

Emotional Intelligence Among Teaching Faculty at Public University: A Study with Reference to Mangalore University

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Abstract - Emotional Intelligence (EI) has emerged as a vital determinant of effective teaching and professional competence in higher education. The present study examines the level of Emotional Intelligence among teaching faculty at Mangalore University, Karnataka, and analyzes its relationship with selected demographic variables. A quantitative descriptive research design was adopted, with data collected from 120 faculty members through a structured questionnaire using a five-point Likert scale. The dimensions of EI assessed include self-awareness, self-regulation, motivation, empathy, and social skills. Statistical analyses such as *t*-tests and one-way ANOVA were employed to determine significant differences across age, gender, teaching experience, and designation. The findings reveal that most faculty members exhibit moderate to high levels of emotional intelligence, with empathy and social skills scoring the highest. Age and years of teaching experience were positively associated with emotional maturity and self-regulation, while gender differences were statistically insignificant. The study concludes that emotional intelligence plays a significant role in enhancing teaching effectiveness, classroom management, and decision-making under stress, and recommends the integration of EI development initiatives in faculty development programs.

Key Words: Emotional Intelligence, Teaching Faculty, Higher Education, Teaching Effectiveness, Faculty Development.

1. INTRODUCTION

Emotional Intelligence (EI) is widely recognized as a vital factor influencing individual performance and interpersonal effectiveness in professional settings. Introduced by Mayer and Salovey (1990) and later expanded by Goleman (1995), EI refers to the ability to identify, understand, and manage emotions in oneself and others. Unlike cognitive intelligence, emotional intelligence emphasizes empathy, emotional regulation, motivation, and social interaction, which are particularly relevant in people-oriented professions.

In higher education, teaching requires more than academic expertise. University teachers interact with students from diverse social and cultural backgrounds and are expected to manage classroom dynamics, emotional challenges, and academic stress effectively. A teacher's emotional competence significantly affects student engagement, motivation, and the

overall learning environment. Consequently, emotional intelligence has become an essential attribute for promoting effective teaching and learning outcomes.

In the Indian context, faculty members perform multiple roles such as mentors, counselors, and facilitators in addition to instructional responsibilities. These expanded roles demand emotional sensitivity and adaptability. Evaluating emotional intelligence among university teachers helps institutions understand how emotional competencies influence teaching performance and professional behavior.

The present study aims to assess the level of Emotional Intelligence among the teaching faculty of Mangalore University, Karnataka, and examine the impact of demographic variables such as age, gender, teaching experience, and designation on emotional intelligence. The findings are expected to contribute valuable insights for faculty development and institutional improvement.

2. LITERATURE REVIEW

Scholars have consistently highlighted the relationship between emotional and cognitive processes in shaping human behavior. Goleman (1998) identified five core dimensions of Emotional Intelligence—self-awareness, self-regulation, motivation, empathy, and social skills—while Mayer and Salovey's (1997) ability model conceptualized EI as the capacity to perceive, understand, and regulate emotions. Bar-On (2000) further emphasized emotional and social competencies as essential for adapting to environmental demands.

In education, emotionally intelligent teachers demonstrate greater empathy, adaptability, and patience, enabling effective responses to students' emotional needs (Todmal et al., 2023). Empirical studies in India (Kumar & Velmurugan, 2023) and internationally (Chapagain, 2021) reveal that EI is positively associated with job satisfaction, effective classroom management, and reduced burnout, with age and teaching experience influencing EI levels more significantly than gender (Sharma & Mujibul, 2018).

3. RESEARCH METHODOLOGY

The study employed a quantitative descriptive research design to evaluate the emotional intelligence of teaching faculty at Mangalore University. Data were gathered from 120 respondents across various departments, including professors, associate professors, assistant professors, and guest faculty. A

structured questionnaire based on a five-point Likert scale was used to measure five EI components: self-awareness, self-regulation, motivation, empathy, and social skills.

Simple random sampling was used to ensure representation across departments. Data Collection: Primary data were collected through the questionnaire method, while secondary data were obtained from university records, academic publications, and official websites. Statistical tests such as the t-test and ANOVA were applied to examine differences in EI levels based on demographic variables (age, gender, years of service, designation, and marital status). Cronbach's Alpha was used to verify internal consistency of the scale, ensuring reliable measurement of emotional competencies.

4. RESULTS AND DISCUSSIONS

The analysis revealed that most faculty members demonstrated moderate to high levels of emotional intelligence, with particularly strong scores in empathy and social skills. These findings align with prior studies suggesting that educators often develop greater empathy due to their continuous interaction with students and colleagues.

Age and Experience: Older faculty and those with longer teaching experience showed higher levels of self-regulation and emotional stability, likely due to increased exposure to professional and interpersonal challenges. **Gender:** No significant difference was found between male and female respondents, supporting previous research that EI is influenced more by personal and situational factors than by gender. **Designation and Marital Status:** Professors and associate professors exhibited slightly higher EI levels than assistant or guest faculty, reflecting the influence of leadership roles and mentoring responsibilities. Married participants reported marginally higher empathy and social skills, possibly due to broader social engagement outside work.

Overall, the results confirm that emotional intelligence contributes positively to teaching performance, classroom management, and stress reduction. Faculty with higher EI are better equipped to maintain positive student relationships, handle conflicts constructively, and adapt to institutional changes. The findings reinforce Goleman's (1995) assertion that EI can be more crucial than IQ in determining professional success.

5. CONCLUSION AND RECOMMENDATIONS

This study highlights the importance of Emotional Intelligence as a key determinant of effective teaching and institutional harmony. The evidence suggests that emotionally intelligent faculties demonstrate superior communication, empathy, and adaptability—qualities essential in today's dynamic academic environment. Given these findings, it is recommended that universities:

1. Integrate EI development modules into faculty orientation and Faculty Development Programs (FDP).
2. Conduct periodic assessments to identify training needs and promote emotional well-being.
3. Encourage reflective practices and peer learning to enhance self-awareness and emotional regulation.

By cultivating emotional intelligence, universities can not only enhance teaching effectiveness but also create a supportive and emotionally healthy academic culture.

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BIOGRAPHIES

Revanth is a MBA Scholar at the Department of Business Administration Mangalore University, Karnataka, India. He holds a degree in commerce and is currently pursuing MBA with HR as specialization. His research interests include E-Commerce, Banking, financial and securities markets, higher education studies and educational psychology. He has presented research papers at national and international conferences and has published in peer-reviewed journals