

Research Article

EMOTIONAL INTELLIGENCE AND ITS IMPLICATIONS TOWARDS JOB PERFORMANCE: AN EMPIRICAL STUDY AMONG WOMEN COLLEGE TEACHERS AT MADURAI CITY

^{1*} Dr. Juliet Sophia, ² Mrs. Pavithra Shetty, ² Mr. Santhosh Kumar Shrinivas, ¹ Dr. Romeo Villar

¹Assistant Professor, Department of Business Management Studies, Gulf College, Muscat, Sultanate of Oman.

²Lecturer, Department of Business Management Studies, Gulf College, Muscat, Sultanate of Oman.

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ABSTRACT

The ability to understand and manage one's own emotions as well as the capacity to influence the emotions of others is known as Emotional Intelligence. (Salovey & Mayer, 1990) Multiple studies have been conducted among Indian educators to assess emotional intelligence in relation to demographic, professional, and various psychological factors. However, the diverse range of measurement scales, types of teachers, and inconsistent findings make it challenging to derive any significant conclusions from this heterogeneous data. This study investigated the different aspects of Emotional Intelligence and how they affect the performance of female college teachers. A total of 300 sets of questionnaires were delivered in the self-administered survey. This research used the purposive sampling method to pick the sample. Consequently, there were 250 valid sets of questionnaires that were filled out and used SPSS software version 21 for subsequent analysis. The data was collected using a standardized questionnaire, and the Correlation Coefficient analysis and Multiple Regression analysis were used to analyse the data. The findings indicate a substantial and positive correlation coefficient among different forms of Emotional Intelligence. Therefore, the study determined that there is a robust and positive relationship between several aspects of Emotional Intelligence and the performance of female college teachers.

Keywords: Emotional Intelligence, Job Performance, Women College Teachers, Emotional Management, Emotional Intelligence factors.

INTRODUCTION

Emotional intelligence pertains to the capacity to perceive, regulate, and assess emotions. Emotional intelligence is crucial in the field of social sciences since it directly influences the behavior of teachers within an institution and is essential for their professional success. Emotional intelligence refers to the capacity to control emotional impulses, accurately perceive the deepest emotions of others, and effectively manage interpersonal connections. Exercising self-control is fundamental to developing one's character. According to Goleman (1995), Emotional Intelligence is synonymous with Character. Teacher educators have a crucial role in developing character by instilling self-discipline and empathy. In order to do this, it is crucial for teacher educators to recognize the significance of Emotional Intelligence in the field of Education. Indeed, the majority of instructors are aware of the significance of providing Emotional Intelligence training to pupils.

In the contemporary era, educators are required to cultivate the vital abilities of the 21st century. According to UNESCO (2008), a teacher's competence in the 21st century entails having a strong grasp of the subject curriculum and integrating technology into the curriculum. Teachers are invaluable resources for a nation. They can contribute to societal advancement and improvement. They have the ability to enhance the mental and emotional well-being of the children. Teachers are not inherently born but rather developed through training and education. They undergo training to acquire a solid understanding of teaching approaches using innovative teaching technology, in order to become proficient educators in society upon completion of their training program. Therefore, it is crucial for teachers to possess elevated emotional intelligence in addition to their academic and social intelligence.

CONCEPTUAL FRAMEWORK

Emotional Intelligence is combined with interpersonal and intrapersonal intelligence. The ability to manage stress, recognize and regulate emotions, adopt an empathetic attitude, and resolve conflicts with confidence can greatly improve emotional intelligence. The few key abilities can help raise Emotional Intelligence are stress management, emotional recognition and control, ability to understand the emotions and emotional knowledge. Emotional Intelligence is generally classified into four dimensions. (Kumar, 2015)

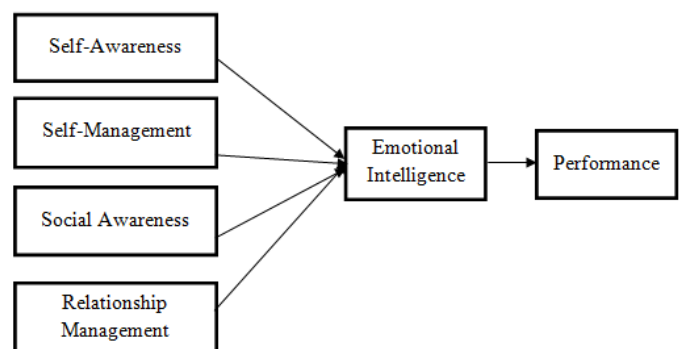


Figure 1 Conceptual Framework

OBJECTIVES OF THE STUDY

The research study aims to analyse the following goals:

- To study the various factors responsible for Emotional Intelligence on the Performance of Women College Teachers.
- To analyze the relationship among various dimensions of EI on the Performance of Women College Teachers.

*Corresponding Author: Dr. Juliet Sophia,

1Assistant Professor, Department of Business Management Studies, Gulf College, Muscat, Sultanate of Oman.

- To study the impact of EI on the Performance of Women College Teachers.

SIGNIFICANCE OF THE STUDY

This study emphasizes understanding the role of emotional intelligence in shaping the educational experiences of women college teachers and can offer how women teachers can enhance their job performances.

This study also will explore how emotional intelligence can strengthen the women college teacher's relationships and their contributions to long-term career success.

LITERATURE REVIEW

Poulou et al., (2018) examined the Teachers' Perceptions of Emotional Intelligence and Social-Emotional Learning: Students' Emotional and Behavioral Difficulties in the U.S. and Greek Preschool Classrooms. This study analysed the disparities in the views of emotional intelligence (EI) and social-emotional learning (SEL) beliefs among preschool teachers in the United States and Greece. Furthermore, it used these perceptions and beliefs of teachers to forecast emotional and behavioral challenges in preschool pupils from each culture group. The study presented evidence supporting the notion that emotional intelligence (EI) and social-emotional learning (SEL) dimensions are influenced by cultural factors. Additionally, it suggested that instructors' judgments of EI and SEL can predict specific difficulties experienced by students in different populations. The discussion is about how cultural factors influence teachers' views on emotional intelligence (EI) and social-emotional learning (SEL) ideas.

Navas and Vijayakumar (2018) carried out a study on Emotional intelligence: A review of emotional intelligence's effect on organizational commitment, job satisfaction, and job stress. Emotional intelligence refers to an individual's capacity to evaluate and regulate their own emotions as well as the emotions of others. Emotional intelligence has been crucial in enhancing organizational productivity. Emotional Intelligence (EI) exhibited a favorable correlation with three components of organizational commitment, namely affective commitment, continuation commitment, and normative commitment, respectively.

Suresh and Srinivasan (2018) conducted a study on Teacher's Intelligence and Emotional Intelligence on students' Mental Health among Higher Secondary Schools in Thanjavur District. Normative survey research was undertaken to investigate the impact of Teacher's Intelligence and Emotional Intelligence on the Mental Health of Students among higher secondary school teachers in Thanjavur District, Tamilnadu, India. The inferential analysis reveals that the Intelligence Quotient (IQ) of higher secondary school teachers is significantly influenced by gender, but not by other moderator variables. Additionally, the emotional intelligence of higher secondary school teachers is significantly influenced by subject stream and experience, but not by other moderator variables. Furthermore, the mental health of higher secondary school students is significantly influenced by all moderator variables.

Ramachandran et al., (2019) concluded that teachers are the most significant resource in education reconstruction. Teaching efficacy refers to the extent to which a teaching activity achieves its intended purpose, function, and goals. A teacher must possess self-awareness regarding their emotions, values, and attitudes as an educator, as well as an understanding of their own conduct and how it is seen by

others. Receiving regular and helpful feedback from students, colleagues, and authorities enables a teacher to more effectively assess her own talents. Individuals with higher emotional intelligence exhibit no hesitation in receiving comments from others and subsequently strive to continuously enhance their performances.

Mondal (2020) revealed that Two-Year B. Ed. Programme, in accordance with the NCTE Regulations of 2014, is very effective and holds great promise in creating teachers who are professional and accountable, as viewed by teacher-educators. Only the student-teachers require orientation in the mandated theoretical knowledge base using effective pedagogical practices, as a majority of student teachers have shown a negative attitude towards the Two-Year B. Ed. Programme.

Uniyal and Rawat (2020) concluded that the outcomes explicitly indicated that the variable EI has nothing to do with the type of organisation one serves for and so further statement can be made that the variable EI doesn't count as an influencing factor while comparing the bases of the differences in different levels of organisations/Institution. The current study also revealed the little disparity in emotional intelligence (EI) based on the gender of the educators. Schools and colleges should prioritize the well-being of both students and teachers. This can be achieved by improving the work environment and by offering workshops and programs that focus on developing emotional skills such as empathy, emotional awareness, and impulse management. They should be equipped with the necessary skills to effectively manage both their own emotions and the emotions of their students. Additionally, they should be able to effectively handle the challenges that come with their profession while also prioritizing their psychological well-being.

Sahu and Kaushik (2020) research concluded that the researcher has known the emotional intelligence and job satisfaction of the teachers of higher secondary school. Beneficial for educators, pupils, school officials, and guardians. The study concluded that there is no significant difference in the emotional intelligence and job satisfaction of secondary teachers. A teacher who possesses humility, contentment, and a keen sense of duty will successfully fulfill their responsibilities and complete their work punctually. Consequently, they will derive satisfaction from their work, which will undoubtedly have a positive impact on their pupils' academic pursuits. Emotional enlightenment is crucial for a teacher as it enables active engagement in school activities and fosters a motivated and positive approach to teaching.

Mamat and Ismail (2021) study has shown, albeit on a relatively small scale, the importance of having emotional intelligence abilities and skills as these directly influence the teaching and learning process. Indeed, these characteristics and abilities have been unconsciously ingrained and exhibited via the act of teaching. Although the teaching approach was supposed to incorporate emotional intelligence, many university lecturers were unaware of the concept. This suggests a possible failure to acknowledge the importance of emotional intelligence in the field of education. As a result, the potential effects of selecting university lecturers based on consistently excellent ratings throughout multiple semesters may not be fully recognized.

Suet et al., (2022) examined the mediating role of teachers' work engagement (WE) on the relationship between their emotional intelligence (EI) and teaching for creativity. The study employs a cross-sectional design. The study's sample consists of 3,307 English teachers employed in secondary schools in Jilin Province, China. The results indicate that the teachers had a significantly positive opinion of

emotional intelligence, work engagement, and teaching for creativity. The findings validate the hypotheses. The findings from the analysis of structural equation modeling and bootstrapping indicate a positive correlation between teachers' emotional intelligence and both work engagement and teaching for creativity. Furthermore, the results suggest that teachers' job engagement acts as a mediator in the interaction between emotional intelligence and teaching for creativity.

Andhale (2023) concluded that there is significant difference in the Male and Female scores according to Emotional Intelligence among Secondary School Teachers. The average scores of males in emotional intelligence among secondary school teachers are higher than those of females. The average scores of Emotional Intelligence among Male and Female Secondary School Teachers show a slight difference. There is a notable disparity in the scores of males and females in relation to Organizational Climate among Secondary School Teachers. The mean ratings of males are higher than those of females in relation to the organizational climate among secondary school teachers. The average scores of Organizational Climate among Secondary School Teachers for males and females show a slight difference. The correlation coefficient (r) between Emotional Intelligence and Organizational Climate in Secondary School Teachers is 0.021, indicating a statistically insignificant relationship. The association between Emotional Intelligence and Organizational Climate in Secondary School Teachers is positive, low, and statistically significant. The Organizational Climate in Secondary School Teachers is connected with 2.1% of the variance in Emotional Intelligence.

Shakir (2023) analyzed the impact of emotional intelligence among teaching staff in higher educational institutions at Hyderabad based teachers. The study found a significant difference in emotional intelligence (EI) between single individuals and married individuals among B.ED student teachers. The self-awareness, empathy, self-motivation, emotional stability, managing relations, self-development, value orientation, commitment, and altruistic behavior were the differences observed in various aspects of emotional intelligence. The researcher has accepted the formulated hypotheses as true at a significance level of $\alpha = 0.05$. Consequently, does marriage and the presence of a spouse contribute to the development of emotional intelligence? The study revealed a substantial disparity in emotional intelligence based on marital status. The research is expected to contribute to the expanding body of educational research.

Hulda and Zhu (2023) study aimed to explore the different effects of emotional intelligence on teachers' job satisfaction. This study employed the Scoping review methodology and especially targeted studies conducted between January 2014 and February 2023. Out of the total, 21 studies fulfilled the inclusion criteria. In summary, the findings suggest that emotional intelligence has both direct and indirect beneficial impacts on teachers' job satisfaction. Nevertheless, the findings regarding the impact of different EI models on teachers' job satisfaction were inconclusive. These findings indicate that further research is necessary to examine how the ability model of emotional intelligence affects teachers' job satisfaction. Additionally, longitudinal studies are needed to provide insight into the long-term consequences of this link. Additional research is required to ascertain whether demographic variables have an impact on the relationship between emotional intelligence (EI) and teachers' work satisfaction in various nations and circumstances.

Rukari and Mathur (2023) conducted a comprehensive analysis of the relationship between the emotional intelligence of secondary school teachers and their teaching approaches. It suggests that secondary school instructors should receive training to develop

emotional equilibrium and a genuine understanding of their students. The personal growth of instructors is heavily reliant on their comprehension of emotional equilibrium and their students.

Chauhan and Kumar (2023) investigated the factors associated with emotional intelligence in school instructors. The findings indicate a positive correlation between emotional intelligence and work engagement and job satisfaction, as well as a negative correlation between emotional intelligence and perceived stress. Currently, there is a strong focus on enhancing classroom instruction in order to optimize the transmission of knowledge to pupils. Given this situation, the school administration's emphasis on cultivating emotional intelligence, promoting work engagement, and fostering job satisfaction among its staff can greatly contribute to the objective of successful teaching.

Maisog (2023) study was undertaken on teachers from the high school and college departments of San Agustin Institute of Technology. The investigation is conducted with the participation of 51 teachers. The faculty members in high school and college possess a high level of competence. They demonstrate clarity in understanding their own emotions as well as those of others. Additionally, they are skilled in managing their emotions, effectively communicating their sentiments to others, and exerting influence over the emotions of others. High school and college instructors exhibit exceptional teaching performance, characterized by their professional demeanor, task-oriented approach, strong social skills, motivation, and adherence to work standards. The emotional competency and teaching performance of both high school and college instructors are noteworthy. The study revealed that the participants experienced a moderate amount of stress in their daily teaching careers. The teaching performance of the teachers at San Agustin Institute of Technology is exceptional. Moreover, the emotional competence variables of self-regulation, self-motivation, empathy, and social skills were found to have a strong positive association with teaching performance. Conversely, the level of stress was found to have a negative link with teaching performance.

Varma (2023) analysed the influence of Emotional Intelligence (EI) on Teacher Effectiveness (TE). A total of 300 educators from the Management and Engineering Department of Higher Education Institutions took part in this research. The findings indicate a substantial correlation between Emotional Intelligence and Teacher Effectiveness. The research provides novel perspectives and recommendations for higher education institutions addressing the importance of recruiting new instructors with high emotional intelligence (EI) capabilities and implementing training programs to improve the EI skills of current educators. This study has ramifications for educators and individuals interested in making policy decisions in higher education.

Amponsah et al., (2024) examined EI patterns in pre-service teachers at a Ghanaian university to extend previous research knowledge. A cross-sectional survey was conducted using closed-ended questionnaires to collect data from 291 participants in the University's newly established teacher-training department. Analyzed data using descriptive statistics, independent samples t-tests, and correlations. The results indicated a notable correlation between the participants' academic achievement and their emotional intelligence, with the exception of two specific aspects: self-awareness and self-management. Hence, the study proposed that teacher training institutions in Ghana should prioritize and focus on those specific components within the training curriculum.

Pandey and Sharma (2024) aimed to synthesize the available data by both qualitative and quantitative analysis and is the first such attempt to include only Indian studies in this field. The primary goals were to establish the association between emotional intelligence and teachers' health parameters, as well as to examine the gender disparity in emotional intelligence. Fifty-five Indian studies were selected after conducting an extensive literature search in Google, Google Scholar, Scopus, Web of Science, and PubMed. These studies empirically investigated the emotional intelligence of teachers, either on its own or in conjunction with another parameter assessing their psychological health and performance. Following a thorough evaluation of the main discoveries, a quantitative analysis was conducted. Three distinct meta-analyses were conducted. The initial study involved 3291 participants and examined fifteen effect sizes to assess the association with personal health markers. The second study included nineteen effect sizes from a total of 4165 participants, which assessed the link between professional health markers. The third study, consisting of twenty-six investigations with a total of 6005 participants, examined the impact of gender.

RESEARCH METHODOLOGY

The study is mostly an empirical investigation that relies on data collected from Women College Teachers. A cohort of 250 female college professors has been selected for the study. The primary data was collected by the administration of a questionnaire utilizing a predetermined schedule during face-to-face interactions with each respondent. In this study, the researcher employed a meticulously designed questionnaire to gather data from female college educators. The questionnaire pertains to the diverse aspects of Emotional Intelligence and Performance among female college educators. The researcher employed Correlation Coefficient analysis to ascertain the correlation between different aspects of Emotional Intelligence. Additionally, Multiple Regression analysis was utilized to examine the influence of Emotional Intelligence on the performance of female college teachers. The statistical analysis was conducted using the IBM SPSS 21 software version.

RESULTS AND DISCUSSIONS

Relationship among dimensions of Self-Awareness

Self-awareness consists of two factors that measure Emotional Self-Assessment and Accurate Self-Assessment.

H₀: There is no relationship among various dimensions of Self-Awareness.

Table 1 Self-Awareness

| Self-Awareness | Emotional Self-Assessment | Accurate Self-Assessment |
|---------------------------|---------------------------|--------------------------|
| Emotional Self-Assessment | 1.000 | 0.469** |
| Accurate Self-Assessment | | 1.000 |

** The correlation is significant at the 0.01 level (2-tailed).

The above table shows that the correlation coefficient for Self-Awareness is strong and positive. It can be concluded that Emotional Self-Assessment has a positive and strong relation with Accurate Self-Assessment (46.9%).

Relationship among dimensions of Self-Management

Self-management consists of four factors that measure Achievement Orientation, Emotional Control, Transparency, adaptability and Optimism.

H₀: There is no relationship among various dimensions of Self-Management.

Table 2 Self-Management

| Self-Management | Achievement Orientation | Emotional Control | Transparency Adoptability | Optimism |
|-------------------------------|-------------------------|-------------------|---------------------------|----------|
| Achievement Orientation | 1.000 | 0.386** | 0.225** | 0.201 |
| Emotional Control | | 1.000 | 0.327** | 0.171** |
| Transparency and Adoptability | | | 1.000 | 0.347** |
| Optimism | | | | 1.000 |

** The correlation is significant at the 0.01 level (2-tailed).

The above table shows that the correlation coefficient for Self-Management is strong and positive. It can be concluded that Achievement Orientation has positive and strong relation with Emotional Control (38.6%), Transparency Adoptability (22.5%) and Optimism (20.1%). Emotional Control has positive and strong relation with Transparency Adoptability (32.7%) and Optimism (17.1%). Transparency Adoptability has positive and strong relation with Optimism (34.7%).

Relationship among dimensions of Social Awareness

Social Awareness consists of two factors that measure Empathy and Organisational Service Orientation.

H₀: There is no relationship among various dimensions of Social Awareness.

Table 3 Social Awareness

| Social Awareness | Empathy | Organisational Service Orientation |
|------------------------------------|---------|------------------------------------|
| Empathy | 1.000 | 0.260** |
| Organisational Service Orientation | | 1.000 |

** The correlation is significant at the 0.01 level (2-tailed).

The above table shows that the correlation coefficient for Social Awareness is strong and positive. It can be concluded that Empathy has positive and strong relation with Organisational Service Orientation (26.0%).

Relationship among dimensions of Relationship Management

Relationship Management consists of four factors that measure Developing Others, Team Work, Influence Conflict Management and Inspiration Leadership Change.

H₀: There is no relationship among various dimensions of Relationship Management.

Table 4 Relationship Management

| Relationship Management | Developing Others | Team Work | Influence Conflict Management | Inspiration Leadership Change |
|-------------------------------|-------------------|-----------|-------------------------------|-------------------------------|
| Developing Others | 1.000 | 0.018 | 0.076 | 0.213 |
| Team Work | | 1.000 | 0.477** | 0.153 |
| Influence Conflict Management | | | 1.000 | 0.373 |
| Inspiration Leadership Change | | | | 1.000 |

** The correlation is significant at the 0.01 level (2-tailed).

The above table shows that the correlation coefficient for Relationship Management is strong and positive. It can be concluded that Developing Others has positive and strong relation with Team Work (1.8%), Influence Conflict Management (7.6%) and Inspiration Leadership Change (21.3%). Team Work has positive and strong relation with Influence Conflict Management (47.7%) and Inspiration Leadership Change (15.3%). Influence Conflict Management has positive and strong relation with Inspiration Leadership Change (37.3%).

Relationship among dimensions of Emotional Intelligence:

Emotional Intelligence consists of four factors that measure Self-Awareness, Self-Management, Social Awareness and Relationship management.

H₀: There is no relationship among various dimensions of Emotional Intelligence.

Table 5 Dimensions of Emotional Intelligence

| Emotional Intelligence | Self-Awareness | Self-Management | Social Awareness | Relationship Management |
|-------------------------|----------------|-----------------|------------------|-------------------------|
| Self-Awareness | 1.000 | 0.394** | 0.236** | 0.314 |
| Self-Management | | 1.000 | 0.355** | 0.304** |
| Social Awareness | | | 1.000 | 0.273** |
| Relationship Management | | | | 1.000 |

** The correlation is significant at the 0.01 level (2-tailed).

The above table shows that the correlation coefficient for Emotional Intelligence is strong and positive. It can be concluded that Self Awareness has positive and strong relation with Self-Management (39.4%), Social Awareness (23.6%) and Relationship management (31.4%). Self-Management has positive and strong relation with Social Awareness (35.5%) and Relationship management (30.4%). Social Awareness has positive and strong relation with Relationship management (27.3%).

The impact of Various Dimensions of Emotional Intelligence on Performance

Regression analysis is a statistical tool to establish a connection between two or more variables. The regression involves the use of two variables. The behavior of one independent variable is

determined by another dependent variable. When the number of independent variables exceeds more than two, the examination of the relationship is referred to as the multiple correlations, and the equation that describes this relation is termed the multiple regression equation. Regression is a method of finding an appropriate mathematical equation for predicting the estimates of a dependent variable based on independent variables. Therefore, the aim is to investigate the correlation between a dependent variable Y and a group of independent variables X₁, X₂, X₃, and so on. In the equation $Y = b_1 X_1 + b_2 X_2 + \dots + b_n X_n + b_0$, X_n represents the most frequently utilized linear equation. The dependent variable, denoted as Y, is the variable that has to be determined. The variables X₁, X₂, ..., and X_n are the given variables used for making predictions, while b₁, b₂, ..., and b_n are the coefficients associated with these variables. The performance is the dependent variable, while the independent variables include self-awareness, self-management, social awareness, and relationship management. The analysis of these variables will be detailed in the following sections:

- Dependent Variable - Performance (Y)
- Independent Variable - Self-Awareness(X₁)
Self-Management (X₂)
Social Awareness(X₃)
Relationship Management(X₄)

- Multiple R value: 0.763
- R Square value: 0.589
- Adjusted R square value: 0.475
- F value: 37.387
- P value: 0.000

Table 6 Variables in Multiple Regression Analysis

| Variable elements | Unstandardized Coefficients(B) | S.E error of B | Standardized Coefficients Beta | T - value | P - value |
|-------------------------|--------------------------------|----------------|--------------------------------|-----------|-----------|
| Constant | 0.526 | 0.215 | ----- | 2.443 | 0.015* |
| Self-Awareness | 0.153 | 0.026 | 0.243 | 5.795 | 0.000** |
| Self-Management | 0.042 | 0.012 | 0.159 | 3.454 | 0.001** |
| Social Awareness | 0.175 | 0.020 | 0.380 | 8.596 | 0.000** |
| Relationship Management | 0.024 | 0.016 | 0.069 | 1.479 | 0.140 |

** Denotes significant at 1% level.

* Denotes significant at 5% level.

The multiple correlation coefficient of 0.763 quantifies the extent of the relationship between the observed values and the estimated values of the Performance. The expected values are derived by combining Self-Awareness (X₁), Self-Management (X₂), Social Awareness (X₃), and Relationship Management (X₄) in a linear manner. The coefficient value of 0.763 indicates a strong and positive relation between performance and the four independent variables.

The coefficient of finding the R-square metric quantifies the degree to which the projected Sample Regression Plane (SRP) accurately represents the variation in the dependent variables described by the fitted sample regression equation. Therefore, an R-squared value of 0.589 indicates that approximately 58.9% of the variance in job

performance can be accounted for by the estimated SRP model, which includes depression and anxiety as independent factors. In addition, the R-squared value is statistically valued at the 1% level.

The multiple regression equation is shown below:

$$Y = 0.526 + 0.153 X_1 + 0.042 X_2 + 0.175 X_3 + 0.024 X_4$$

The coefficient of X_1 , which is 0.153, indicates the specific effect of Self-Awareness on Performance, while keeping all other factors constant. The projected positive value indicates that there is a positive effect, meaning that the Performance score would improve by 0.153 for each unit increase in Self-Awareness. This coefficient value is statistically important at the 1% level. The coefficient of X_2 , which is 0.042, indicates the specific impact of Self-Management on Performance, while keeping all other factors constant. The anticipated positive sign indicates that there is a positive relationship between Self-Management and Performance score. Specifically, for every unit increase in Self-Management, the Performance score is expected to improve by 0.042. This coefficient value is statistically important at the 1% level. The coefficient of X_3 , which is 0.175, indicates the specific impact of Social Awareness on Performance, while keeping all other factors constant. The anticipated positive sign indicates that there is a positive relationship between Social Awareness and Performance score. Specifically, the increase of every unit in Social Awareness, the Performance score is expected to improve by 0.175. This value of the coefficient is at the 1% level, which is statistically significant. The coefficient of X_4 , which is 0.024, indicates the specific impact of Relationship Management on Performance, while keeping all other factors constant. The estimated positive value indicates that there is a positive effect, meaning that the Performance score would improve by 0.024 for each unit increase in Relationship Management. This coefficient value is statistically significant at the 1% level. According to the standardized coefficients, the characteristics that have the most significant impact on performance are Self-Awareness (0.243), Self-Management (0.159), and Social Awareness (0.380). Relationship Management (0.069) is the next most important element.

IMPLICATIONS

Practical Implications for Emotional Intelligence and Its Implications towards Job Performance:

Effective communication is a cornerstone of teamwork. Women college teachers with high EI can navigate team dynamics by listening actively, expressing themselves clearly, and resolving conflicts in a manner that is considerate of others' feelings. This results in better collaboration, creativity, and overall job performance. Emotional intelligence enables individuals to approach conflicts in a calm and empathetic manner, seeking solutions that are beneficial for all parties involved. This leads to less workplace stress and more productive relationships, enhancing overall job performance. High EI allows women teachers to consider both emotional and rational factors in their decision-making processes, resulting in more balanced, fair, and effective decisions. Teachers can also better manage the emotional responses of their teams during times of change or crisis, ensuring smooth transitions and stability in the workplace.

Emotionally intelligent women college teachers are more resilient, bouncing back from setbacks or failures with a positive outlook. They are less likely to succumb to burnout and stress-related illnesses, which can impair job performance. Instead, they use challenges as opportunities for growth, leading to sustained performance over time. Emotional regulation also helps individuals manage their time more

effectively, as it reduces impulsive behavior and distractions. This allows women college teachers to stay focused on tasks and prioritize their workload efficiently, directly improving job performance. High EI women college teachers tend to be more intrinsically motivated, meaning they are driven by a sense of purpose, personal growth, and self-fulfillment rather than external rewards alone. This leads to greater engagement in their work and a higher level of job performance.

Emotionally intelligent individuals can navigate periods of change more effectively by understanding their emotional responses to change and regulating their behavior accordingly. They are also able to help others cope with change, ensuring that organizational transitions occur smoothly and with minimal disruption to performance. EI fosters a positive and supportive workplace culture. Emotionally intelligent women college teachers help build a more collaborative, empathetic, and cohesive environment, which contributes to higher morale, job satisfaction, and motivation across the institution.

EI enables women college teachers to handle challenging customer interactions with calmness and empathy. By understanding the frustrations and offering appropriate solutions, women college teachers can turn negative experiences into positive outcomes, contributing to job performance. EI fosters a growth mindset, which is essential for innovation and creativity. Women college teachers with high emotional intelligence are more open to new ideas and are better equipped to explore novel approaches to problem-solving, leading to improvements in processes, products, and services.

Emotionally intelligent women college teachers are more likely to receive positive performance evaluations as they are proactive in addressing challenges, collaborating effectively with colleagues, and consistently performing at a high level. High EI can enhance career advancement opportunities because emotionally intelligent women college teachers are better equipped to handle the interpersonal and leadership challenges that come with higher-level positions. Their ability to manage themselves and relate effectively to others makes them strong candidates for promotion.

Emotional intelligence helps create a work environment where women college teachers feel valued, understood, and motivated to do their best work. When women college teachers feel emotionally supported, they are more likely to stay engaged with their work and the institution as a whole. Emotionally intelligent women college teachers are less likely to experience burnout and job dissatisfaction, leading to fewer instances of absenteeism. Their ability to manage emotions and stress contributes to their overall well-being and workplace stability.

CONCLUSION

The current study, utilizing primary data, aimed to enhance comprehension of the diverse dimensions of Emotional Intelligence on the performance of women college teachers. The current study determined that there is a favorable and robust correlation between several aspects of Emotional Intelligence and the performance of women college teachers. The researcher proposes that the relevant authorities arrange workshops or counseling sessions specifically designed to address the psychological needs of teachers. These sessions would provide a platform for open and constructive discussions on how teachers can enhance their emotional well-being, both for their own benefit and for the benefit of others. It has the potential to significantly improve the way students are taught in the overall teaching and learning process.

LIMITATIONS & SCOPE FOR FUTURE RESEARCH

The present study includes the respondents of Women College Teachers in Madurai city only due to personal limitations and also limitation of time. The answers given by the respondents towards Emotional Intelligence and Performance of Women College Teachers may be affected by the personal value judgment. The various aspects of Emotional Intelligence and Performance of Women College Teachers have been measured with the help of the variables drawn from previous studies. All the descriptive variables are measured by Likert five-point scale.

The further research can be examined on a wider area extending to other cities in Tamilnadu. Few more job attributes could be included in the study and in-depth analysis of Emotional Intelligence could be carried out. Experimental method of training for the Emotional Intelligence could be imparted and the implication of Emotional Intelligence on the job attributes could be discussed in future. The future study could be included the personality of the women college teachers in the future research.

Disclosure statement

The authors claim no conflict of interest.

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