

## The effect of Emotional Intelligence on Research Quality and Teaching skills of Faculty in University

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### **Abstract**

Education is the most effective instrument to meet the challenges. Education should not only aim at the physical and mental growth of the individual, but also consider the needs and the aspirations of a developing society. Emotional intelligence is essential factor responsible for determining success in life and psychological wellbeing seems to play an important role in shaping the interaction between students and teachers. The benefits of emotional intelligence are many in both personal and professional success. Teachers must also possess Emotional Intelligence as it's the ability to understand the emotions of the self and the people around. Teachers are emotional workers who are sensitive to the demands that their work makes on their emotions, and skillful in feelings, some quantitative studies have examined this issue systematically. A teacher development program is suggested to make teachers clear about these emotional demands and different emotional labor strategies and enhance teacher's emotional intelligence.

Emotional Intelligence has become a key factor in educational environment, which contributes to the improvement of teaching practice, enhance health and mental well-being of teachers, and has an impact on students in educational development. An emotionally healthy, competent, and effective teacher helps in national development. Key research finding revealed that emotional self-awareness, self-confidence, achievement, developing others and conflict management have a positive and significant relationship with the teacher's job performance.

**Keywords:** Emotional intelligence, faculty, students.

### **I INTRODUCTION**

The teachers are the builders of the nation. The Education Commission (1966) states that "The future of India is now being shaped in the classrooms." It emphasized that, to make any process of education a

success, the quality competence and character of the teachers were the most important aspects. The term emotional intelligence (EI) was popularized by Goleman who claimed that emotional intelligence “can be as powerful, and at times more powerful, than I.Q.” There are several definitions of emotional intelligence in the psychological literature, but in general, it is defined as an ability to identify, regulate, and manage emotions in the self and in others. Research indicates that higher levels of emotional intelligence are associated with a range of positive outcomes, such as better workplace performance and physical and mental health. Good teachers need a strong emotional intelligence. Further, by being mindful of students’ emotions and helping students to regulate their emotions, teachers can ease interpersonal conflicts and contribute to the students’ emotional and social development.

A teacher has a key role to play in communicating knowledge in specific subjects and help students grow to their fullest stature, develop suitable attitudes, and unfold their personality. A teacher must not only instruct but also inspire the students.

In this century, the quality of education in a country depends on the quality of a teacher. Therefore, quality teachers and quality in teaching have become important elements which ensure the quality of student life. Effectiveness of teaching is understandable and successful delivery of concepts which is significant factor in teaching. Teachers can improve their knowledge with their effective teaching as well as it will also create a great experience of content and satisfaction. The characteristics associated with effective teachers are confidence, trustworthiness, respect, commitment, analytical thinking, conceptual thinking, drive for improvement, information seeking initiative, flexibility, accountability, and passion for learning etc.

The emotional connection between the teacher and the student is important as it stays forever. However, with little effort and sensitivity towards student’s emotional needs, the teacher can develop citizens of tomorrow with a positive outlook towards life. Emotional intelligence as a predictor for job performance, generally arguing that employees with higher levels of Emotional intelligence are likely to perform better. Teaching itself is also a form of emotional practice, emotion is at the heart of the teaching job. There has been an increasing call for a greater focus on teacher’s Emotional intelligence to enhance performance. However, research directly addressing the Emotional intelligence in job performance relationship among teachers is relatively scarce.

Origin of the word emotion is derived from the Latin word “emovere” that means “to stir up” or “to excite”. Emotions can thus be understood as an agitated or excited state of our mind and body. The concept of emotional intelligence began to appear in the early 1990s and it was popularized in 1995 by Daniel Goleman’s book, *Emotional Intelligence*. Salovey and Mayer (1990) defined emotional intelligence as a form of intelligence that involves the ability to monitor one’s own and other feelings and emotions, to discriminate among them and to use this information to guide one’s thinking and actions. It is the ability to perceive emotions, integrate emotions, to facilitate thoughts, understand emotions, and to regulate emotions to promote personal growth. Thus, Emotional Intelligence can be described as having four branches: the ability to accurately perceive and express emotion, assimilate emotion into thought, understand emotion, and regulate emotions in the self and others. Emotional intelligence is a dynamic

construct influenced by diverse biological, psychological, and social factors. Studies on emotional intelligence with respect to various psychosocial correlates have been found in a variety of fields.

This paper provides the complete analysis of how faculty plays a vital role for every student in the overall development for their career and there exists a significant correlation between emotional intelligence and effectiveness of teacher faculty. An effective teacher is emotionally intelligent. So, to be an effective teacher it is necessary to be emotionally intelligent or an emotionally intelligent teacher is an effective teacher.

## **II LITERATURE SURVEY**

The contribution of Salovey and Mayer is substantial, as they suggested a model for emotional intelligence by defining emotional intelligence as part of the social intelligence, which deals with the ability of an individual to regulate his/her personal, and others' emotions and feelings. It helps them differentiate and manage their reasoning and actions. Salovey and Mayer redefined the concept of emotional intelligence as the capability of an individual to identify access and produce emotions in order to facilitate the judgments. Moreover, emotional intelligence helps understand and regulate feelings, emotions and emotional knowledge to promote the growth of emotions and intellectuality.

Et.al[11]. Salovey and Mayer presented a model of EI with three mental processes. The first component is appraising and articulating emotions in self and others which is related to the awareness of verbal and non-verbal expression of emotions. The second component is adapting emotions in self and other individuals. Third component is use of emotions in adaptive ways. Following is the brief description of the components of EI model:

Appraising and articulating emotions in self and others

Adapting emotions in self and others

Using emotions in adaptive ways

### **Emotional intelligence, proactive coping, burnout, and supervisor support**

Previous studies reported that emotional intelligence protects individuals from being at risk of burnout, but it remains unclear as to the role of variables such as proactive coping in mediating such a relationship. The results revealed that emotional intelligence fosters the abilities of the teachers to use proactive coping strategies when they experience stress. They can better understand themselves, as well as what they want to achieve and how, to use their resources, to come up with the solution to the problem. The proactive teachers have high competency in making plans to face the stressful situation and they try to pursue their goals regardless of the difficulties. This renders them less vulnerable to the impact of burnout. Proactive coping enables the teachers to respond to potential stress and allows them to match the constant demands and experience less job burnout as a result. Teachers who work in teams benefit in many ways, including higher levels of skill variety in their jobs, knowledge of students, general satisfaction, work group helpfulness and effectiveness, professional commitment, internal work motivation and teacher efficacy, more so than those who work. The informational support from the

supervisors buffered emotional exhaustion, while emotional support functioned as a buffer from depersonalization. Research results of experts revealed that the negative indirect impact of emotional intelligence on reduced personal accomplishment through proactive coping is larger for teachers when they have more support from their supervisors. We found lower negative effect of regulation of emotion on emotional exhaustion through proactive coping for teachers who receive more support from their supervisors. The negative effect of regulation of emotion on depersonalization through proactive coping was stronger for teachers receiving more support from their supervisors.

#### **Teaching satisfaction and its relations to emotional labour strategies:**

The purpose of the present study is to investigate the effects of teacher's perceptions of emotional job demands and emotional intelligence on their use of emotional labour strategies, and then examine the influence of various emotional labour strategies on teachers perception of teaching satisfaction. Simultaneously, the moderating effect of emotional intelligence on the impact of emotional job demands on emotional labour strategies will also be explored. Figure 1 presents the hypothesized research model of this study.

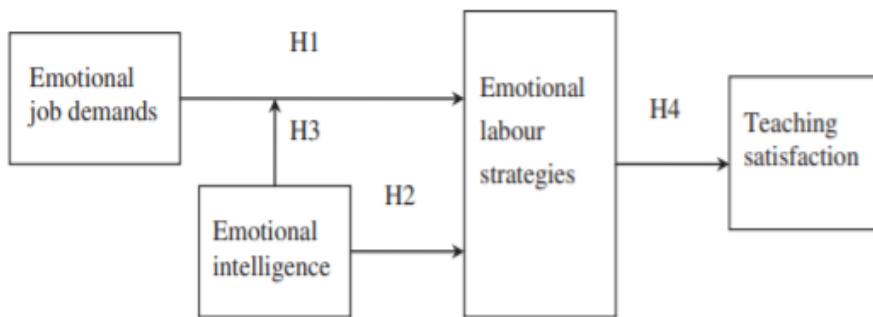


Figure 1 Hypothesized research model

**Participants:** A sample of 1281 primary and secondary teachers from Beijing and Chongqing was selected for the present study. The sample was composed of 338 male (26.4%) and 943 female (73.6%) teachers. Of the total, 673 were primary school teachers (52.5%) and 608 were secondary school teachers (47.5%).  
**Instruments:** A questionnaire consisting of four scales was employed in the present study with all items in the questionnaire being scored on a five-point Likert scale from 1 (strongly disagree) to 5 (strongly agree).

#### **Emotional intelligence and job performance**

According to et.al[10].Goleman, the emotional intelligence comprises of five basic components known as emotional self-awareness, self-recognition, handling relationships with others, motivating others and managing emotions. In current research framework, six dimensions of Emotional intelligence have been taken into consideration to investigate their relationship with the job performance of teachers. According to Qualter, Gardner, Pope, Hutchison and Whiteley emotional efficacy plays an important role in enhancing the abilities of emotional self-management among individuals with respect to their academic tasks. When positive emotions are developed in the employees in a group, it increases their cooperation

with each other and reduces the conflicts which in turn enhances the efficiency and performance of the group members. In the research ,Salami revealed that, the academic achievement and performance of the students can be enhanced through self-efficacy, emotional intelligence and psychological well-being. In his research study, Bar-on explored the notion of emotional intelligence and highlighted internal, personal, compatibility, and general mood components. The internal components comprise of emotional self-awareness, self-respect, self-actualization, assertiveness and independence. The personal elements include social responsibility, managing interpersonal relationships and empathy. Other components include reality, problem solving skills, impulse control, self-prediction, tolerance, and happiness. Based on the notion of Bar-On and Goleman , following hypotheses can be proposed:

H1=Emotional self-awareness has a significant and positive relation with Teacher's job performance.

H2=Self-confidence has positive and significant relation with Teacher's job performance.

H3=Achievement has positive and significant relation with Teacher's job performance.

H4=Developing others has positive and significant relation with Teacher's job performance.

H5=Conflict management has positive and significant relation with Teacher's job performance.

Motivation is also related to the emotional intelligence of the teachers as those teachers who are highly emotional intelligent tend to motivate their students as well as keep themselves motivated. Teachers can create an effective learning environment in which can be used to create a vision for the students, achieving their own development and satisfying the students. In order to perform better and to achieve the better academic outcomes of their students, teachers need to use effectively class room management techniques along with the key emphasis on the areas of behavioral challenges of the students such as their psychological wellbeing, disruptive behaviors, interpersonal relationships and academic performance of the students .In this regard, the relationship of the emotional intelligence and teacher's job performance has been measured in current research study using five components of teacher's performance i.e. classroom management, individual differences and problem solving, motivational tools, teaching styles and methods Figure 2.

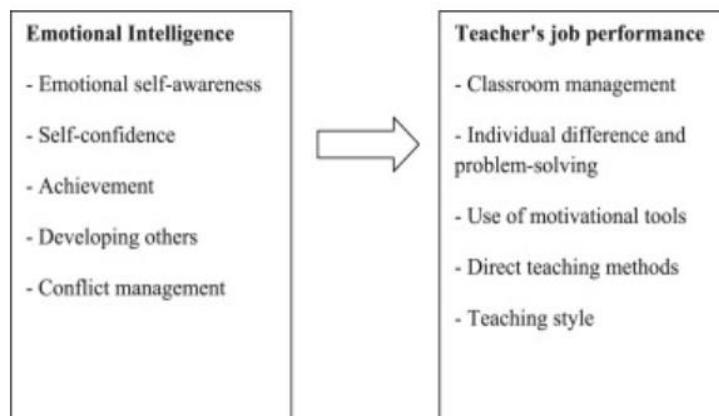


Figure  
model (Adapted  
Asim & Azam)

2. Conceptual  
from Mehmmood,

### **Implication-Emotional Intelligence Training must be made a Part of Teacher Training**

Considering the fact that the teachers lead, and teach the future youth, who provide for a wide range of increasingly sophisticated and ever changing variety of manpower needed, et.al[13].their job is a more responsible one, implying that the teachers be high on emotional intelligence and well-being to be performing effectively. Studies stated earlier imply that emotional intelligence can be enhanced, cultivated through training. Hence the training modules for teachers at all levels must include components on enhancing their emotional intelligence.

### **METHODOLOGY**

Many studies were conducted in Schools/Universities to know the average level of Emotional Intelligence. Which concluded that Science Teachers had an average level of Emotional Intelligence. There should be enhancement in their professional orientation, intrapersonal management as well as an average interpersonal management, which are the factors contributing for the development of high Emotional Intelligence as they may be lacking in these areas. Also, the study showed that there is significant relationship between Emotional Intelligence and Teacher Effectiveness of Science teachers. This is an agreement with the findings of which revealed that there is a moderate positive relationship between Emotional Intelligence and Teacher Effectiveness of Secondary Schools/Universities.

Despite these findings and studies, there is a limited amount of research that has examined the impact of emotional intelligence on teaching effectiveness and research quality of university faculty. Intuitively, one might assume that teacher effectiveness increases with increase of emotional intelligence, academic performance, and teaching experience.so we have conducted some of the surveys to prove that the emotional intelligence plays a very vital role.

### **CONCLUSION**

Emotional intelligence is really helpful for teacher's performance as it would guide them to communicate clearly, lead others in a proper way which creates productive interaction at work as well as personal life. Present study indicated that when teachers developed emotional competencies and skills which made a complete emotional intelligent behavior and attitude result in the huge success and satisfaction. Teacher's emotional intelligence means that persons must have a self-awareness that enables to recognize feelings and manage student's emotions. Role of teacher in restructure of the society is invincible. These can be improved with effective intelligence of the teachers. Emotional environments influence on the teachers and student ability to be able to perform efficiently. They can plan the lessons as per the desired goals and can manage the classroom well keeping in mind the individual differences of the learners.

As a result of all such research and analysis, this paper will be helpful for teachers, principals, administrative bodies, managing authorities and educational planners. A teacher plays an important role in making a student an ideal and dutiful citizen of any country. University faculties should possess the quality of emotional intelligence as it improves their teaching efficiency which would definitely improve their graduates to come up with good projects or research which will improve the thinking capabilities, give the best out of things, understand the peer feelings to which the project related to, effectiveness of the project to the society, etc. Thus, the role of Emotional Intelligence is effective in teaching-learning, it

can be inferred that teacher's emotional Intelligence factors contribute to the teacher effectiveness more than any other factor. A teacher can be more effective in teaching if they have high emotional intelligence.

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