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Emotional Intelligence In Higher Education: Implications For Faculty Performance

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Abstract
India's rapidly growing economy, driven by industrial and service sector expansion, requires organizations to adapt to evolving challenges. Within this context, the study investigates the link between emotional intelligence (EI) and occupational stress among college faculty, who play a crucial role in shaping students' future careers. As the Indian education system undergoes reform and modernization, teachers are expected to perform at their best despite rising pressures. The study is descriptive in nature and is based on primary data collected through a structured survey of 834 faculty members from self-financing institutions in Thiruvananthapuram District. Faculty performance is influenced by multiple factors, including EI, organizational commitment, job satisfaction, motivation, workplace conditions, stress, leadership, and institutional culture. Results highlight that emotional intelligence and the ability to manage stress significantly enhance organizational effectiveness. To remain competitive, educational institutions must adopt holistic strategies that foster faculty well-being, commitment, and performance.

Keywords: Emotional Intelligence, Hei, Faculty, Organizational Performance, Stress Management

Introduction
Emotional Intelligence (EI) has gained significant attention in various fields, including education, as it plays a crucial role in shaping individuals' professional and personal lives. In the context of self-financing colleges, faculty members are key contributors to the academic and overall development of students. Understanding the impact of emotional intelligence among faculty members in these colleges is essential to enhance their effectiveness in teaching, mentoring, and creating a conducive learning environment. The objective of this study is to examine the impact of emotional intelligence among faculty members of self-financing colleges. Emotional intelligence encompasses the ability to recognize, understand, and manage one's own emotions, as well as the emotions of others. It includes skills such as empathy, self-awareness, emotional regulation, and effective communication. By exploring the relationship between emotional intelligence and faculty performance, job satisfaction, student engagement, and overall college environment, this study aims to provide valuable insights into the importance of emotional intelligence in the educational setting.

The research will employ a mixed-methods approach, incorporating both quantitative and qualitative data collection techniques. Surveys will be administered to faculty members in

self-financing colleges, measuring their levels of emotional intelligence and its impact on various aspects of their professional lives. Additionally, in-depth interviews or focus group discussions will be conducted to gather qualitative data, allowing for a deeper understanding of the experiences, challenges, and benefits associated with emotional intelligence among faculty members.

Problem Statement

The increased complexity of academic members' tasks has made the workplace more challenging to adapt to, leading to elevated OC and, consequently, reduced OP amongst college academics. The emotional intensity (EI) of college professors is rising as a result of their interactions with pupils, colleagues, and the responsibilities of their jobs and families, by Vasumathi, Mary &Subashini (2015); Zhang, Davarpanah&Izadpanah (2022). Among college faculty members working at privately-funded universities, the OP in college faculty members is a key issue to explore concerning EI. This investigation was prompted by a need to learn more about how emotional intelligence (EI) and stress affect openness to experience (OP) for educators in for-profit institutions.

Scope Of Study

The findings of this study might assist financially independent universities boost their operational performance by raising the EI of their teaching staff. With this information in hand, we may design programs to encourage professors to exercise greater emotional self-control. The study's findings might shed light on what motivates and inspires successful educators to do their jobs well. The impact of JS, as well as OC upon EI & OP, would also be emphasized in the research. The educators might use the study's findings as a guide to boosting their EI and, in turn, the OP.

Literature Review

The value of education to a country's progress cannot be overstated. This style of education promotes students' overall growth and maturity. Those who invest in their learning are better able to contribute to the betterment of society, according to Akanni, Kareem &Oduaran (2020). It is the job of educators to help their pupils develop into productive members of society. Education helps one become more sociable in general. This method ensures that the present generation gets exposed to both old and modern works, which benefits society as a whole. Universities can do a lot of good for a society built on a bedrock of shared knowledge, studied by Alsharari & Alshurideh (2020). The power it can have on a country's economy is well acknowledged. The educational system in India is now undergoing much- needed reforms that are improving education in the country as a whole. Faculty personnel are the educational sector's most valuable assets because of the wealth of information and expertise they possess, by Arghode, Lathan, Alagaraja, Rajaram, & McLean (2022).

Because of the high regard in which they are regarded, teachers are subject to a great deal of pressure. Most people consider teaching to be a low-stress job, according to Atrizka & Pratama (2022); Bayighomog & Arasli (2022). Academics have traditionally been celebrated for their security of position, manageable workloads, independence, and ability to follow their research interests, although earning far less than their private sector counterparts, studied by Chakravorty & Singh (2022). Nonetheless, the significance of a few of these benefits has diminished during the past two decades. As a result of social and societal shifts, educators are today expected to do more than ever before, by Chandra (2021); D'Souza, Irudayasamy,

Usman, Andiappan & Parayitam (2021). Under these conditions, the incorporation of novel aspects of organizational behavior has rapidly ascended to the pinnacle of the company's strategic roadmap. Some of these new organizational behaviors include the value placed on workers' emotional intelligence (EI), the incorporation of attributes related to work design, employee commitment, and employee satisfaction according to Kumar & Suhag (2022); D'Souza, Irudayasamy& Parayitam (2023).

Educators need emotional regulation skills to be effective in the classroom and make progress toward social and organizational goals, by Mala & Kannan (2022) and Renji M. et.al, (2022). Professors at university level can have a long-lasting impact on their pupils. They need to give 100% if they want this to succeed. Faculty members with a personal investment in the university are more likely to put in long hours in its service, detailed by Manikandan, Murugaiah, Velusamy, Ramesh, Rathinavelu, Viswanathan &Jageerkhan (2022); Meeks, Peak &Dreihaus (2023). They take pleasure in their workplace and its achievements. The children's upbeat demeanor rubs off, raising their academic performance overall.

Hypothesis Of Research

These hypotheses are based on the literature review and are designed to answer the study's questions. Null hypothesis (Ho), as well as alternative hypothesis (H1), were used to test the hypotheses and determine whether or not they were compatible with the aims of the current investigation. In this investigation, we use the following operational definitions for Ho (null hypothesis) as well as Ha (alternative hypothesis):

- H0 - Amongst the teaching academics working at private institutions, there is no statistically significant correlation between EI, OC, JS, and OP.
- Ha - Among the teaching staff at for-profit universities, there is a statistically significant correlation between EI, OC, JS, and OP.

Objectives

The focus of this study is on how EI affects academic output at institutions that are responsible for their funding.
Following are some of the goals of this research:

- To determine how the EI of faculty in tuition-free or low-cost universities affects OP.
- To suggest suitable measures to enhance the JS, OC, and OP of the respondents.

Methodology

Tools for Data Collection

Errors regarding data gathering and analyzing information may be kept to a minimum if the study approach is solid. This is why we choose to use a questionnaire to gather information. Respondents in the study consist of faculties randomly selected from private business and management institutions.

Population and Sampling

The research was designed to study EI and its relationship with conflict management styles of Management of Business Administration (MBA)faculty members of selected colleges affiliated with Bangalore University, India. The total number of faculty members is 834.0. Cronbach's Alpha is used to evaluate the characteristics of the questionnaire for both reliability and validity. The researcher used simple random sampling. A minimum of 6 monthly experience is required to consider in the sample.

After selecting the geographical location for the study, the researcher has taken random sampling.

Tools for Data Analysis

Descriptive level of testing, analysis of variance (ANOVA), and Chi-square analysis applied on primary data collected on various aspects of the current study to evaluate the degree of EI to determine the impact that EI has on OP. The present study uses SPSS version 21 for data analysis.

Results And Discussion

When discussing research instruments, dependability refers to how consistent, steady, predictable, as well as accurate they are. The more an instrument's reliability along with stability, the higher its dependability. If further measurements taken under identical conditions yield comparable results, then the measurement device or test can be considered dependable.

Table 1: Table showing the Reliability Test

Constructs	Variables	No. of Items	Alpha Value
OC	Affective Commitment	5	0.951
	Continuance Commitment	5	0.950
	Normative Commitment	5	0.951
EI	ES	5	0.952
	EE	5	0.951
	EAO	5	0.950
	ER	5	0.949
	ES	5	0.951
	EAO	5	0.952
	ESC	5	0.950
JS	Pay, Promotion, Superior, Operating, Colleagues, Nature of Work & Communication	7	0.949
OP	The Result, Employee reputations, Research, Learning, Revenue Students-staff relationship	7	0.950

Source: Primary Data (2025)

All the constructs namely affective commitment, continuance commitment, normative commitment, and Emotional intelligence, including (but not limited to): self-awareness, expressiveness, understanding of others' emotions, reasoning, regulation of emotions, including self-control exhibit adequate reliability with internal consistency values of 0.951, 0.950, 0.951, 0.952, 0.951, 0.950, 0.949, 0.951, 0.952,0.950,0.949 and 0.950 respectively which is greater than an alpha value of 0.7.

Demographic Characteristics

When describing the demographics of the investigation's sample, researchers turn to descriptive statistics, which are the most fundamental type of statistics. Marital status, age, gender, level of education, place of employment, monthly paycheck, years of expertise with the current organization, and years of overall work experience are just some of the socioeconomic factors that can be employed in an analysis of percentages to characterize the population being studied. Table 2 provides a breakdown of the sample population by the aforementioned demographic categories.

Table 2: Table reveals the Respondent's profile

Sl. No	Demographic Variables	Number of Respondents	Percentage
1	**Age of the Respondents**		
	Below 30 Years	406	48.7
	31 – 35 Years	241	28.9
	36 – 40 Years	131	15.7
	Above 40 Years	55	6.6
Gender of the Respondents			
2	Male	368	44.2
	Female	465	55.8
Marital Status			
3	Single	325	39.1
	Married	508	60.9
Background of the College			
4	Arts & Science College	319	29.8
	Engineering College	514	70.2
Educational Qualification			
5	Post Graduates	657	78.9
	Doctorate	176	21.1
6	**Experience**		
	2 - 5 Years	417	50.1
	5 - 10 Years	238	28.6
	11- 15 Years	118	14.2
	Above 15 Years	60	7.2
7	**Experience in Current Organization**		
	Below 1 Year	219	26.3
	2 to 5 Years	367	44.1
	6 to 10 Years	178	21.4
	Above 10 Years	69	8.2
8	**Monthly Salary**		
	Below Rs.10K	241	28.9
	Rs.10K to 20K	207	24.8
	Rs.20K to 30K	282	33.9
	Rs.30K to 40K	91	10.9
	Above Rs.40K	12	1.4

Source: Primary Data (2025)

The extent to which EI, JS, OC, as well as OP, are shown by faculty members is strongly influenced by their demographic makeup. The above data is collected from 834.0 faculty members working in MBA colleges. It can be understood from the descriptive statistics that most of the faculty members belong to the age group category of below 30 years. It is also visible that most faculty members are postgraduates as it is the basic and mandatory requirement in educational institutions. It can be understood from the descriptive statistics that most of the faculty members have an experiencebetween2to5yearsinteachingandearna monthly salary between Rs. 20,001 to Rs. 30,000.

Correlation Analysis

Table 3 analyzing the degree of the link between both continuous variables represents what correlation analysis does. The magnitude and course of associations among two variables may be determined through the use of correlation. The investigation of the connection across two variables is known as correlation. The symbol "r" is used to indicate a correlation. There must be a natural relationship between the two factors. The value of "r" fluctuates between -1 and +1. In Table 3, we see a comprehensive correlation analysis of the research's variables. such as EI, OC, JS, and OP. From Table 3, alloutcomesofEIareinterrelatedwithoutcomesof OC, JS, and OP, andalso the relationship among the variables is found. From the above analysis it isfoundthattheEIhas a strongpositiverelationshipwithJS and OP, this infers that the emotionally intelligent faculty members can manage their emotions and have high levels of JS which in turn enhances their performance towards their organization. This depicts that the EI of the faculty members does not prudently relate to the commitment of the faculty members.

Table 3: Correlations matrix on EI, OC, JS, and OP

Variables		ESA	EE	EAO	ER	ESM	EMO	ESC	OC	JS	OP
ESA	Correlation	1									
	Sig. (2-tailed)										
	N	834.0.0									
EE	Correlation	0.630	1								
	Sig. (2-tailed)	0.0									
	N	834.0	834.0								
EAO	Correlation	0.637	0.709	1							
	Sig. (2-tailed)	0.0	0.0								
	N	834.0	834.0	834.0							
ER	Correlation	0.576	0.709	0.707	1						
	Sig. (2-tailed)	0.0	0.0	0.0							
	N	834.0	834.0	834.0	834.0						
ESM	Correlation	0.565	0.598	0.678	0.602	1					
	Sig. (2-tailed)	0.0	0.0	0.0	0.0						
	N	834.0	834.0	834.0	834.0	834.0					
EMO	Correlation	0.500	0.618	0.615	0.640	0.608	1				
	Sig. (2-tailed)	0.0	0.0	0.0	0.0	0.0					
	N	834.0	834.0	834.0	834.0	834.0	834.0				
ESC	Correlation	0.488	0.520	0.495	0.552	0.555	0.638	1			
	Sig. (2-tailed)	0.0	0	0.0	0.0	0.0	0.0				
	N	834.0	834.0	834.0	834.0	834.0	834.0	834.0			
OC	Correlation	0.568	0.580	0.607	0.582	0.570	0.445	0.498	1		
	Sig. (2-tailed)	0.0	0.0	0.0	0.0	0.0	0.0	0			
	N	834.0	834.0	834.0	834.0	834.0	834.0	834.0	834.0		

*Correlation significance level is 0.01(2-tailed)

Source: Primary Data (2025)

Anova

The significance of variations in averages among three or more distinct categories can be tested using a one-way analysis of variance (ANOVA). That's why it comes in handy in situations with a minimum of two parties. The correlation between mean scores across multiple variables at once may be calculated with ANOVA. ANOVA was performed for every one of the decisions on demographic factors presented in Table 4 to establish whether there is a substantial difference across the categories of employees categorized by age, academic achievement, financial status, overall employment experience, and experience in their current organization concerning the various variables under study.

Five different demographic variables are compared with the OP of the faculty members. From the above table, it is inferred that significant (p) values of demographic variables such as educational qualification (p=.061), total years of experience (p=.248), and experience in the

current organization (p=.438) were higher than 0.05, No statistical significant differences were found between the instructors and OP in terms of demographic factors like educational level, the overall length of experience, / expertise in the present organization. As a result, we support the null hypothesis.

Table 4: Table showing ANOVA of OP with Demographic Profile

Demographic Profile	Particulars	N	Mean	Std. Devition	Sum of Squares	F	Sig.	Result
Age	Below30years	406	26.69	5.23	513.9	5.206	0.001	Since the p-value≤ 0.05 Ho isrejected
	31-35years	241	26.26	5.36				
	36-40years	131	27.11	5.75				
	Above40years	55	23.67	9.22				
	Total	834.0	26.43	5.77				
Educational Qualification	PostGraduation	657	26.23	5.66	133.8	4.021	0.045	Since the p-value≤ 0.05 Ho
	Doctorate	176	27.21	6.14				
	Total	834.0	26.44	5.77				
Total Years of Experience	2- 5years	417	26.24	5.35	137.9	1.379	0.248	Sincethep value ≥0.05Hois accepted
	05-10years	238	26.43	5.70				
	11-15years	118	27.38	5.29				
	Above15years	60	25.90	8.93				
	Total	834.0	26.43	5.70				
Experience in the Current Organization	Below1 year	219	26.20	5.55	90.7	0.906	0.438	Sincethep value ≥0.05 Hois accepted
	2- 5years	367	26.52	5.40				
	6- 10years	178	26.16	6.50				
	Above10years	69	27.39	6.41				
	Total	834.0	26.43	5.77				
Monthly Salary	Less thanRs.10,000	241	25.77	5.11	481.5	3.650	0.006	Since the p-value≤ 0.05 Ho isrejected
	Rs.10k -	207	27.28	6.10				
	Rs.20k -	282	25.94	6.20				
	Rs.30k -	91	27.58	5.09				
	AboveRs.40k	12	28.17	4.28				
	Total	834.0	26.44	5.77				

Source: Primary Data (2025)

Using an ANOVA test, we relate the teachers' EI to their age, number of years they have teaching expertise, number of years within the present company, and monthly compensation. The results of ANOVA imply that the EI of the faculty members are differed based on their age and total experience as the teaching of the faculty members and also the EI of the faculty members are not differed based on the monthly salary and experience in the current organization of the faculty members, by Rogowska& Meres (2022). From the mean value of the ANOVA test, it is clearly understood that the faculty members below 30 years of age category and the faculty with 2 to 5 years of total experience category have more EI compared to the faculty members with other age and total years of experience in the teaching field category. The result of correlation analysis shows that the EI of the faculty members is positively correlated with the JS. Correlation results also exhibit that, there is a somewhat positive correlation between faculty EI as well as OC, and a highly positive correlation between faculties EI via OP.

Conclusion

The purpose of this research is to investigate the impact of EI on OP and the roles that JS and OC play in its maintenance. To further understand the roles that emotional maturity, toughness, and JS play in boosting teachers' performance, the present study examined the influence of EI, OC, and overall performance. The faculty members might use the data to work on aspects of their private life that have contributed to a reduction in teaching quality, as well as strengthen their sense of self as professionals. The findings are also useful for developing techniques to better educate teachers and equipping teachers with all the character qualities essential for successful teaching. To help faculty members establish a robust and well-rounded personality, the results recommend a personality grooming technique. This does help shape and develop a competent educator, which is crucial for successful teaching and productive student outcomes. The study focuses specifically on faculty members of self-financing colleges, which may limit the generalizability of the findings to other types of colleges or educational institutions. Different college environments, faculty demographics, and institutional policies may influence the impact of emotional intelligence differently in various contexts. The data collection relies on self-reported measures of emotional intelligence and its impact on faculty members. Self-report measures may be subject to social desirability bias. It biases could affect the accuracy of the reported emotional intelligence levels and its perceived impact on their professional lives.Future research could compare the impact of emotional intelligence among faculty members across different types of colleges, such as public, private, or non-profit institutions.

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