

Impact of Emotional Intelligence on the Performance of University Teachers

Tahir Mehmood, PhD
Assistant Professor
Institute of Education & Research
University of the Punjab
Lahore-Pakistan

Saba Qasim
Research Scholar

Rabbia Azam
Research Scholar

Introduction

Education plays its important role in the success of a human in each and every discipline. Education provides the skills to the students that enhance their skills, prepare them physically, and develop them mentally. For the successful teaching it is just not required the subject knowledge, but it is also needed the effective skills. If researcher consider it in broaden concern, it can be said, that is the combination of thinking and feeling. In 1995, Goleman declared those skills as emotional intelligence(Goleman, 1995). He reflected them in himself and observed them in others. So, our main focus in this study is also to find the impact of those skills which are known as emotional intelligence on teachers' performance. Teachers are the backbone of the educational institutions, without teachers, these institutes are considered the body without soul. According to National Education Report, the trained teachers are essential for the education system. The teachers who got training can be expected have the highly knowledge of emotional intelligence. Definitely the teachers having good emotional intelligence, can teach the students in effective manner, But it is needed to measure this phenomena, at what level the emotional intelligence can plays its role in learning process. According to the literature, the role of emotional intelligence on teacher's performance can be studied in western countries, but in Pakistan, it is not studied yet. So, as a student of education, I find this impact in this project.

In the report of World Bank (1991) it was described that the educational quality in Pakistan is found poor. There are different antecedents of good quality of education in which the teaching methodology, Emotional awareness of the teachers, self-confidence, conflict management, discipline management, class management, lesson planning etc. So, it is clear that for a good quality of education, it is also necessary the teachers have all the knowledge, about their subject and teaching methodology, and specific skills like as emotional intelligence.

In this research, researcher has needed to determine the parameters of the teacher's performance and the different dimensions of the emotional intelligence. After that it is also needed to determine the impact of different dimensions of emotional intelligence on the performance of the teachers over all. In this study, researchers are going to measure this specific relation on university teachers. So, this study will provide a significant field contribution in the body of knowledge.

Objective of the study

1. To determine the parameters of the Teachers performance
2. To determine the parameters of Emotional intelligence
3. To check the reliability and validity of these parameters in Pakistani context.
4. To measure the relationship of emotional intelligence on Teachers performance.
5. To test the impact of different dimensions of Emotional Intelligence on teachers performance empirically.

Significance of the Study

This study is focusing on emotional intelligence of the teachers that have the great importance during the teaching process. In existing literature this impact was not studied in Pakistani context. So, if researchers measure these phenomena it will provide great managerial implications for the educationist regarding the different emotional intelligence. As in this study researcher collect the data from the university teachers, so, specifically it will provide the knowledge about the role of emotional intelligence concerned to the university teachers' performance.

Teacher Performance

Performance is basically the ability of individual to use its knowledge efficiently and effectively. When researchers discuss the teacher's performance, it is based on both aspect the intellectual and physical. Baliessman and Pugh (1984) studied the teacher's performance according to the teacher's activities regarding the writing on board, spelling, and its class room management. In regarding performance, Burden (1991) also identified the role of teachers in different three areas like as job skill, attitude toward job, and involvement in professional development. Basically the performance of the teachers is the effectiveness of teaching performance. For the evaluation of effectiveness different methods are used. Some systems focus on the teacher's performance which can be observed in classroom whenever some systems focus on the evaluation by examination system. They consider the marks of the students in exams which are conducted at the end of the annual educational period. Brophy and Good (1992) presented an appealing approach for the evaluation of teachers performance. He included the socialization of students and personal development of the student in teacher's performance.

Class management is also an important aspect of teacher's performance in class. It is related to this that at what level the teacher manages the classroom environment. Berliner (1983) described the classroom management as prerequisite to effective instruction. It is also very important for a new teacher. In managing the environment the teacher observe the class critically, develop the rules for the students according to the behaviors and requirement of teachers goals.

The teacher's effectiveness is also concerned with to focus on individual differences. The reason is that the behavior of every human is changed, so it is also the responsibility of teacher to focus on the behaviors of the students. Robin (1984) described that extraordinary teacher's focus on measuring the students with their practical eye. So, the individual attention is also considered the important aspect of performance in teaching process. Brophy (1983) focused on sustained use of motivational tools in class room so, it is also an aspect of teachers performance. Teaching style is also considered important in teaching process. It is developed with emotional strength, peer relationship and commitment. Lunerbrug (1996) described that it is possible to differentiate a competent teacher with others. It is just possible with teaching style.

Teachers also play their role in the providing the guideline to the students in their academic problems. To provide the guideline to the student is also the important aspect of the teacher's performance. The teacher is good problem solver for the students. Teaching method is an important function in classroom. HaroonaJatoi (1989) discussed the relationship of teaching method with effectiveness of the teacher. She explained the direct teaching method. Teachers must know, that what he is teaching, and what he is to teach, he must have the ability to present in best way, in result of it, the good class control is gained.

Fullen and Hargreaves (1988) quoted that "a stronger and surer knowledge base and a greater command of methodology contribute to a teacher's power. They lend authority of the sort that allows a person to teach with confidence and to command the respect of students and colleagues."

So, according to the literature researcher also focused to measure the teacher's performance in the following aspects.

1. Classroom management
2. Consider the individual differences
3. Sustained use of motivational tools
4. Use of direct teaching method
5. Good teaching style
6. Problem solving the students
7. Provide the sustained guideline to the students

Emotional Intelligence

There are two schools of thought about Emotional Intelligence in literature. Two general models are proposed in literature. One is skill-based model proposed by Mayer and Salovey (Mayer, 1997). Some other approaches are also proposed by Bar-on (1997), Furrhan, A., Petrides (2003), Shutte, Malouff, Hall, Haggerty, Copper, Godlen, C.J, Dornheim (1998).

EI helps a person at difficult situations in which he needs to act according to the demand of the time. (Mayer, J. D., Salovey, P., & Caruso, D. (2002). Mayer, J. D., Salovey, P., & Caruso, D. (2002).

Emotional intelligence is a blend of capabilities that incorporates the possibility to discern feelings in the self and in other individuals, utilize feelings to improve execution, comprehend feelings and enthusiastic information, and direct feelings in the self and in other individuals (Mayer and Salovey, 1997).

Study on gender orientation contrasts in enthusiastic brainpower is restricted. In spite of the fact that Goleman (1995) incorporated men and ladies to have their own particular order of qualities and shortcomings for zealous insights limits, studies directed by Mayer, Caruso and Salovey in 1999 and Mayer and Geher in 1996 demonstrate that females score higher on measures of emotional intelligence than guys. Researchers have not painstakingly depicted and looked at the different sorts of singular execution that are prone to be identified with EI, in spite of the fact that execution is known to be a multidimensional build. EI may be particularly related at whatever point execution requires a high level of interpersonal connection. Preparatory exploration concerning the relationship between EI and bunch forms (Jordan & Troth, 2004) and nature of social communications (Lopes et al., 2004) backings this idea.

Workers who produce and show emotional intelligence evoke more positive responses than representatives who decide to presentation fake feelings (Grandey, 2003; Grandey et al., 2005). Representatives who show honest to goodness worry about their collaborators' issues may as well assemble stronger relationships than workers whose concern appears less authentic. People with high gushing sagacity and low cognitive discernment might utilize their capabilities to administer feelings to improve exceptional social relationships (Wong and Law, 2002) that may in turn upgrade undertaking execution by means of consultation and social backing (Sparrowe et al., 2001; Pearce and Randel, 2004).

Elder persons get higher score as compare to young one in emotional intelligence test, according to Mayer et al., (2003) emotional intelligence fulfill the developmental parameters of intelligence.

With respect to emotional intelligence women are stronger than men (Mayer, Caruso, & Salovey, 1999; Mayer & Geher 1996). Mayer and Salovey (1997) recognized four subgroups of emotional intelligence with respect of aptitudes, such as perceive emotions, emotional performance, emotional knowledge, and control over emotions.

The model presented by Mayer and Salovey (1997) for emotional intelligence only studied the abilities, therefore it fulfill the theoretical standard of intelligence, but various models consider other multidimensional aspects in emotional intelligence model such as abilities, and personality traits, as (Bar-On, 2001; Tett, Fox, and Wang, 2005) treat social responsibility and optimism, part of model, whereas these are hardly treated as 'abilities'.

Emotional knowledge speaks to the specialization of general brainpower in the zone of feelings in ways that reflect experience and researching feelings. This conceptualization is dependable with Carroll's (1993) finding, for instance, that general knowledge subsumes the mental capacity, outlined as the "capability to judge accurately the affections, states of mind, causes of people" (Wedek, 1947: 133).

A new idea has been generated that concerns the possibility that a new form of intelligence which is based on emotions is related to the performance of organization workers. (Goleman, 1998; Caruso and Salovey, 2004).

Emotional intelligence promotes tolerance and optimism in a person and he manages to create comfort for himself by using emotional intelligence. (Brackett, M. A., Rivers, S., Shiffman, S., Lerner, N., & Salovey, P). Emotional intelligence develops leadership skills in a person and makes him aware of many bad traits in a man. People with better emotional intelligence avoid lethargic attitude, smoking and depression. (Brackett, M.A., Rivers, S., & Salovey, P. (2005).

Teachers with better emotional intelligence can avoid conflict with the students and they can have better friendship with their colleagues. Emotional intelligence tells the teacher the way for easy solution. (Hargreaves, A. (1998)).

One of the aspects of emotional intelligence is that teachers with better EI are more satisfied with their jobs as compared to those who do not possess EI. (Darling-Hammond, L. (2001)).

In this study researchers are going to study the following dimensions of Emotional Intelligence:

1. Emotional Self Awareness
2. Self Confidence
3. Emotional Self Control
4. Achievement
5. Developing the others
6. Conflict management

Methodology

For this study, researcher used the survey method for the collection of data. The questionnaire is designed and data is collected from university teachers. Convenient sampling technique is used. After the collection the data, data was filtered from typo errors and missing values. Researcher used the regression analysis for the measurement of relationship of emotional intelligence impact on teacher's performance. After the analysis, the conclusion remarks and recommendations are given.

Methodology plays its important role in conducting any research. It is helpful to find the relationship of dependent variable with independent variables. It can provide a comprehensive understanding of the different aspect of emotional intelligence with reference to teachers' performance. In this chapter researcher are going to discuss the adopted research methodology for this research.

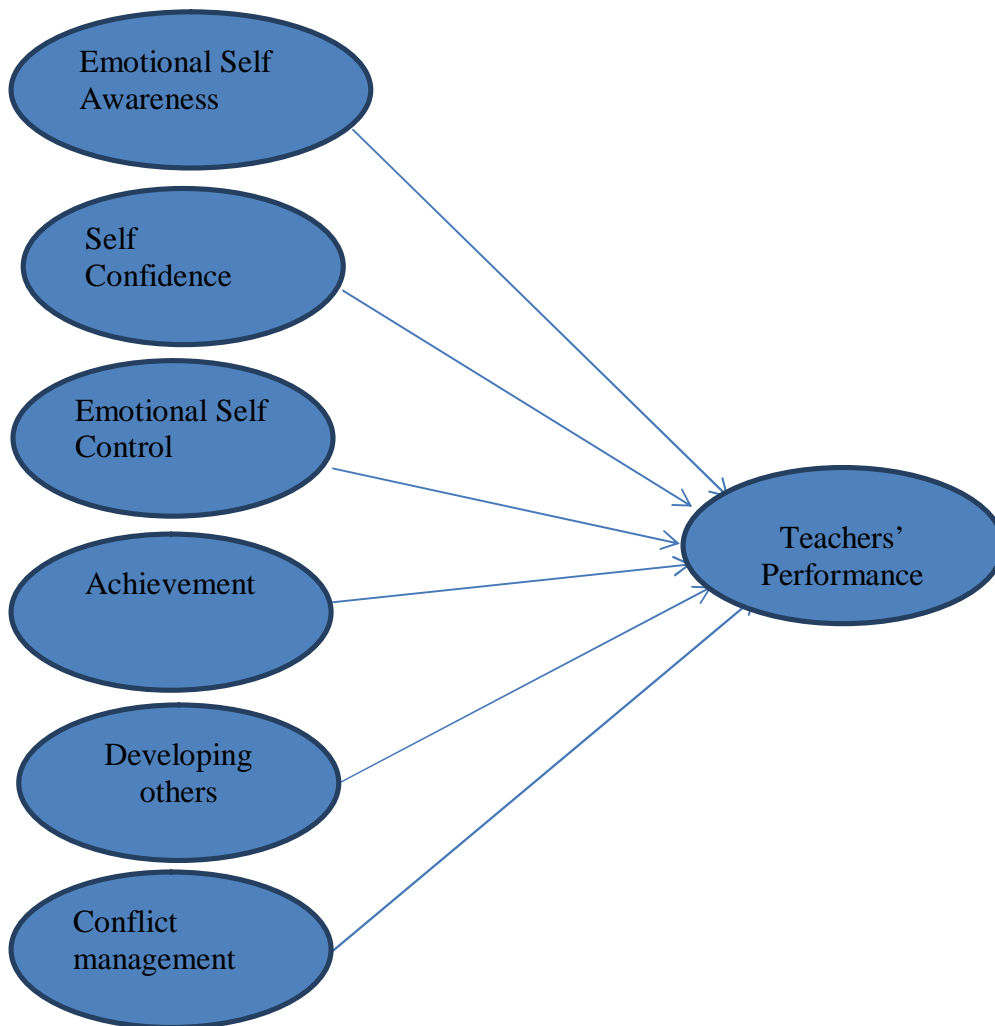
In this research, researcher used the combination of quantitative and descriptive method. The questionnaire was developed for the collection of data. In this questionnaire, there are seven variables. Six variables are independent and used for the emotional intelligence. One variable is used to measure the teachers' performance in the class room.

Population and Sample

The data is collected from the teachers of universities. The population is all the university teachers. Convenient sampling method is adopted for this research. Two universities were selected among the universities of Lahore. The data is collected from 100 respondents from two universities.

Research Framework

In this research the emotional intelligence is measured in 6 aspects, whenever the teacher's performance is measured as a whole. So according to this there are 6 independent variables and one is dependent variable. These variables are basically latent and each is measured by more than 3 observed items.



Emotional intelligence is a blend of capabilities that incorporates the possibility to discern feelings in the self and in other individuals, utilize feelings to improve execution, comprehend feelings and enthusiastic information, and direct feelings in the self and in other individuals (Mayer and Salovey, 1997). The teachers who have more emotional intelligence they can perform better than other who has less emotional intelligence.

The following hypotheses are developed from the above conceptual model.

1. Emotional Self Awareness leads to Teachers' performance.
2. Self Confidence leads to Teachers' performance.
3. Emotional Self Control leads to Teachers' performance.
4. Achievement leads to Teachers' performance.
5. Developing the others leads to Teachers' performance.
6. Conflict management leads to Teachers' performance.

Instrumentation

Emotional intelligence is measured in six dimensions and each dimension is measured by multiple items. The teacher's performance is also measured by multiple items. These items are managed at 5 point likert-type scale. Teachers' performance is measured by 7 items which are derived by Farida Lodhi (2000).

Variables Description

In this study researcher used 7 constructs to develop the conceptual model for this research. Each construct is measured with multiple items. The questionnaire is developed on 5 liker-type scale from Strongly Agree to strong Disagree. There are six demographic variables in this study.

The detail of these variables is given below.

Var	Item No	Label of Items
Emotional Self Awareness		
ES1	1	Express own feelings.
ES2	2	Recognize the situations that trigger own emotions.
ES3	3	Know how own feelings impact own performance.
Self Confidence		
SC1	4	Feels confident to work without the need for direct supervision.
SC2	5	Believes oneself to be among the most capable for a job and likely to succeed.
SC3	6	Presents self in an assured, forceful, impressive and unhesitating manner.
SC4	7	Has personal presence (I.e stands out in a group)
SC5	8	Assumes significant personal or professional risk to accomplish important goals. (Eg. Challenging powerful others with an unpopular point of view.)
SC6	9	Speaks out for a course of actions one believes in even when others disagree.
Emotional Self Control		
EC1	10	Resists the impulse to act immediately.
EC2	11	Behaves calmly in stressful situations.
EC3	12	Stays composed a positive, even in trying moments.
EC4	13	Calm others in stressful situations.
Achievement		
AC1	14	Sets own standards and uses them to judge performance.
AC2	15	Expresses dissatisfaction with the status quo and seeks ways to improve performance.
AC3	16	Sets measureable and challenging goals for oneself or others.
AC4	17	Make decisions, sets priorities and choose goals on the basis of calculated costs and benefits.
AC5	18	Anticipates obstacles to a goal in order to overcome them.
AC6	19	Takes calculated risks to reach a goal.
Developing Others		
DO1	20	Expresses positive expectations about others potential.
DO2	21	Gives directions or demonstrations to develop others.
DO3	22	Recognizes specific strengths or development opportunities in others.
DO4	23	Gives timely, constructive feedback in behavioral rather than personal terms.
DO5	24	Provide long term mentoring or coaching in the context of a continuing relationship.
Conflict Management		
CM1	25	Brings disagreements and grievance into the open.
CM2	26	Communicates the positions of those involved in conflict to all concerned.
CM3	27	Focuses disagreements on the issue or actions involved rather than on the person.
CM4	28	Helps de-escalate conflicts.
CM5	29	Finds common idea to which all parties in conflict can endorse.
Teachers' Performance		
TP1	30	How often do you make discipline in your class?
TP2	31	How often do you complete your course in time?
TP3	32	How often do you apply the principles of individual differences in learning?
TP4	33	How often do you assist students with their personal problems?
TP5	34	Do you give your personal attention to individual students?
TP6	35	Do you encourage the students to ask questions?
TP7	36	How often you create interest in lesson for students?
TP8	37	How often you prepare monthly class room tests for students?
TP8	38	How often you use the motivational tools in class teaching?
TP9	39	How often you use the psychological Approach in your class to handle the student's problems?
TP10	40	How often you satisfied with your teaching style?
TP11	41	At what extent you are satisfied with your job?
TP12	42	At what extent you are satisfied with the standard of achievement of your students?
TP13	43	At what extent you are satisfied with your students' performance?

Pilot Testing

For pilot testing, the developed questionnaire is distributed among the 10 teachers of the university and then the reliability and validity of the data is tested.

Data Analysis

The data is entered in SPSS. First the missing value analysis is performed. In this analysis cases having more than 5% missing values are removed. For the imputation of remaining missing values, the Hotdeck method is used. After clearing the missing values and typo errors, the relationship of the variables is measured.

To find the relationship, researcher used regression analysis, and its coefficient betas are calculated. The results are discussed with the reference to coefficient betas and with P Value.

Questionnaire

Name: _____ Age: _____
 Gender: _____ Qualification: _____
 Rank: _____ Experience: _____

Sr NO.	Label of Items	Strongly Agree	Agree	Neutral	Dis-Agree	Strongly Disagree
Emotional Self Awareness						
1	Express own feelings.					
2	Recognize the situations that trigger own emotions.					
3	Know how own feelings impact own performance.					
Self Confidence						
4	Feels confident to work without the need for direct supervision.					
5	Believes oneself to be among the most capable for a job and likely to succeed.					
6	Presents self in an assured, forceful, impressive and unhesitating manner.					
7	Has personal presence (I.e stands out in a group)					
8	Assumes significant personal or professional risk to accomplish important goals. (Eg. Challenging powerful others with an unpopular point of view.)					
9	Speaks out for a course of actions one believes in even when others disagree.					
10	Resists the impulse to act immediately.					
11	Behaves calmly in stressful situations.					
12	Stays composed a positive, even in trying moments.					
13	Calm others in stressful situations.					
Achievement						
14	Sets own standards and use them to judge performance.					
15	Expresses dissatisfaction with the status quo and seeks ways to improve performance.					
16	Sets measureable and challenging goals for oneself or others.					
17	Make decisions, sets priorities and choose goals on the basis of calculated costs and benefits.					
18	Anticipates obstacles to a goal in order to overcome them.					
19	Takes calculated risks to reach a goal.					
Developing Others						
20	Expresses positive expectations about others potential.					
21	Gives directions or demonstrations to develop others.					
22	Recognizes specific strengths or development opportunities in others.					
23	Gives timely, constructive feedback in behavioral rather than personal terms.					
24	Provide long term mentoring or coaching in the context of a continuing relationship.					
Conflict Management						
25	Brings disagreements and grievance into the open.					
26	Communicates the positions of those involved in a conflict to all concerned.					
27	Focuses disagreements on the issue or actions involved rather than on the person.					
28	Helps de-escalate conflicts.					
29	Finds common idea to which all parties in conflict can endorse.					
Teachers' Performance						
30	How often do you make discipline in your class?					
31	How often do you complete your course in time?					
32	How often do you apply the principles of individual differences in learning?					
33	How often do you assist students with their personal problems?					
34	Do you give your personal attention to individual students?					
35	Do you encourage the students to ask questions?					
36	How often you create interest in lesson for students?					
37	How often you prepare monthly class room tests for students?					
38	How often you use the motivational tools in class teaching?					
39	How often you use the psychological Approach in your class to handle the student's problems?					
40	How often you satisfied with your teaching style?					
41	At what extent you are satisfied with your job?					
42	At what extent you are satisfied with the standard of achievement of your students?					
43	At what extent you are satisfied with your students' performance?					

References

- Goleman, D. (1995). *Emotional Intelligence: Why it can matter more than IQ.* . New York: Bantam.
- Mayer, J. D., & Salovey, P. (1997). *What is emotional intelligence?* New York: Basic Books.
- Brophy, Jan and Good, Thomas (1992). *Handbook of Research on Teaching.* 3rd Edition, N.Y. Macmillan Publishing Company.
- Berliner D.C (1983). Developing conceptions of classroom environment. *Educational Psychologist*; 18, 1-3.
- Rubin L. (1984). *Artistry in Teaching.* Newyork: Random House.
- Brophy, J (1983). Conceptualizing student motivation. *Educational Psychologist*, 18, 200-215.
- Lunerbrug F.C. (1996). *Educational Administration.* Wardsworth Publishing Co.
- Jatoi, Haroona, (1986). *Evaluation of Educational Institutions and Programmes.* Islamabad: Academy of Educational Planning & Management, Ministry of Education.
- Fullen, Michael and Hargreaves, Anty (1992) (Maeroff in 1988). *Teacher Development and Educational Change.* The Falmer Press.
- Goleman, D. (1995). *Emotional Intelligence: Why it can matter more than IQ.* . New York: Bantam.
- Goleman, D. 1998 *Working with Emotional Intel ligenice.* New York: Bantam.
- Mayer, J. D., & Salovey, P. (1997). *What is emotional intelligence?* New York: Basic Books.
- Mayer, J. D., Salovey, P., & Caruso, D. R. (1997). *The Multifactor Emotional Intelligence Scale (MEIS).* Simsbury,
- Carroll, J. B. 1993 *Human Cognitive Abilities: A Survey of Factor-Analytic Studies.* New York: Cam bridge University Press.
- Mayer, J. D., Salovey, P., & Caruso, D. (2002). *The Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT), Version 2.0.* Toronto, Canada: Multi-Health Systems.
- Mayer, J. D., Salovey, P., & Caruso, D. (2002). *MSCEIT technical manual.* Toronto, Canada: Multi-Health Systems.
- Brackett, M. A., Rivers, S., Shiffman, S., Lerner, N., & Salovey, P. 2005 (in press). What is the best way to measure emotional intelligence? A case for performance measures. *Journal of Personality and Social Psychology.*
- Brackett, M.A., Rivers, S., & Salovey, P. (2005). Emotional Intelligence and its relation to social, emotional, and academic outcomes among adolescents. Unpublished data, Yale University.
- Hargreaves, A. (1998).The emotional practices of teaching. *Teaching and Teacher Education, 14,* 835–854.
- Darling-Hammond, L. (2001). The challenge of staffing our schools. *Educational Leadership, 58,* 12–17.