Emotional Intelligence As A Catalyst For Teaching Excellence: Insights From Educators

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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 SEM analysis, 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) conducted a study to examine the impact of emotional intelligence (EI) on leaders' self-esteem, self-awareness, and overall performance. The research aimed to assess the accuracy of leaders' self-awareness and its correlation with leadership effectiveness. A quantitative research methodology was employed, utilizing the multifactor leadership questionnaire to design the survey. Data were gathered from 146 managers and 1,314 supervisors at a large international technology company in North America. Statistical methods were applied to analyze the data and explore the relationship between emotional intelligence and leadership performance. Edokpolor (2019) conducted a study[1] to assess the effectiveness of teaching and learning in relation to resource adequacy. The research aimed to evaluate how physical resources impact educational training for teachers. A quantitative approach was used, with specially designed questionnaires for lecturers and students, employing a five-point Likert scale. Data were gathered from 700 participants, including 85 teachers and 615 students, across three federal universities in southern Nigeria. The data analysis involved statistical measures such as mean, median, standard deviation, and T-Test.Carmeli (2003) conducted research to investigate the role of emotional intelligence (EI) in the success of senior managers, particularly in public sector organizations. The study aimed to address the lack of empirical validation regarding the impact of EI on managerial effectiveness. Using statistical

analysis, it examined how emotionally intelligent senior managers develop positive work attitudes, altruistic behaviors, and improved work outcomes.(Reddy, 2018) A study was conducted to investigate the relationship between emotional intelligence (EI) and academic adjustment among student teachers. The research utilized a stratified random sampling method to collect data from 120 student teachers. Independent variables included gender, type of institution, and emotional intelligence, while academic adjustment served as the dependent variable. Emotional intelligence was assessed using the Emotional Intelligence Inventory developed by S.K. Mangal and Shubra Mangal, and academic adjustment was measured with a self-designed tool. Statistical techniques such as percentage analysis, t-tests, and ANOVA were applied for data analysis.

METHODOLOGY

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. 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.

Tools:

In the present study, data analysis was conducted using advanced statistical tools to ensure accuracy and reliability of results. IBM SPSS and Smart PLS were employed for processing and evaluating the collected data. Various statistical tests, including One-Way ANOVA, Z-Test, and distribution analysis, were utilized to examine differences and test hypotheses.Correlation analysis was applied to explore relationships among variables, while Structural Equation Modeling (SEM) was performed to assess complex causal relationships. The integration of these tools facilitated a comprehensive and methodologically sound examination of the research objectives.

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.

RESULTS

Table 1: Z - Test between the gender of the respondents and numerous dimensions of emotional intelligence

Variables	Gender of Respondence	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			
Emotional Resilience	Male'	127	17.35	2.742	2.758	225	P < 0.05 Significant
	Female	100	16.11	4.040			
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[1] Emotional Intelligence	Male'	127	87.30	9.944	2.989	225	P < 0.05 Significant[1]
	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 indicates that there is no significant difference between male and female respondents in relation to the study's dimensions, specifically 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 2: One-way analysis among the educational qualification of the respondents and the various proportions 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			
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 variance among the education qualification of the respondents and the dimension of the study which contain; 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 educ-ational qualifications. This enables us to understand that, the various degrees and academic credentials earned by the respondents does not impact their emotional intelligence.

Table 3: Correlation between the age of the respondents and several 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 among the age of the respondents and the proportions of emotional intelligence. It was also found there' is a significant association 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 association between the age of the respondents and the dimensions of the study which include self-esteem, self-assessment and work family spill over.

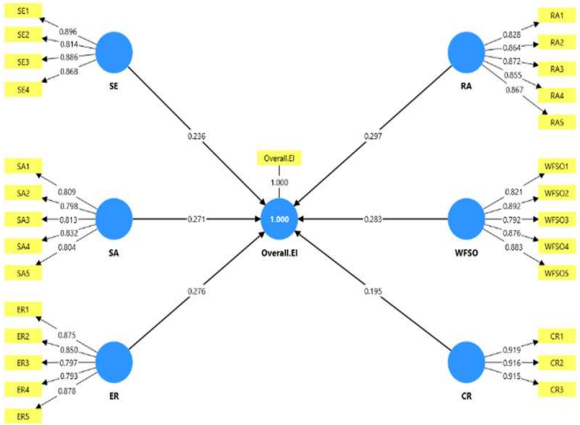

Figure 1: Measurement model of current study

Table.4 - Construct Reliability and Validity - Overview

Variables	Cronbach's alpha	Composite reliability (rho_A)	Composite reliability (rho_C)	Average variance extracted (AVE)
CR	0.905	0.910	0.940	0.840
ER	0.895	0.907	0.923	0.705
RA	0.910	0.910	0.933	0.735
SA	0.871	0.877	0.906	0.658
SE	0.889	0.896	0.923	0.751
WFSO	0.906	0.910	0.931	0.729

Table.5 – Measurement of Discriminant validity established on Fornell-Laker Criterion.

Variables	CR	ER	Overall. EI	RA	SA	SE	WFSO
CR	**0.917**						
ER	0.264	**0.839**					
Overall. EI	0.665	0.690	**1.000**				
RA	0.721	0.362	0.715	**0.857**			
SA	0.151	0.272	0.570	0.246	**0.811**		
SE	0.143	0.338	0.612	0.230	0.430	**0.867**	
WFSO	0.380	0.357	0.592	0.196	0.070	0.247	**0.854**

Table.6 – Measurement of Discriminant validity established on Heterotrait - Monotrait Criterion.

	CR	ER	Overall. EI	RA	SA	SE	WFSO
CR							
ER	0.279						
Overall. EI	0.696	**0.720**					
RA	0.792	0.388	**0.749**				
SA	0.174	0.297	0.601	0.266			
SE	0.153	0.370	0.646	0.249	0.482		
WFSO	0.415	0.388	0.619	0.213	0.109	0.272	

Table.7 – Discriminant validity based on cross-loading criterion

	CR	ER	Overall. EI	RA	SA	SE	WFSO
CR1	0.919	0.274	0.623	0.641	0.150	0.127	0.376
CR2	0.916	0.247	0.647	0.702	0.196	0.203	0.324
CR3	0.915	0.201	0.550	0.633	0.058	0.052	0.344
ER1	0.329	0.875	0.656	0.439	0.256	0.247	0.328
ER2	0.238	0.850	0.616	0.284	0.250	0.361	0.355
ER3	0.084	0.797	0.452	0.144	0.230	0.228	0.180
ER4	0.183	0.793	0.514	0.310	0.137	0.171	0.314
ER5	0.229	0.878	0.621	0.300	0.256	0.383	0.297
Overall. EI	0.665	0.690	1.000	0.715	0.570	0.612	0.592
RA1	0.574	0.357	0.616	0.828	0.234	0.217	0.166
RA2	0.621	0.401	0.643	0.864	0.227	0.215	0.155
RA3	0.602	0.260	0.596	0.872	0.192	0.216	0.152
RA4	0.626	0.260	0.591	0.855	0.260	0.151	0.122
RA5	0.666	0.267	0.614	0.867	0.140	0.184	0.245
SA1	0.047	0.210	0.414	0.181	0.809	0.334	-0.032
SA2	0.085	0.137	0.411	0.182	0.798	0.283	0.053
SA3	0.170	0.266	0.541	0.275	0.813	0.412	0.141
SA4	0.101	0.196	0.415	0.063	0.832	0.320	0.065
SA5	0.183	0.269	0.497	0.260	0.804	0.369	0.034
SE1	0.150	0.254	0.564	0.226	0.410	0.896	0.267
SE2	0.089	0.297	0.485	0.150	0.394	0.814	0.141
SE3	0.163	0.372	0.574	0.285	0.330	0.886	0.204
SE4	0.086	0.242	0.489	0.116	0.361	0.868	0.238
WFSO1	0.330	0.269	0.460	0.198	-0.009	0.119	0.821
WFSO2	0.441	0.347	0.567	0.243	0.056	0.197	0.892
WFSO3	0.278	0.345	0.503	0.126	0.113	0.267	0.792
WFSO4	0.295	0.285	0.499	0.176	0.040	0.211	0.876
WFSO5	0.260	0.269	0.486	0.086	0.093	0.256	0.883

To evaluate the reliability and validity of the constructs in a study, several assessments were conducted. Internal consistency reliability was confirmed as the values of both Cronbach's Alpha and Composite Reliability (CR) exceeded the acceptable threshold of 0.70. This indicates that the indicators consistently measure their respective latent variables, with CR values ranging from 0.906 to 0.940, demonstrating strong internal consistency. Convergent validity was established as the Average Variance Extracted (AVE) for all constructs surpassed the recommended minimum of 0.50, meaning that most of the variance is attributed to the construct rather than measurement error. The AVE values ranged between 0.658 and 0.840, further supporting this conclusion. Discriminant validity was verified using three approaches: (1) the Fornell-Larcker criterion, which showed that each construct's AVE square root was greater than its correlations with other constructs; (2) Heterotrait-Monotrait Ratio (HTMT), where all values remained below the cut-off of 0.85, confirming that

constructs were sufficiently distinct; and (3) cross-loading analysis, which demonstrated that each indicator had its highest loading on its respective construct, reinforcing discriminant validity. These findings collectively affirm the robustness of the measurement model.

After validating the measurement model, the structural model was analyzed to examine the relationships among constructs. Path coefficients and their significance were evaluated using the bootstrapping method with 5,000 resamples, revealing significant relationships between various constructs that support the proposed model. The coefficient of determination (R^2) was used to assess the explanatory power of the model for each endogenous construct, with higher R^2 values indicating a substantial proportion of variance explained by the predictors. Additionally, effect size (f^2) values were calculated to determine the individual contribution of each predictor construct to the R^2 value of the target construct, showing varying effects ranging from small to medium. Finally, predictive relevance (Q^2) was assessed using the blindfolding technique, and all Q^2 values for endogenous constructs were found to be greater than zero, confirming the model's predictive relevance.

DISCUSSION

The discussion of this study reveals that The findings of this study emphasize the pivotal role of emotional intelligence (EI) in enhancing teaching effectiveness, particularly among higher education faculty. The analysis revealed that gender, teaching experience, and academic qualifications significantly influence various dimensions of EI, with female faculty and associate professors demonstrating superior competencies in self-esteem, emotional resilience, and conflict resolution. These insights highlight the need for structured emotional intelligence training programs tailored to educators' roles and career stages. The observed gaps in self-assessment and resource adequacy, particularly among male faculty, suggest areas for targeted developmental interventions. Moreover, the study establishes a positive correlation between certain EI traits and academic productivity, indicating that strengthening these competencies could foster research excellence. Future researchers are encouraged to undertake longitudinal studies across diverse geographic and institutional settings to assess the long-term impact of EI on teaching and learning outcomes. Additionally, integrating qualitative approaches may provide deeper insights into the contextual and behavioral aspects of emotional intelligence in academic environments.

CONCLUSION

The study concludes that significant connection between the years of experience of the faculty and the various dimensions of the emotional intelligenc exists. 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 insignificant 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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