

THE INFLUENCE OF DEMOGRAPHIC FACTORS ON EMOTIONAL INTELLIGENCE: WITH SPECIAL REFERENCE TO FACULTY MEMBERS OF PROFESSIONAL EDUCATION

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Abstract

In the 21st century, Education plays an immense role in shaping an individual's physical and mental growth. With the different policies and norms passed by the government it is quite challenging for the faculty members to adapt. Faculty members are an integral part of the institutions, doing various tasks to influence the future of the students. Thereby it is necessary to understand the emotions to achieve the ultimate goal. Emotional Intelligence is an emerging topic of education research as emotional relationship between the faculty members and the students are the important aspect in the overall process of learning. The paper investigates demographic variables and their relationship with emotional intelligence of faculty members in higher education institutions in Jaipur. The mode of collection of the data was through questionnaire. The study is based on primary data. The sample consisted of faculty members from various colleges and universities of Jaipur. The study included 223 faculty members selected using convenience sampling. The Quick Emotional Intelligence Self Assessment developed by Paul Mohapel structured questionnaire was used in this study. Emotional intelligence, as defined by Mohapel, is the capacity to identify, comprehend, manage, and affect both one's own emotions and those of others. This selfassessment tool enables individuals to analyze their emotional intelligence and identify areas for improvement. This tool seeks to enhance comprehension of emotional intelligence and its significance for professional and personal achievement. Paul Mohapel classified the parameters in to four a) Emotional Awareness b) Emotional Management c) Social Emotional Awareness d) Relationship Management. The questionnaires were filled by personally meeting the faculty members and by online mode also. A total of 223 completed surveys were received, yielding an 55% response rate. The study concludes that the academicians need to focus more on managing their inner self. The analysis of the acquired data reveals that emotional intelligence is crucial in the education sector. The study provides an empirical analysis of the relationship between various demographic variables and their influence on the emotional intelligence of faculty members in the education sector.

Keywords: Academicians, Professional Education, Emotional Intelligence and Demographic Factors

Introduction

The rules of service are shifting. We are being assessed by a new standard: not just our intelligence, training, and competence, but also how effectively we can manage ourselves and comprehend the sentiments of others. This criterion is increasingly used to determine who will be employed and who will not, who will be fired and who will be kept, who will be passed over and who will be promoted(Goleman, D, et al 2002).). The recent dynamic changes in the education system have resulted in the use of several strategic instruments. The entire world was profoundly impacted by the COVID-19 pandemic, and the education sector was no exception. The sudden disruption left

countless students stranded mid-academic year, forcing schools, colleges, and universities to rapidly adapt. With physical classrooms closed under strict lockdowns, online education became the primary mode of instruction. While digital learning was not a novel concept, the pandemic accelerated its adoption across all levels of education. In parallel, India introduced the National Education Policy (NEP) 2020—a comprehensive reform aimed at transforming the country's education system. The timing of NEP 2020 aligned with the urgent need for innovative and flexible learning models. Together, the pandemic and the NEP ushered in a new era of blended, inclusive, and technology-driven education, supported by platforms such as Byju's, Vedantu, and Google Classroom. These developments signaled a fundamental shift in how learning is delivered and accessed, marking the beginning of a more resilient and future-ready educational framework.

The faculty members had to adopt new teaching techniques to keep the student glued to the screen. As these learning apps have lots of information and students can easily assess these data have put a lot of pressure in the faculty members to make the subject interesting. The role of emotions is necessary as to build a healthy relationship between the faculty members and the students. As to build up the relationship it is necessary for the faculty members to understand the emotions of the students to make the learning interesting. Learning is a continuous process and to address it the faculty members have to always update themselves and learning interesting and worthy. With the lockdown being eased again the online mode of learning is shifting towards offline learning so it is again the emotions which would be playing a pivotal role.

Over the last two decades, the climate for universities throughout the world has changed dramatically. Globalisation and commercialization of higher education, combined with significantly reduced government funding and rapidly evolving technology, have put pressure on universities to become more competitive, accountable through journal quality assurance mechanisms and research performance metrics, and more business-like and market driven. These changes have changed the job demand in the academic area also which includes more workload, more expectations from the students, large administration work and the pressure to publish good research papers. The biggest challenge faced by any Universities or Educational Institutions today is to retain the skilled faculty members. The awareness of workplace emotion is now pacing up. With these changes and more workload the level of job performance and satisfaction is the prevailing question. People are now realizing that to grow in the career ladder not only the technical expertise or the intellectual excellence but upgradation in the skill set. Intrinsic traits like endurance, determination, confidence, and adaptability have gained new meaning. Emotional Intelligence (EI) is essential for the educational system as it improves both teaching and learning experiences. Its significance lies on enhancing Student-Teacher Relationships: Educators with elevated emotional intelligence has a superior capacity to comprehend their students' emotions, establishing a nurturing and sympathetic classroom atmosphere. This fosters trust, promotes communication, and strengthens student-teacher relationships. Improving learning environment where a classroom setup prioritizes emotional intelligence which often fosters a more positive and tranquil atmosphere, facilitating enhanced concentration, collaboration, and learning. Students are more inclined to engage and contribute actively when they feel emotionally secure.

Emotional Intelligence assists both students and educators in managing disagreements constructively. By acknowledging and comprehending emotions, students may more effectively

settle conflicts amicably and appreciate other viewpoints.

The current study will concentrate on the role of emotional intelligence and its influence on the demographic factor of faculty members of professional education in Rajasthan. The conceptualizations of these variables selected for present research are described in the following section.

Concept of Emotional Intelligence

The phrase "Emotional Intelligence" was initially used by Michael Beldoch in 1964 in an article entitled "Sensitivity to Expression of Emotional Meaning in Three Modes of Communication." The notion achieved significant prominence due to the contributions of Peter Salovey and John D. Mayer in 1990, who clearly defined it and established a framework for its examination.

Subsequently, Daniel Goleman popularized the phrase in the mid-1990s with his successful book "Emotional Intelligence: Why It Can Matter More Than IQ" (1995), integrating the notion into mainstream discourse in psychology, education, and business.

Emotional Intelligence is defined as one's capacity to control and monitor one's own emotions, recognize different types of emotions in others, discriminate between their feelings and those of others, and use direct information to make decisions (Salovey, P. & Mayer, J. D. (1997). To better comprehend the impact of emotions on one's professional and personal achievements, one should look to Goleman's model of emotional intelligence. By including emotional and social abilities into the conventional idea of intelligence, it highlights the importance of these elements in leadership, decision-making, relationships, and general health. Self-awareness, Self-regulation, Motivation, Empathy, and Social skills are the five pillars that make up Goleman's model of emotional intelligence. Together, these factors aid people in overcoming emotional obstacles and developing meaningful relationships.

The Emotional Intelligence Handbook Paul Mohapel (2015) the year cited developed the Self-Assessment, a tool that facilitates the evaluation of emotional intelligence (EI) for individuals. Emotional intelligence, as defined by Mohapel, is the capacity to identify, comprehend, manage, and affect one's own emotions and those of others. This self-assessment tool enables individuals to examine their emotional intelligence and identify areas for potential development. This tool seeks to enhance comprehension of emotional intelligence and its significance for professional and personal achievement. Individuals may get a deeper comprehension of how their emotional competencies influence their leadership abilities, interpersonal interactions, decision-making processes, and overall success by completing the assessment. Paul Mohapel categorized the parameters into four segments:

a) Emotional Awareness

The first factor of Emotional Intelligence is knowing oneself i.e self awareness or emotional awareness. When individuals are more aware of themselves they can control their emotions. This also means that individuals can identify the emotions and have better reactions to the emotions. The emotions like fear, anger, happy can be easily controlled over the situation. It is as simple as to get noted, analysed and get corrected. It is more about how people deal it more empathically and try to understand, the reasons of criticism and taking it positively. These are the negativity and causes dissatisfaction in the job hence job performance also is not of the standard, (Goleman 1998)

Therefore it becomes important to understand the factors of EI which enhances the adaptability in workplace.

b) Emotional Management

A person is said to be high in emotional management when he can stay in a situation without judgement. The person try to adapt with the ideas of the others. This factor of Emotional Intelligence in an individual makes him a good listener and he can better handle the challenges. The person with these qualities are less in chitchatting or spreading negativity rather are more helpful and try to solve problems of the others.

c) Social Emotional Awareness

The capacity to control the emotions that surface during social interactions is known as social emotional management. This entails not just controlling one's own emotions but also being aware of and reacting suitably to those of others. It is an ability that aids people in navigating intricate social situations, including those that arise in teams, groups, or social events.

Strong empathy, the capacity to identify and comprehend the feelings of others, and the ability to modify one's behaviour accordingly are all necessary in this domain. Social emotional management, for example, might enable someone to provide support or modify their tone of voice to reflect the other person's emotional condition if they are clearly agitated at work. Since people must successfully arbitrate and handle conflicts that develop within organisations, it also entails conflict resolution.

d) Relationship Management

Relationship Management is the capacity to establish, preserve, and navigate wholesome, sustaining connections with others. It utilises all of the other emotional intelligence categories, including social emotional management, emotional awareness, and emotional management. Communication abilities, conflict resolution skills, and the capacity to build mutual respect and trust are all part of relationship management.

Review of Literature

Anurag Mishra (2024) examined the impact of emotional intelligence on workers' job happiness. The main objective of this study was to find out if emotionally intelligent people are more likely to be satisfied with their jobs. The work environment has a big impact on employees' emotional intelligence. When workers are conscious of and in control of their emotions, they work more effectively and efficiently. According to pertinent research, emotional intelligence helps workers be more emotionally intelligent and increases their job happiness. An employee's feelings at work motivate them to comprehend how to handle current circumstances and maintain job contentment. Employees who understand one another better are able to recognize one another's needs, which increases job satisfaction. This also adheres to emotional intelligence methods like empathy and connection development. The relationship between work satisfaction and emotional intelligence (EI) has been examined in this article. Better levels of emotional intelligence have been linked to better levels of job satisfaction at work, according to the study.

Maria Angeles et al. (2021) evaluated the interplay between emotional factors and the levels of teacher happiness, aiming to elucidate their combined influence on significant teacher job attitudes,

namely job satisfaction and turnover intention. The study employed a cross-sectional design, thereby constraining the interpretations of the associations observed. The sample comprised solely educators from primary and secondary levels of education. The variables were evaluated through self-report instruments. The findings indicate that teachers who experience elevated levels of happiness and perceive themselves as emotionally intelligent may possess a greater capacity to navigate future challenges and demands associated with their profession. This, in turn, could lead to more favorable attitudes towards their jobs and careers.

Dewie Tri Wijayati et al. (2020) attempted in their research, "Emotional Intelligence, Work Family conflict and Job satisfaction on Junior High School Teacher's Performance" to compare the effectiveness of female instructors with that of male teachers. The test was carried out utilizing AMOS and SEM analytical methods. The research was quantitative and explanatory in nature. The study found that emotional intelligence, work satisfaction, and devotion were strongly correlated. The findings show that women are more emotionally intelligent than males, yet there was no correlation between job performance, commitment, or job happiness.

Seri S B et al (2019), the study seeks to provide a comprehensive evaluation of existing studies on emotional intelligence in women. The study focuses on two primary themes: (i) it found that women's emotional intelligence is low, and (ii) it identified that emotional traits such as empathy, social responsibility, and self-awareness are high. Although there are research that provide proof, there are less studies that examine the underlying reasons.

Musa Sribaibu et al (2019), the study analyzed the level of teacher's effectiveness among secondary school teachers. The study also determines the differences in teacher's effectiveness among secondary school teachers with respect to gender, type of experience. As maximum number of senior secondary teachers reported to have average effectiveness after which it was recommended that teachers should be provided with frequent training relevant to their specializations. On the part of the teachers they should inculcate the habit of learning.

Xiaobo Xu et al (2019), explored in his study the relation between Emotional Intelligence and creativity. In the present study a meta analysis of 96 correlations were studied. The current meta-analysis demonstrated a fairly favorable correlation between emotional intelligence and creativity. Moreover, the emotional intelligence and creative metrics, along with participants' gender, work level, and cultural background, all reduced this link.

Mingwei Li, et al (2018), the study aimed to empirically test the influence of demographic factors and emotional intelligence, which are regarded as influential factors, on the career adaptability of university students. CHAID method, which is a decision tree application was used for analyzing the population. The results of the study demonstrates that emotional intelligence levels of university students are important in their career adaptability. It is identified that female students have better EI than the male students. Another important result is that gender variable is important in classifying the student in terms of their career adaptabilities regardless whether their emotional intelligence is high or low.

Hussin J.H et al (2017), have explored the effect of demographic variables like age, education, job tenure and marital status on the level of Emotional Intelligence which improves the organization performance among the genders. Results of the research provided the evidence that female employees are more emotionally male and female employees and Emotional Intelligence. With the

increase in education the levels of Emotional Intelligence also improves.

Anjali R et al. (2017), conducted a study on Emotional Intelligence Practice for Effective Organisations. The research examines the demographic characteristics that influence emotional intelligence and their impact on it. The study revealed that there is a substantial difference between age and social skills, but no difference between age and self awareness, self regulation, motivation, or empathy. Emotional Intelligence is higher in elderly workers than younger employees, regardless of gender.

Singh J (2017) performed study on the Emotional Intelligence of Teachers and Educators in connection to certain demographic characteristics. Colleges and universities often expect academically successful individuals to have greater levels of emotional intelligence abilities. Teachers must be taught in Emotional Intelligence in order to manage their own and others' emotions and aid pupils. The study indicated that gender and experience had no differential impact on teacher educators' Emotional Intelligence, but substantial variations were detected in Emotional Intelligence of teacher educators in demographic variables and marital status.

Nurhafizah Zainal et al (2017), The researcher aims to assess the level of emotional intelligence among participants in the Malaysian service industry. The variations in emotional intelligence levels were analyzed in relation to demographic parameters like gender, age, and marital status. The document advised service organizations on the selection and recruitment of prospective employees who had high qualifications. The study's findings indicate that emotional intelligence enhances with age, as individuals develop more expertise in managing and regulating their emotions via maturation. Service organizations are advised to consider age in their recruiting and selection processes. Elevated levels of emotional intelligence. Acquiring emotional intelligence skills necessitates personal engagement.

Zeeshan Ahmed et al (2016) , the study examines the phenomena of emotional intelligence among public and private higher educational institutional teachers of Pakistan. It provides an insight of the level of emotional intelligence among university teacher based on their education and gender. The research provides a base in exploring and identifying the emotional intelligence impact associated with teacher's academic ,personal and future career success which helps the higher educational institutions to develop wonderful ideas and strategies to enhance EI among University teachers.

Dr J.D Singh (2015), explored Emotional Intelligence of Teachers Educators in relation to certain Demographical Variables. It is expected that academically successful people had higher levels of emotional competencies. Emotional Intelligence predicts success in all walks of life and hence it has gained paramount importance in all fields. Emotional Intelligence is as relevant for teacher educators as it is for the teachers and learners.

Al Kahtani, A. (2013) The idea behind this paper discusses the concept and the yardsticks of emotional intelligence, the many components of EI, and the effect of EI on employee performance. It also defines work performance, discusses the aim of performance evaluation, performance appraisal methodologies, and employee performance measurement. Finally, this concept paper presents a theoretical framework for higher education institutions in the Kingdom of Saudi Arabia. The study identified many ideas of Emotional Intelligence and Employee Job Performance and

divided the performance into two parts: task and contextual. However, a validated measure for assessing performance is absent.

Research Gap

The following gaps were identified :

- I) Based on the literature study conducted earlier, it was determined that the majority of the research examined school teachers' emotional intelligence and job effectiveness.
- ii) Likewise, less research has been conducted on faculty members in professional education.
- iii) Research on demographic traits and their correlation with emotional intelligence (EI) has predominantly focused on individual variables, such as age and gender, with inconclusive findings.

The Aim of the study is of as follows

1. To understand the factors of EI among the academicians of professional education.
2. To study the impact of demographic variables on factors of EI on academicians of professional education

Method of the Study

The study's design encompasses research methodologies and quantitative techniques. The populations and sampling techniques have been modified in accordance with the study's nature. Research design encompasses the organization of research and the methodology employed to direct that study (Kerlinger, F. N. (1977). The research employs descriptive designs and utilizes survey methodologies for data collection. This study is inherently qualitative in nature. A sample of 400 academicians from various colleges and institutions in Jaipur was utilized for the study. The poll included academicians from many areas, such as dentistry, fashion design, management, and engineering. The surveys were disseminated both online and offline. A total of 223 completed surveys were received, yielding an 55% response rate.

This research seeks to provide valuable insights that enhance faculty members' professional development and performance results through a systematic approach to data collection and stringent statistical analysis. To ensure the quality and reliability of the results, the current research employs a systematic analytical strategy for data collection and analysis. This strategy aims to provide policymakers and educational administrators with valuable insights to assist the formulation of policies that enhance faculty members' work performance and emotional intelligence.

Research Methodology

To measure Emotional Intelligence, the "Quick Emotional Intelligence Self-Assessment" developed by Paul Mohapel was adopted due to its popularity and high citation score. This scale has been utilized in previous studies by Kevin C. Bastian , Gary T. Henry, Yi Pan, and Diana Lys (2016); Nigar Johar, Neelam Ehsan, and Muhammad Alamgir Khan (2019). The scale has four parameters Emotional Awareness, Emotional Management, Social Emotional Awareness and Relationship Management

Statistical Method

Statistical methods such as mean, standard deviation, and independent sample t-tests were used to

analyze the data. The collected data are analyzed with the help of SPSS-21 statistical software. This study is based on comparative analysis of the emotional intelligence of academicians. The study will help to understand the impact of demographic variables on emotional intelligence. The study is primary in nature.

Data Interpretation

The data interpretation highlights a noticeable shift from the patterns observed in previous literature. Earlier studies primarily focused on school teachers, leaving a significant gap in understanding the emotional intelligence and job performance of faculty members in professional education. The current findings therefore provide valuable insights into a population that has been largely underexplored. Additionally, while past research has often examined demographic factors such as age and gender individually, the results have remained inconclusive regarding their relationship with emotional intelligence. In contrast, the present data allow for a more integrated examination of these demographic traits, offering a clearer understanding of how they interact with emotional intelligence within a professional education context. This interpretation not only addresses existing research gaps but also contributes to a more comprehensive understanding of EI among faculty members

Objective I

To understand the factors of EI among the academicians of professional education.

The four parameters are;

a) Emotional Awareness (EA)

Code	Item Description	Mean	Std Deviation	Never	Rarely	Sometimes	Often	Always
EA_1	My emotions are unequivocal at all times.	3.87	0.874	4	13	41	117	48
EA_2	Emotions significantly influence my existence.	3.95	0.733	0	8	43	126	47
EA_3	My emotions influence those in my vicinity.	3.89	0.837	1	15	40	118	49
EA_4	I find it effortless to articulate my emotions.	3.75	0.845	1	18	50	117	36
EA_5	My emotions are often influenced by external occurrences.	3.88	0.819	0	15	46	115	47
EA_6	I can readily perceive when I am about to become irritated.	3.78	0.831	2	13	56	113	39
EA_7	I openly express my genuine emotions to people.	3.77	0.797	1	15	52	122	33
EA_8	I find it easy to describe my feelings.	4.13	0.802	2	3	39	100	79
EA_9	Even in moments of distress, I remain cognizant 4.10 of my circumstances.	0.743	0	7	31	118	67	
EA_10	I am able to stand apart from my thoughts and feelings and examine them	0.721	0	2	41	112	67	0.721

Table1: Descriptive Statistics Analysis for Emotional Awareness

As shown in Table 1, the data reflects a generally **high level of emotional awareness** among respondents. The majority of participants demonstrate a strong level of emotional awareness, with mean scores ranging from 3.75 to 4.13 across all items. This indicates a generally high ability to recognize and understand one's emotional states. The highest Scoring Item EA_8 ("I find it easy to describe my feelings") received the highest mean (4.13), showing that many participants are

articulate about their emotional experiences. Second Highest Scoring Items EA_9 and EA_10 (4.10 and 4.10), suggested participants are capable of remaining aware even when upset and are able to observe their emotions objectively—a key component of mindfulness. EA_4 ("I find it easy to put words to my feelings") had the lowest mean (3.75), pointing to a relative difficulty in verbal emotional expression for some individuals, despite high awareness. Emotional Influence EA_3 and EA_5 (mean ~3.88–3.89) reflect an awareness that moods can affect others and be influenced by external events, indicating emotional interconnectedness.

Self-regulation Signals High scores in EA_6 ("I can easily sense when I'm going to be angry") and EA_7 ("I readily tell others my true feelings") show good internal monitoring and openness in expression. Standard Deviation (Variability) Most items show moderate variability ($SD \approx 0.73\text{--}0.87$), implying that while the general trend is toward high emotional awareness, some participants differ significantly, particularly in how clearly they feel emotions and how openly they express them.

The data suggests that the group is strong in emotional self-awareness, especially in recognizing emotions, staying present during emotional states, and articulating feelings. However, there is slightly more variation in comfort with emotional expression, such as putting emotions into words, which may be an area for growth in communication focused emotional intelligence training.

b) Emotional Management

Code	Item Description	Mean	Std Deviation	Never	Rarely	Sometimes	Often	Always
EM_1	I accept responsibility for my reactions	3.95	0.72	2	13	44	117	48
EM_2	I find it easy to make goals and stick to them.	4.02	0.727	0	8	43	126	47
EM_3	I am emotionally balanced person.	4.02	0.727	4	15	40	116	49
EM_4	I am very patient person.	3.90	0.798	0	18	53	117	36
EM_5	I can accept critical comments from others without getting angry.	4.04	1.99	0	15	46	115	48
EM_6	I maintain my composure even during stressful time.	3.99	0.73	0	15	57	113	39
EM_7	If an issue does not affect me directly, I don't let it bother me.	3.91	0.77	1	15	52	122	34
EM_8	I can restrain myself when I feel anger towards someone.	3.88	0.722	4	3	39	100	79
EM_9	I control urges to overindulge in things that could damage my well-being	3.79	0.789	0	31	118	67	8
EM_10	I direct my energy into creative work or hobbies	4.00	0.778	1	41	112	67	4

Table 2: Descriptive Statistics Analysis for Emotional Management

According to Table 2, the data analyzed that a majority of respondents (over 70%) consistently report "Often" or "Always" for all items, indicating strong emotional management skills.

Items like EM_2 (Goal-setting), EM_3 (Emotional balance), and EM_5 (Handling criticism) scored particularly high, with means ≥ 4.00 . The following items EM_2: "I find it easy to make goals and stick with them" – Mean: 4.02.

EM_5: "I can accept critical comments without becoming angry" – Mean: 4.04.

EM_10: "I direct my energy into creative work or hobbies" – Mean: 4.00. These suggest strong

resilience, goal orientation, and constructive coping mechanisms indicate a higher Emotional Management. However with low score EM_9: "I control urges to overindulge" – Mean: 3.79 still indicate slightly lower self-restraint in some situations, possibly tied to stress or temptation management.

Standard deviations range from 0.720 to 0.798, suggesting responses were relatively consistent and not widely dispersed, reflecting a solid shared emotional management competency among the group.

Faculty members have robust emotional regulation skills, especially in receiving feedback, striving towards objectives, and directing emotions constructively. Nonetheless, impulse regulation and emotional detachment are domains that may gain from targeted emotional intelligence training. Assisting teachers with mindfulness, stress management, and effective expression strategies may improve general well-being and efficacy in academic positions.

To conclude the respondents generally demonstrate a high degree of emotional intelligence, self-regulation, and personal responsibility. These traits are essential for managing stress, maintaining positive relationships, and achieving personal and professional goals. While all items performed well, areas like impulse control (EM_9) might benefit from targeted development or support.

c) Social Emotional Awareness

Code	Item Description	Mean	Std Deviation	Never	Rarely	Sometimes	Often	Always
SEA_1	I can easily recognize when someone is upset, even if they don't say anything.	3.86	0.79	2	13	44	117	48
SEA_2	I notice subtle changes in people's tone of voice or facial expressions.	3.86	0.81	0	8	43	126	47
SEA_3	I understand how my actions may emotionally affect others.	3.80	0.87	4	15	40	116	49
SEA_4	I can identify my own feelings even when I am experiencing mixed emotions.	3.78	0.81	0	18	53	117	36
SEA_5	I pay attention to how group dynamics change during discussions	4.00	0.78	0	15	46	115	48
SEA_6	I can sense when someone needs support or encouragement.	3.97	0.77	0	15	57	113	39
SEA_7	I understand the reasons behind my emotional reactions in different situations.	4.14	0.65	1	15	52	122	34
SEA_8	I am aware of cultural and personal differences in how people express emotions	4.01	0.73	4	3	39	100	79
SEA_9	I reflect on my emotions to understand them better.	3.88	0.73	0	31	118	67	8
SEA_10	I can judge how others are likely to feel in a given situation.	4.05	0.73	1	41	112	67	4

Table 3: Descriptive Statistics Analysis for Social Emotional Awareness

As per Table 3, the overall mean scores across the SEA items are consistently above 3.75, indicating a high level of socialemotional awareness among respondents. Most items hover around or above

the "Often" frequency, suggesting that faculty members frequently practice SEA behaviors. EA_7 (Mean = 4.14, SD = 0.65): "I am sensitive to others' moods and feelings." This item has the highest mean and lowest standard deviation, indicating strong agreement and consistency among respondents. SEA_10 (Mean = 4.05): "I try to understand how others feel by imagining myself in their place." SEA_5 & SEA_8 (Means = 4.00 and 4.01): Also reflect strong interpersonal awareness and empathy. This population demonstrates strong social-emotional awareness, particularly in empathy, emotional recognition, and adaptability. Slight improvements could be made in areas involving emotionally difficult communication, but overall, the results reflect a well-developed emotional intelligence profile. Standard deviations are generally low (ranging from ~0.65 to 0.87), showing that most responses are clustered around the mean—this group is fairly consistent in how they perceive and report their emotional awareness.

The data reveals a population that is that they are highly empathetic and socially aware. The faculty members are consistently sensitive to others' emotions and comfortable understanding and reacting to emotional cues. Though the result indicated that the faculty members are slightly less confident in delivering emotionally difficult messages, which may be a developmental area.

d) Relationship Management

Code	Item Description	Mean	Std Deviation	Never	Rarely	Sometimes	Often	Always
RM_1	I am able to maintain positive relationships even during stressful situations	4.04	0.713	0	4	40	122	58
RM_2	I listen actively to others and make them feel valued in conversations	3.99	0.771	0	8	44	114	58
RM_3	I handle conflicts calmly and work toward solutions that benefit everyone.	3.98	0.745	0	5	48	115	56
RM_4	I can motivate others when they are feeling discouraged or demotivated	3.99	0.720	1	5	40	129	49
RM_5	I often respond impulsively during disagreements.	3.98	0.758	1	7	43	124	51
RM_6	I adapt my communication style based on the needs of the people I interact with	3.94	0.744	0	7	50	119	48
RM_7	I work well in a team by encouraging cooperation and mutual respect	4.01	0.762	2	4	40	122	56
RM_8	I tend to ignore when someone feels excluded	3.79	0.845	0	13	69	94	48
RM_9	I give constructive feedback without hurting the other person's feelings.	3.78	0.901	2	18	56	100	48
RM_10	I show appreciation for others' efforts and celebrate their achievements.	3.82	0.783	0	10	62	110	42

Table 4: Descriptive Statistics Analysis for Relationship Management

According to Table 4, the data respondents generally rated themselves highly across all relationship management items, with most selecting "Often" or "Always." Mean scores for all items ranged from **3.78 to 4.04**, indicating a strong perceived ability to manage relationships effectively. **RM_1 (Showing affection)** and **RM_4 (Motivating others)** had the highest mean scores (**4.04 and 3.99**, respectively), suggesting these are key strengths among participants. **RM_7 (Sociable and fun)** also stood out with a high average and a high percentage of "Always" responses. The following points highlights the areas with slight variability: **RM_8 (Helping people)** and **RM_9 (Dependability)** had

slightly lower mean scores (**3.79** and **3.78**) and higher standard deviations, indicating more varied responses.

This suggests room for growth in consistency or self-perceived reliability. Low percentages of “Never” and “Rarely” responses across all items reflect a consistent and confident self-view in managing relationships. In summary, the group demonstrates strong relationship management capabilities, especially in showing support and motivation, with minor areas where further development could enhance overall interpersonal effectiveness.

Faculty members have robust and consistent relationship management skills, especially in conveying warmth, friendliness, and inspiring others. Nonetheless, there exists an opportunity to improve the consistency of helpful actions, reliability, and emotional de-escalation abilities, maybe via specialized emotional intelligence training or peer mentorship. The moderate standard deviations indicate the possible advantage of personalized development programs to enhance overall team relational performance.

Objective II To study the impact of demographic variables on factors of EI on academicians of professional education

Gender, Age and Experience are the first factors considered in analysis.

Gender	Frequency	Percent	Cumulative Percent
Female	114	51	44.7
Male	109	48.7	100.0
Total	223	100	

Table 5: Distribution of Respondent on the basis of Gender

Table 5 suggests that the female academicians contribute 51 % and male academicians contribute to 48.8%. The data shows a fairly balanced gender distribution. Out of the total of 223 participants, 51% are female (114 individuals), while 48.7% are male (109 individuals). This indicates that females slightly outnumber males, but the difference is minimal. The cumulative percent for females is 44.7%, meaning that by the time females are counted, they make up just under half of the total, and the cumulative percent for males is 100%, signifying that males and females together account for the entire dataset. Overall, the gender distribution is quite even, with a small bias toward females.

Work Experience

Table 6 explores the work experience of the academicians impact the emotional intelligence for which three broad categories are chosen less than 5 years 5 to 10 years and above 10 years. The cumulative percentage of the respondents below the experience of 5 years is 37.6%. The respondents with experience between 5 to 10 years have 34.08% value and the respondents whose experience is more than 10 years have the cumulative value of 28.25%..

Experience	Frequency	Percent	Cumulative Percent
Less than 5 years	84	37.67%	37.67 %
5 to 10 years	76	34.08%	71.75 %
Above 10 years	63	28.25%	100%
Total	223	100	

Table 6: Frequency and Percentage Distribution of Respondents by Teaching Experience

Results & Findings

Experience	N	Emotional Intelligence	
		Mean	SD
Less than 5 years	84	.294	.743
5 to 10 years	76	.348	.858
Above 10 years	63	.392	.625
Total	223		

Experience	N	Emotional Intelligence	
		Mean	SD
Male	114	.321	.823
Female	109	.385	.89
Total	223		

Table 7 : Distribution on the basis of the years of work experience

The distribution of teaching experience among the respondents shows a fairly balanced representation across the three experience categories, with a slight predominance of early-career faculty. The largest group consists of those with less than five years of experience (N = 84), accounting for 37.67% of the sample. This is followed by faculty with 5 to 10 years of experience (N = 76), representing 34.08% of respondents. Those with more than ten years of experience constitute the smallest group (N = 63), making up 28.25% of the total sample. The cumulative percentages indicate a progressive distribution, with over 70% of the participants having ten years or less of experience. Overall, the data suggest that the sample is slightly skewed toward faculty who are relatively newer to the profession, while still maintaining considerable representation from mid-career and senior faculty members. The category of faculty members with 5 to 10 years of experience represents a substantial portion of the sample, accounting for 34.08% of the respondents (N = 76). This group typically reflects mid-career professionals who have moved beyond the initial learning phase of their roles but have not yet reached long-term seniority. Their presence in the dataset indicates a strong cohort of individuals who have gained considerable practical exposure and stability in their professional environment. The cumulative percentage of 71.75% at this level shows that when combined with early-career faculty, a large majority of the sample (over two-thirds) consists of individuals with ten years or less of experience. This suggests that the workforce in this context leans toward newer and mid-level faculty rather than highly senior members. As a result, this segment may offer valuable insights into how emotional intelligence and job performance develop during the transitional phase between early and advanced career stages. What about the 5 to 10 years gaps? In this paragraph the changes has been incorporated.

Conclusion

Analysis of the obtained data indicates that emotional intelligence is significant in the education industry. The study offers an empirical examination of the correlation between several demographic characteristics and their impact on the emotional intelligence values of faculty members in the education sector. The results indicated considerable disparities in emotional intelligence levels about the selected demographic factors for the research. The study presents several significant findings. It first establishes that female employees have more emotional intelligence than their male

counterparts. The resultant findings align with prior research which showed that a disparity exists in the mean scores of male and female employees, with females achieving higher scores. It was also hypothesized that females achieve higher scores on the emotional intelligence measure. In recent decades, women have progressively entered the academic profession, assuming essential positions as instructors, researchers, and academic leaders. They have exhibited their proficiency and worth within academic institutions. Initially, they encountered cultural prejudices and gender preconceptions, particularly in male-dominated sectors; nevertheless, progressive acceptance has developed over time, although with lingering residues of these

biases. This difficulty is sometimes termed the "glass ceiling," denoting the unseen obstacles that impede women's progression into top academic and administrative positions. These obstacles are most apparent in inequalities concerning promotions, leadership positions, and fair acknowledgment. The results of this study may assist educational institutions and policymakers in enhancing transparency and inclusivity in the recruiting, tenure, and promotion processes for female faculty members.

The trend in teacher job experience indicates that those with 21–30 years of service may participate less frequently in collaborative contacts with colleagues and students. This diminished participation may restrict possibilities for feedback, leading to decreased self-awareness about interpersonal skills. Thus, this may provide difficulties in regulating elements of emotional intelligence, which are essential for leadership, mentorship, and classroom efficacy in academic environments.

The study's results revealed substantial disparities in emotional intelligence (EI) scores among the various demographic characteristics analyzed. In the Indian academic scene, characterized by increasing competition, shifting expectations, and swift institutional transformation, effective diversity management has become imperative. The study analyzed factors of diversity encompassing gender, age, educational credentials, teaching experience. As India's educational institutions endeavor to conform to global norms and tackle intricate social demands, it is evident that academic credentials and subject proficiency alone are inadequate for sustained success. Emotional intelligence, especially the capacity to comprehend and regulate one's emotions, is a vital skill for faculty members. As demands for classroom performance, student engagement, research production, and institutional service escalate, Emotional Intelligence (EI) assists educators in managing workplace pressures, facilitating meaningful collaboration, and cultivating inclusive learning environments. Moreover, insights from neuroscience about emotional processing can augment faculty members' comprehension of their emotional reactions, increase relationships with students and colleagues, and foster the cultivation of empathic and emotionally intelligent academic communities.

Limitations

1. The study has been conducted in a span of two months which may have biased results.
2. The colleges for the study were randomly selected.
3. The inclusions of more demographic variable in the study could have yielded better results.

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