
The Influence of Emotional Intelligence on Faculty Performance

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ABSTRACT

Emotional Intelligence (EI) refers how well an individual's handle herself or himself and others instead of their technical skills to solve the problem. The ability to recognize our feelings and those of others and manage emotions well in ourselves is the major contributing factor to improve performance. EI skills play an integral role in academic learning, decision making, classroom management, stress management, interpersonal relationships, team building, and the overall quality of one's life. Four fundamental emotion-related abilities comprise EI, including perception/expression of emotion, use of emotion to facilitate thinking, understanding of emotion, and management of emotion in oneself and others. These four skills promote better quality relationships, enhance emotional health, and improve academic and work performance. The construct of Emotional Intelligence is of great significance in education and teaching as it helps the teachers understand their students in a better way. They can then align their pedagogy to meet the needs and aspirations of the students. Empathy, a key EI concept, is necessary for the teachers to understand and impart the learning in a way suited to the background and culture of the students. The social skills and motivation are useful for the teachers to achieve the ultimate objectives of the subject being taught. EI can also help improve the achievements of students and offer them skills for their personal and professional lives. Teachers and institutions which incorporate the concept of EI, not only produce happier and well-rounded students but also the ones who are better adjusted and more successful.

KEYWORDS: *emotional intelligence, performance, teachers, significance*

INTRODUCTION

In this 21st century, education plays an important role in developing individuals with good physical and mental growth and helps them to meet the challenges in the developing society. Faculties plays key role in helping and inspiring the students to grow physically and mentally, emotions of faculties have become greater importance in this regard. They are the moderators through which the knowledge can be transferred to the students who represent the foundation of the society. Teachers cannot be the effective source of knowledge unless they are possessed with the essential skills, knowledge and talents. In the recent years, the concept of the emotional intelligence among teachers has been taken attention in the educational institutions due to its great importance. In fact, emotional intelligence is a type of social intelligence that includes to control own and others emotions; make a choice between them and the ability of using these emotions to set his life. Therefore emotional intelligence has got greater importance among faculties and their teaching effectiveness. David Goleman (1998) defined emotional intelligence (EI) as the ability to recognize and manage own feelings and those of others. Emotionally intelligent faculties possess high teaching effectiveness and motivates the students and make them successful. Therefore, a study among faculties in the engineering institutions in Kottayam district of Kerala is conducted. The study aims to identify the influence of emotional intelligence on the faculty performance.

LITERATURE REVIEW

Many studies on Emotional Intelligence and its importance on faculties were conducted. According to UWMR SampathKappagoda (2014), faculties who possess high emotional intelligence maintains good work to family relations. The study concluded that maintaining of good emotional intelligence helps in balancing family-work responsibilities. Aravind Hans and SoofiAsra (2013) conducted a case study on emotional intelligence on faculties in private educational institutions in Muscat. The study concluded that the faculties possess higher levels of emotional intelligence. In 2012 Mondal and Bandyopadhyay studied the nature of EI among secondary level school faculties in west Bengal and concluded that some of the demographic features have an impact on emotional intelligence. Varalakshmi and Krishnamurthy (2011) conducted a study on employees working in an educational institution to analyse the impact of emotional intelligence. The questionnaire was constructed in five parts and the sample size was 200. The study revealed that motivation and efficiency of employees directly related to emotional intelligence. Mousavi, Tarasi and Nosrat (2012) concluded that there is a significant between job satisfaction and emotional intelligence among physical education faculties.

Similarly, Haskett (2003), Hwang (2007) and Drew (2006) found significant links between various aspects of effective teaching and EI competencies. According to Stein & Book(2000), Intra-personal EI competencies, and in particular emotional self-awareness, are key to successful teaching and handling of challenges faced by teachers as teaching is a highly emotional profession. Jennings & Greenberg, (2009) states that EI, and in particular emotional self-awareness allows teachers to recognize and understand their emotions in the classroom and to anticipate the effects of their emotional expressions on interactions with others. They also enable teachers to identify personal emotional difficulties and use reflective approach in negatively charged situations.

OBJECTIVES OF STUDY

The objective of the study to identify the influence of EI on faculty performance in engineering institutions in Kottayam district in Kerala (India)

SCOPE OF STUDY

Study aims to identify the influence of EI on faculties' performance of engineering institutions. The study will provide a base in determining the influence of EI in faculties' professional and personal success and helps the institutions to make use of this to achieve their goals which will further help the institutions to create best ideas and draw suitable plans to increase the level of emotional intelligence of their teachers.

RESEARCH FRAME WORK

5 aspects of emotional intelligence were taken into consideration and questionnaire was framed based on the above 5 aspects to study the impact of EI among faculties. The questionnaire consists of 30 questions which were prepared based on the 5 aspects of EI. The 5 aspects of EI taken into consideration for the study are

-) Emotional self-awareness
-) Self confidence
-) Emotional self –control
-) Achievement
-) Developing others

RESEARCH DESIGN

For this study descriptive statistics and analysis was adopted based on the questionnaire survey.

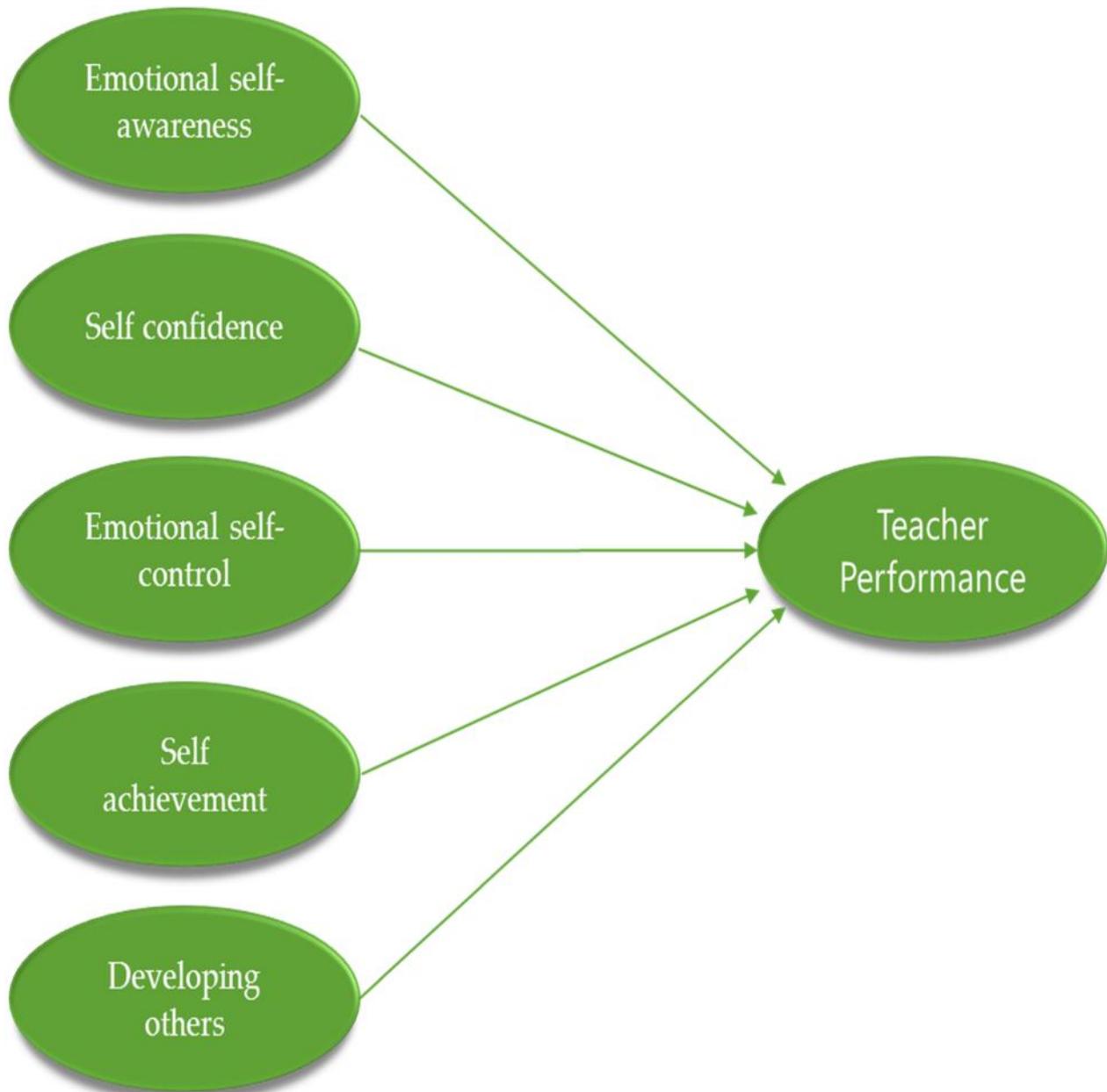


Fig 1: conceptual model

SAMPLING DESIGN

For this study, random sampling technique was adopted and 80 questionnaires were distributed among the faculties of engineering institutions in Kottayam district in Kerala (India)

SAMPLING UNIT

Sample unit for the study consists of faculties who are teaching in both UG and PG of engineering colleges in Kottayam district in Kerala (India).

DATA COLLECTION

Primary and secondary data were used for this study. The primary data required for the study was collected through a well-designed Questionnaire. 5 scale rating for were used.

The secondary data required for the study were collected through various sources such as:

-) Internal sources.
-) Books
-) Journal research articles
-) Internet.

RESULTS AND DISCUSSION

Table shows the reliability statistic for both EI factors and teaching performance. Cronbach alpha for EI comprised of emotional self-awareness, self-confidence, emotional self-control, achievement and developing others in the range of 0.821. Cronbach's Alpha for teaching performance in the range of 0.882. Therefore, the result indicated that the measures have high internal consistency.

Table 1: cronbach's alpha scores for overall EI, EI factors and teaching performance

Scales	Scale Items	Coefficient (Alpha) (<i>n</i> = 80)
Emotional self-awareness	4	0.762
Emotional self-control	5	0.788
Self-confidence	6	0.707
Achievement	4	0.791
Developing others	3	0.784
Overall EI	22	0.821
Teaching performance	8	0.882

Six research hypotheses were formulated to answer the research question. Pearson correlation coefficients were calculated between the emotional intelligence factors and teaching performance to determine the influence of emotional intelligence on faculty performance. The six research hypothesis formulated for the problem are:

H0: There is a significant relationship between Emotional intelligence and teacher performance.

H0a: There is a significant relationship between Emotional self-awareness and teacher performance.

H0b: There is a significant relationship between Self-confidence and teacher performance.

H0c: There is a significant relationship between Emotional self-control and teacher performance.

H0d: There is a significant relationship between Self-achievement and teacher performance.

H0e: There is a significant relationship between Developing others and teacher performance.

The result of the hypotheses is obtained as;

Table 2: summary of the result of the research hypothesis

Sl. No	Hypotheses	Results (at 95% confidence level, $\alpha=0.05$)
1	H0 : There is a significant relationship between Emotional intelligence and teacher performance.	Positive, large and significant relationship ($r=0.620$, $p<0.05$)
2	H0a : There is a significant relationship between Emotional self-awareness and teacher performance.	Positive, medium and significant relationship ($r=0.477$, $p<0.05$)
3	H0b : There is a significant relationship between Self-confidence and teacher performance.	Positive, small and significant relationship ($r=0.257$, $p<0.05$)
4	H0c : There is a significant relationship between Emotional self-control and teacher performance.	Positive, large and significant relationship ($r=0.595$, $p<0.05$)
5	H0d : There is a significant relationship between Self-achievement and teacher performance.	Positive, medium and significant relationship ($r=0.329$, $p<0.05$)
6	H0e : There is a significant relationship between Developing others and teacher performance.	Positive, medium and significant relationship ($r=0.425$, $p<0.05$)

CONCLUSION

The study was to find out the influence of Emotional Intelligence (EI) on teaching performance. From the study it was concluded that all hypotheses were supported and accepted and helps determine the influence of EI on teacher performance. Through the study it can be concluded that, the faculties who possess high EI values were found to have high on teaching performance effectiveness. It can be suggested that EI skills play an important role in teaching performance and increase the effectiveness of the faculties. By acquiring high EI values, teachers will undoubtedly enhance job performance as well as organizational performance, academic achievement and personal career excellence. In addition, EI helps lecturers to communicate clearly, lead others, and build great relationship at work and personal life. Therefore, lecturers who successfully develop emotional skills and form emotionally intelligent behavior on a daily basis experience greater success and satisfaction in their professional career and life.

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