less likely to transfer such kind of beliefs in the teaching learning process. The focus on emotional intelligence may lead to various positions - social, personal, and societal outcomes, which may not only facilitate the process of learning, but can also can help improve career choices which may be important for overall satisfaction of students. The study also emphasized on how inclusion of emotional intelligence may bring about positivity and holistic development of the students, which could further be beneficial for improving the overall milieu of the university.

Cohen et al. stated that there were many socio - personal benefits of incorporating emotional intelligence in higher education (Cohen, 1999 ; Goleman, 1995; Topping, Holmes, & Bremmer, 2000). A study by Murray stated how the emotional intelligence of an instructor keenly influenced student satisfaction and motivation in class. The study indicated the importance of instructors' emotional intelligence in moderating the learning experience of the students (Murray, 1990 ; Stein & Book, 2000 ; Watkin, 2000). A study by Hwang also demonstrated that emotional intelligence was directly linked with teaching effectiveness (Hwang, 2007).

Objectives of the Study

- (1)** To study the level of awareness of self, professional orientation, intrapersonal management, interpersonal management, and overall emotional intelligence among higher education teachers.
- (2)** To find out the most important factor attributing to the emotional intelligence level of teachers in higher education.
- (3)** To find out the difference in emotional intelligence level of teachers based on the development programme status of higher education institutes.

Hypotheses of the Study

- ✎ **H₀₁**: The higher education teachers do not possess high emotional intelligence levels.
- ✎ **H₀₂**: There is no significant difference in the level of different factors of emotional intelligence based on the development programme status.

Research Design

The framework within which the research was conducted was basically descriptive in nature and the target population in this regard is defined as consisting of 100 teachers who belonged to the management and engineering fraternity. The data collection was carried out in the year 2017-18 and it took six months to collect the data from the respondents. The sampling technique adopted was convenience sampling. The respondents' age was

between 30 - 60 years .The respondents selected were from engineering and management colleges of Delhi. They varied in terms of developmental initiatives for the personal and professional development of the faculty members. Emotional intelligence of teachers was studied using Teacher's Emotional Intelligence Inventory by Dr. Shubra Mangal, which measures emotional intelligence of teachers under the following four major factors :

(1) Awareness of Self and Others : This factor measures awareness of oneself and others with whom the teacher is interacting.

(2) Professional Orientation : It governs the EQ of a teacher is his/her orientation towards the profession.

(3) Intrapersonal Management : It measures ability of a teacher, that he/she can assert himself/herself independently in public by demonstrating positive emotional intelligence traits of self-confidence and control.

(4) Interpersonal Management : It involves the skill of a teacher to manage the students for fostering competencies like teamwork, problem solving, building bonds, and initiating a change.

Table 1. Interpretation of Scores of Emotional Intelligence

Sl. No.	Category	Description	Range of Raw Scores	
			Male	Female
1	Awareness of Self and Others	<i>Very High</i>	344 and above	347 and above
		<i>High</i>	330-343	334-346
		<i>Average</i>	369- 329	319-333
		<i>Below Average</i>	254-368	282- 318
		<i>Poor</i>	253 and below	281 and below
2	Professional Orientation	<i>Very High</i>	192 and above	194 and above
		<i>High</i>	182-191	185-193
		<i>Average</i>	169-181	176-184
		<i>Below Average</i>	135-168	149-175
		<i>Poor</i>	134 and below	148 and below
3	Intrapersonal Management	<i>Very High</i>	109 and above	108 and above
		<i>High</i>	104-108	103-107
		<i>Average</i>	95-103	96-102
		<i>Below Average</i>	78-94	84-95
		<i>Poor</i>	77 and below	83 and below
4	Interpersonal Management	<i>Very High</i>	275 and above	272 and above
		<i>High</i>	259-274	261-171
		<i>Average</i>	237-258	245-260
		<i>Below Average</i>	188-236	209-244
		<i>Poor</i>	187 and below	208 and below
5	Total Teachers' EI	<i>Very High</i>	910 and above	911 and above
		<i>High</i>	869-909	883-910
		<i>Average</i>	811-868	841-882
		<i>Below Average</i>	635-810	721-840
		<i>Poor</i>	634 and below	720 and below

The inventory comprised of 200 statements with four constructs namely : (a) awareness of self and others, (b) professional orientation, (c) intrapersonal management, (d) interpersonal management. The questionnaires were personally administered. The process of data collection from teachers took a period of over 2 months. Likert's 5 point scale was used for data collection, for each item, the respondents gave their answers on a 5- point scale where 1 meant *strongly disagree*, 2 meant *disagree*, 3 meant *neutral*, 4 meant *agree*, and 5 meant *strongly agree*. Participation of teachers in the survey was voluntary. The interpretation of scores is as depicted in Table 1.

Data Analysis and Results

The mean and standard deviation of the responses for various constructs used for assessing the emotional intelligence levels are presented in Table 1.

Table 2 shows that the teachers who were surveyed had below average (315.35) awareness of self and others (interpretations made on the basis of inventory scores). The mean score with respect to professional orientation is found to be 176.47, which is defined to be in the average score category by the inventory which means that teachers had average professional orientation. The intrapersonal management of the teachers is found to be very high among all the factors under study ; whereas, with respect to interpersonal management, the respondents were average. The teachers' mean emotional intelligence score is also found to average. Hence, H_{01} stating that the higher education teachers do not possess high emotional intelligence level has been accepted. The values interpreted have reference to the score interpretation given in Table 1 and scores of both females and males have been taken into consideration. Since the study does not pertain to the difference in the various factors of emotional intelligence based on gender, therefore, the bifurcation of the various factors based on gender has not been made.

Table 2. Mean and Standard Deviation of Responses for Various Factors of Emotional Intelligence

Descriptive Statistics			
Factors	N	Mean	SD
Awareness of Self and Others	100	315.35	31.812
Professional Orientation	100	176.47	20.689
Intrapersonal Management	100	109.71	19.217
Interpersonal Management	100	242.56	30.635
Emotional Intelligence	100	867.09	61.825
Valid N (listwise)	100		

Table 3. Various Factors Pertaining to Emotional Intelligence Level and Difference in the Emotional Intelligence Level Based on Developmental Programme Status Using Analysis of Variance

Factor Name	Provision of Development Programmes for the Faculty		No Provision of Development and Training Programmes for Faculty		F value	p value
	Mean	(SD)	Mean	(SD)		
Awareness of Self and Others	4.17	0.49	3.39	0.80	3.81	0.03
Professional Orientation	4.86	0.89	4.38	0.88	4.03	0.00 *
Intrapersonal Management	4.33	0.64	3.21	0.76	.612	0.03
Interpersonal Management	4.84	0.65	2.10	0.80	7.54	0.00*

Table 4. Model Summary

Model	<i>r</i>	<i>R</i> ²	Adjusted <i>R</i> ²	<i>SE</i>
1	0.640 ^a	0.354	0.380	0.90799
2	0.674 ^b	0.589	0.463	0.89226

Table 5. ANOVA

		ANOVA ^a				
Model		Sum of Squares	<i>df</i>	Mean Square	<i>F</i>	Sig.
1	Regression	42.206	1	42.206	61.192	0.000 ^b
	Residual	175.608	213	0.824		
	Total	217.814	214			
2	Regression	49.034	2	24.517	79.795	0.000 ^c
	Residual	168.780	212	0.796		
	Total	217.814	214			

Note. ^a Dependent Variable: Emotional Intelligence

^b Predictors: (Constant), Interpersonal Management

^c Predictors: (Constant), Interpersonal Management, Intrapersonal Management

✎ **H₀₂:** There is no significant difference in the level of different factors of emotional intelligence, that is, awareness of self and others, professional orientation, intrapersonal management, and interpersonal management based on the development programme status.

One-way ANOVA was applied to examine the difference between mean scores of various factors influencing teachers' emotional intelligence level based on the development status of the organization they were working for. The development programmes here means that the organization was putting intended effort towards raising the level of emotional intelligence of the teachers by conducting faculty development programmes centered around interpersonal management skills and raising teaching abilities. The result of one way ANOVA indicates that difference in mean score is significant at 0.01 levels for two factors, that is, interpersonal management and professional orientation, and is significant at the 0.05 level for the remaining factors that is, awareness of self and others and intrapersonal management.

Hence, the null hypothesis H₀₂ stating that there is no significant difference in the level of factors of emotional intelligence based on the development programme status is rejected and the alternate hypothesis stating that there is a difference in emotional intelligence level based on the same is accepted. The same has been discussed in Table 3, showing various factors pertaining to emotional intelligence level and difference in the emotional intelligence level based on developmental programme status using ANOVA.

The results show that there exists a significant difference in the emotional intelligence level of the higher education faculty members based on the professional development status of the organizations. Awareness of self and others, professional orientation, intrapersonal management, and interpersonal management are the parameters used for computing the emotional intelligence levels.

The model summary (Table 4) shows that value of *R*² is 0.354 (Model 1). It shows 35.4% changes in response variable (emotional intelligence). It is because of changes in controlled variable (intrapersonal management). This explains that interpersonal management is the major contributing factor to emotional intelligence level of teachers. In Model 2, the value of *R*² is 0.589 (*r* = 0.674) which shows that 58.9% changes in response variable

Table 6. Model Parameters

Model		Unstandardized Coefficients		Standardized Coefficients	<i>t</i>	Sig.
		<i>B</i>	<i>SE</i>	Beta		
1	(Constant)	0.490	0.475		1.031	0.304
	Interpersonal Management	0.780	0.109	0.440	7.155	0.000
2	(Constant)	0.605	0.504		-0.130	0.897
	Interpersonal management	0.568	0.129	0.320	4.386	0.000
	and Intrapersonal Management	0.352	0.120	0.214	2.929	0.004

occurs due to two controlled variables (interpersonal management). By comparing both the variables, it can be seen that Model 2 is a better fit to the data than Model 1. This is because higher the value of R^2 , the better the model fits into the data.

This part of analysis helps in testing whether the model best predicts the outcome. Here, in the Table 5, the *F*-ratio is 61.19, which is likely to not have happened by chance ($p < 0.001$); whereas, for the second model, the value of *F*-ratio is 79.80, which is highly significant. So, we can conclude that Model 2 can better help in predicting the outcome variable.

Table 6 can be divided into two parts. The first part contains and the second part contains two variables, that is, interpersonal management and intrapersonal management. In this table, we need to concentrate on Model 2 as it contains all the predictor variables that make significant contribution to predict the emotional intelligence (outcome variable). The *b*-value here tells about the relationship between predictor variables and emotional intelligence. The positive *b*-value of the predictor variables indicates that there is a positive relationship between the variables in both the models. Since the *t*-statistics associated with *b*-value is significant in both cases, these can be taken as predictors of emotional intelligence. However, interpersonal management seems to have a slightly large impact on outcome as compared to work safety because lower the significance value, the higher contribution it makes to the outcome. From the magnitude of *t*-statistics, interpersonal management has slightly more impact on the outcome than work procedures.

Discussion and Implications

Several studies have demonstrated the importance of emotional intelligence among the students and faculty members of higher educational institutions. A lot is learnt by students from their faculty members. It has been posited that if faculty members possess higher emotional intelligence levels, then the likelihood of students who are going to be budding managers and budding engineers of tomorrow will behave in the same manner as their role models, who they look upto. If the facilitators manage their emotions well, then the likelihood of students imbibing values like patience, stress management, and handling situations effectively also increases as a teacher can be the most powerful factor in modelling emotionally intelligent behaviour among students. Thus, emotions' management assumes great significance. The results show that the emotional intelligence level among teachers was average, which means that efforts need to be put to increase the level of emotional intelligence among the teachers. This calls for a need to check the emotional intelligence level of teachers at the time of initial recruitment, and organizations should constantly work towards upgrading the teachers' skills for raising their emotional intelligence level.

The research proves that faculty members who are inducted and professionally developed from time to time exhibit higher emotional intelligence. The score of emotional intelligence reflects upon the present state of

emotional intelligence that an individual possesses. However, it is important to note that emotional intelligence scores can be raised by using appropriate methods and techniques. It can be done by institutes assuming the responsibility of holding workshops at frequent intervals on stress management, brain gymming, and being more expressive. Moreover, the inclusion of emotional intelligence centered curriculum can help raise the quality of education.

Teachers are the managers of students in terms of academic achievement, excellence, and professional grooming. They are the ones who students look up to. This study will set the tone for higher education institutions for knowing the essence of emotional intelligence, and how this intelligence can be honed by placing special emphasis on interpersonal and intrapersonal management.

Limitations of the Study and Scope for Further Research

One of the major limitations of the study is that it was conducted on 100 teachers only and it was confined to Delhi NCR. Further studies can be carried out in other states and can be carried out to find the relationship of emotional intelligence with some other constructs like its relationship with the spiritual intelligence level of teachers.

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