

EMPLOYEE ENGAGEMENT AND EMOTIONAL INTELLIGENCE: A HUGE ROLE FOR COLLEGE TEACHERS IN HIGHER EDUCATION

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Abstract

Purpose: This research tries to clarify the elements that influence college professors' worries about hierarchies. The study utilized the GARRETT Ranking and SEM apparatus, known for its ability to provide accurate readings. Educators may maintain a peaceful work environment and manage their duties effectively by possessing adequate knowledge and training in Emotional Intelligence. **Design/methodology/ approach:** A disproportionate stratified random sample technique was used to poll 500 respondents for this investigation. **Findings:** Results Indicate that college teachers say EI “helps them to have a stress free and have proper engaged work environment if they are given awareness and training on Emotional Intelligence”. **Future Implications:** To fully grasp how stakeholder expectations affect work-life balance, it is advisable to attend regular training sessions. Future research should use our method and concentrate on educating instructors for special education.

INTRODUCTION

Education is essential for every individual in the 21st century. It improves the overall quality of our life, well-being, and provides us with more opportunities in society. Education is the foundation for development, providing the necessary structure for our economic and social well-being. It is crucial for improving economic productivity and social harmony. Higher education is anticipated to provide several benefits to an individual. It provides students with essential skills, knowledge of cultural diversity, and suitable job prospects to shape and enhance their development. India possesses the largest higher education system globally, representing 59.7% of the global market and serving over 70 million students. Expenditure in the higher education sector is currently approximately Rs 46,200 crore (US\$ 6.96 billion) and is expected to grow at an average rate of over 18% annually, reaching Rs 232,500 crore (US\$ 35.03 billion) during the next decade. The educational system thrives due to excellent teaching and committed educators. Teachers have a vital role in molding individuals into creative, knowledgeable, empathetic, and enlightened persons, and in establishing educational institutions as

guiding lights for future generations and the nation as a learning-focused society. The National Policy on Education (1986) accurately noted that the state of teachers reflects the socio-cultural setting of a society. Recognizing instructors as a crucial factor in enhancing standards in the higher education industry is vital.

Gallup, a global analytics and consulting firm, characterizes engaged employees as those who feel responsible for and committed to achieving outstanding job performance. Schaufeli and colleagues, in their 2002 study, describe workplace engagement as a positive and satisfying mental state towards work, marked by energy, dedication, and deep involvement. In the 2011 study, Christian and colleagues characterized workplace engagement as a motivational concept where workers freely dedicate their personal resources and aim for better outcomes. These definitions define engagement as a mental state or a motivational propensity, considering it to be an internal condition that arises organically and is not affected by external factors. The dynamics of a workplace can influence the settings that encourage a specific mindset but cannot intentionally work towards creating it. Could we analyze the concept of 'employee engagement' among the teaching staff? Employee involvement may have a distinct impact compared to instruction. Engagement in the teaching profession pertains to the level of commitment, dedication, and active participation of teachers in their work environment. Education experts and policymakers should focus on psycho-social factors that enhance effective teaching and thoroughly examine the concept of 'teacher engagement'.

I think there are two categories of 'teacher engagement'. The institution's operations are based on its rules and regulations. The regulations clearly define the expectations and restrictions on a teacher's independence. These standards are necessary to guarantee that a teacher maintains a formal commitment to the institutional framework and accomplishes her responsibilities.

The second form of engagement pertains to the teacher's internal drive. No external authority or influences can regulate one's mental state. A teacher's involvement level can be gauged by her interest in the optional elements of her workstation. Teachers' willingness and interest in going above and beyond their required duties vary among individuals. Self-motivation naturally improves a teacher's professional performance. Engagement is self-propelled and does not necessitate external interference or oversight. Educational experts list the traits of teachers who are actively engaged in this way.

Emotional intelligence (EQ) is essential for reducing stress, as it involves identifying, utilizing, understanding, and managing emotions effectively to communicate, empathize, overcome obstacles, and resolve conflicts. Emotional intelligence influences every facet of our daily interactions and activities. Teachers improve the quality of teaching and research by mentoring and educating students and undertaking research in their specialized fields. For the student-teacher relationship to be a priority, both individuals must be skilled and composed.

Since 1990, John D. Mayer and Peter Salovey have gained recognition as leading authorities in the subject of emotional intelligence. As stated in the article "Emotional

Intelligence" (1990), emotional intelligence is a facet of social intelligence that involves the ability to recognize and distinguish between one's own emotions and those of others, as well as using this understanding to impact one's own thoughts and actions. Teachers with emotional intelligence demonstrate empathy for their students, foster an emotional learning environment in the classroom, and assist other educators in becoming more skilled educators in order to guarantee that every student achieves academic success. Studies show that teachers' levels of emotional intelligence have an impact on their confidence, productivity, job satisfaction, and interactions with students. Emotional intelligence has a big impact on schooling for students. Teachers must handle children's emotions in the classroom in order to encourage their mental and intellectual growth. A strong emotional intelligence is a prerequisite for successful teaching. Emotional intelligence is beneficial to all academic fields since it forecasts successful and favorable outcomes in many facets of life. To properly support children and manage their own emotions, educators must develop emotional intelligence. Both educators and learners must be emotionally intelligent. The source is an article written by Singh in 2015.

How EI Can Be Improved

Individuals that are highly perceptive have five essential characteristics. We used Salovey's findings as a basis to classify these talents in the following investigation, offering an example for each.

- Enhancing self-awareness through acknowledging our emotions and their relationship to our thoughts and actions might increase our vigilance.
- Emotional regulation aids in avoiding errors in judgment that can arise in a distracted or not comfortable study hall environment.
- Persuasion skills: This ability allows teachers to inspire them before inspiring their students.
- Empathy improves communication and fosters a connection amidst teachers and students. Students who refuse to open their book during class may not have fully grasped the subject matter owing to a conflict with their parent.
- Social and initiative skills enable the individual to effectively communicate with children while establishing authority.

Let's Go Through the Indicators of Employee Engagement

Teachers in the contemporary era actively pursue new chances for experimentation and professional development. Today, with vast knowledge and technological progress, committed teachers understand the significance of consistently improving and updating their skills. They observe the latest developments in education, research, and related sectors and regularly adjust the scope of their work as educators. Instructors that are intellectually engaged recognize that deepening their knowledge of student psychology will improve their comprehension and help them address classroom difficulties more effectively. Therefore, their approaches to engaging with students will be more methodical

and pragmatic. Intellectually engaged teachers who utilize innovative strategies can address the challenges posed by a dynamic education system.

- An experienced organizational leader comprehends the concept of engagement. A teacher who meets the basic components of her professional responsibility may not need to be emotionally engaged in her employment.
- Authentic and spontaneous teacher engagement is an intrinsic psychological state. It cannot be forced upon someone. Authoritarian leadership impedes teacher participation.
- Unjust comments and criticism from principals can dampen the professional morale of instructors, increasing the probability of mental disengagement from their work.
- Leaders that show partiality or discrimination are unintentionally encouraging the decline of the overall morale and camaraderie among their workers. A school leader can identify and create situations that optimize the engagement of each teacher.
- Group-level engagement involves the active participation of a college leader within the group's dynamics. A group of highly driven teachers can influence their colleagues to adopt the same trait.

EI and teaching

The fields of education and teaching stand to gain substantially from emotional intelligence. Emotionally intelligent teachers are better able to relate to their students. To identify the needs of their students and establish goals for them, instructors might develop a pedagogical plan. Empathy is the foundation of emotional intelligence education. Teachers need to build a relationship with their pupils in order to understand their histories and cultures. Teachers choose their lessons and establish objectives depending on student motivation and social skills that are linked to emotional intelligence. Increased emotional intelligence can benefit teachers' and students' academic performance as well as their social and personal abilities. Students who participate in workshops and training programs designed to enhance the emotional intelligence of educators report greater levels of contentment, maturity, and preparedness for the workforce.

Teachers should prioritize emotional learning above everything else. In order to guarantee academic success, teachers must employ emotional intelligence in the classroom. Regrettably, many teachers are unaware of the significance of emotional intelligence in the classroom. Teachers often underestimate emotional intelligence, even when their pupils have a high level of personal and intellectual understanding. To improve student attention in the classroom, teachers should address each kid by name. Teachers should present emotionally charged teachings or positive opinions to enhance students' emotional wellbeing. An author made the argument that improving the educational experiences of instructors and students would be advantageous.

Does EI Is Really a Key Factor in Employee Engagement?

Having mature social and emotional skills is essential for success in teacher education. To offer instruction that children learn, a teacher must possess emotional intelligence. Socioemotional skills are necessary for educators to improve self-evaluation, classroom flexibility, professional development, and emotional control in delicate and real-world circumstances.

Teachers must possess extraordinary proficiency in a wide range of administrative duties. Teachers must be aware of their roles and obligations in the academic community in order to meet the expectations of their job. Teachers can consult with prominent thinkers and executives in the field to determine what needs to be improved. Teachers must be emotionally intelligent in order to track their pupils' socioemotional development. In order to address behavioral problems in the classroom caused by children, such as hostility, bullying, and inaction, educators must be socioemotionally competent. Teachers must be experts in academic subjects and programs linked to early education, special education, primary education, and secondary education in order to become professionals in the field of education. A professional degree in education can be obtained at Griffith University after completing a four-year program. Pre-service teachers participate in a rigorous study program aimed at improving their leadership and interpersonal communication abilities as part of their professional development. Pre-service teachers specializing in elementary, secondary, or special education receive specific training on professional obligations, tasks, and the development of self-regulation skills to control student conduct during their last year of study. Aspiring educators should have strong interpersonal and intrapersonal skills before, during, and after earning their degrees.

REVIEW OF LITERATURE

Psychological states of involvement and detachment in the workplace. According to **Kahn (1990)**, personal involvement is the act of organization members connecting themselves to their work duties, where individuals utilize and demonstrate themselves physically, cognitively, and emotionally while performing their roles. Personal disengagement is when individuals detach themselves from their job responsibilities. In disengagement, individuals physically, mentally, or emotionally distance themselves and protect themselves during their work duties. Engagement, as defined by Kahn (1990, 1992), refers to being psychologically present while fulfilling an organizational role.

Rothbard (2001) describes engagement as psychological presence, highlighting the significance of attention and absorption as its core elements. Attention involves cognitive availability and the amount of time spent focusing on a task. Absorption denotes complete involvement in a role and reflects the degree of focus on that function. **Douglas** May performed an experiment to assess Kahn's theory. The study explores the psychological conditions required for the human spirit to feel meaningful, safe, available, and engaged in the job. In 2004, a study investigated how three psychological elements - psychological meaningfulness, physiological safety, and psychological availability -

influenced employee engagement. His study showed that these three factors had varying impacts on employee engagement. The results demonstrated a strong link with meaningfulness. Work role fit and job enrichment have a favorable correlation with psychological meaningfulness. Positive relationships with supervisors and rewards were linked to higher levels of psychological safety. Self-awareness and adherence to colleague norms negatively affected psychological safety, but the availability of resources was positively associated with psychological well-being. Participating in extracurricular activities has an adverse correlation with psychological preparedness.

Schaufeli et al. (2002) define engagement as a positive and fulfilling mental state at work characterized by energy, dedication, and absorption. They contend that involvement is an enduring and pervasive emotional and cognitive condition that is not focused on any specific object, event, individual, or behavior. Page 74.

Alam, M. (2009) This study seeks to explore the correlation between job satisfaction among administrative personnel and emotional intelligence (EI) in Malaysian higher education institutions. The study included a sample of 120 participants. The investigation involved descriptive analysis and linear regression. The study found that Emotional Intelligence (EI) has a beneficial impact on married male employees. The study highlights the importance of incorporating Emotional Intelligence (EI) into key activities including staffing and performance evaluations by advocating for the implementation of HR policies.

2013 saw the publication of an essay by **Mohsin Atta, Dr. Maher Bano**, and Muhammad Ather. The purpose of this study is to investigate how gender affects the correlation between personality traits and emotional intelligence. There were 163 participants in the research. The statistical methods that were applied included correlation, T-test, descriptive analysis, and alpha coefficients. Research revealed that female teachers shown greater diligence than male professors. The study advises against relying solely on self-reporting and instead to look into alternative sources.

Shehla, Laila, and Amjad (2011) The purpose of this study is to look into how Pakistani university professors' work attitudes and results are affected by their emotional intelligence. For the study, 103 people signed up. Regression analysis, correlation, and descriptive statistics were employed in the study. The results show that teachers' attitudes toward and performance in the workplace are highly influenced by their emotional intelligence (EI).

Many studies on emotional intelligence (EI) have been conducted, with varying degrees of success. According to a 2014 study by UWMR Sampath Kappagoda, teachers who possess strong emotional intelligence experience less conflict in both their personal and professional lives. Being emotionally intelligent is essential to managing responsibilities in both personal and professional contexts. **Arvind Hans (2013)** assessed teachers' emotional intelligence through a case study involving private schools in Muscat. According to the study, teachers at private schools exhibited higher emotional intelligence. An investigation was conducted to evaluate the emotional intelligence of teachers. In a study by **Zahar Abdolvahabi (2012)**, 200 physical education instructors in

Tehran were shown to have a relationship between occupational self-efficacy and emotional intelligence. Using the Bar-On Emotional and Self-Efficacious Employment Questionnaires, the attitudes of the teachers were evaluated. The findings indicated a strong relationship between emotional awareness, empathy, and self-efficacy.

A study was carried out by **Kirshnamurthy and Varalakshmi (2011)** to assess the emotional intelligence of staff members in educational institutions. 200 people made up the sample size for the study, which included both teaching and non-teaching participants chosen according to demographic standards. In addition, questions concerning relationships, adaptability, assertiveness, emotional regulation, self-worth, and social interactions were posed to the individuals. The results show that improving emotional intelligence increases employee motivation and performance. A study on the emotional intelligence of educators and teachers in the Barak Valley area of Assam, India, was carried out in 2010 by Edannur. The results of the study showed that the participants' emotional intelligence was moderate. The teacher educators' emotional intelligence was unaffected by their geography or gender. The effect of a teacher's emotional intelligence on their self-assessment of efficacy was investigated by **Moafian and Ghanizadeh (2009)**.

In a comprehensive regression analysis, it was discovered that teachers' self-efficacy was significantly predicted by their emotional self-awareness, interpersonal interactions, and problem-solving skills. Kaufhold and Johnson (2005) discovered that by emphasizing individual differences and encouraging collaborative learning to strengthen students' social abilities, instructors were able to increase their emotional intelligence. In the Yasouj neighborhood of Kohgiluyeh, Mahmoudi (2011) investigated the effects of emotional intelligence on 300 B.Ed. students from five universities. In order to determine that the emotional intelligence of B.Ed. teacher candidates was within the normal range, the study used descriptive analysis, t-tests, and F tests.

OBJECTIVES OF STUDY

- To find out the factors which induces Employee Engagement
- To Inspect the factors which EI helps among teachers

METHODS & PRACTICES

The study analyzes the Emotional Intelligence (EI) levels of college lecturers in Coimbatore with the goal of decreasing them.

Sampling and Sampling Design

500 respondents were surveyed for this study using a disproportionate stratified random sample technique.

Factors of EI-GARRETT

Reasons for EI	I -76	II -61	III -50	IV -40	V -25	N	Score Value	Mean Score Value	Rank
I can understand my priorities	110	78	89	114	105	500	24980	49.96	3
	8436	4819	4500	4600	2625				
I can easily distinguish emotions	117	121	110	80	72	500	26798	53.6	2
	8968	7320	5550	3160	1800				
Training and understanding on Emotional Intelligence can help individuals be stress-free.	131	126	113	90	40	500	27892	55.78	1
	9880	7747	5650	3640	975				
I can have proper interpersonal communication	72	90	92	135	111	500	23762	47.52	4
	5548	5429	4650	5360	2775				
I can feel really confident	68	83	87	89	173	500	22466	44.93	5
	5168	5063	4350	3560	4325				

Source: Gathered through survey

Understanding

College teachers believe that Emotional Intelligence (EI) can lead to a stress-free work life and better balance if they receive awareness and training on the subject.

Confirmatory Factor Analysis:

The Employee Engagement comprises of six items which were measured on the 5-point agree scale. The initial model exhibiting the relationship between the indicator variables (items) and the factor dimension is given in the following diagram.

Model Fit Indices:

Chi.sq = 13.766, p = 0.056, CMIN/df = 1.967

GFI = 0.988, NFI = 0.963, AGFI = 0.962, CFI = 0.981

RMR = 0.013, RMSEA = 0.052

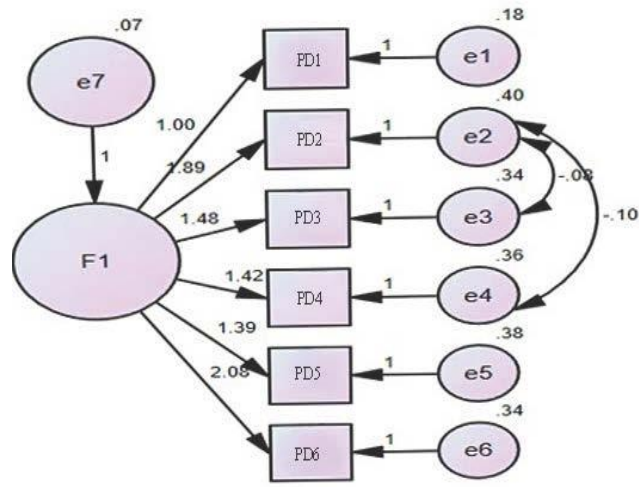


Fig 2: Unstandardized Estimates of Employee Engagement

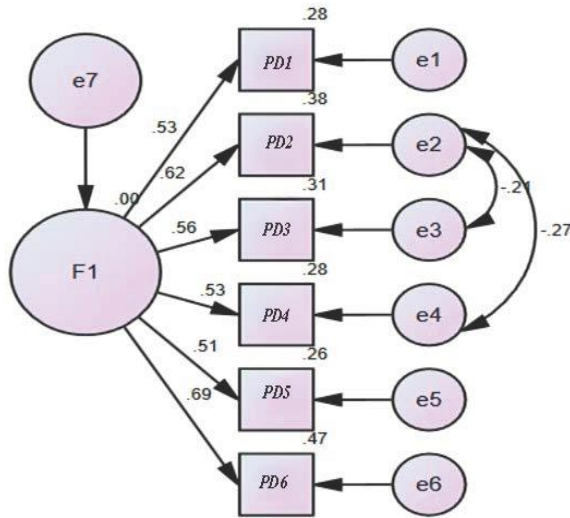


Fig 3: Standardized Estimates of Employee Engagement

Regression Co-efficient – Employee Engagement

			Estimate		S.E	C.R.	P
			Unstandardized	Standardized			
PD1	←	F1	1.000	.526			
PD2	←	F2	1.891	.619	.263	7.183	***
PD3	←	F3	1.482	.561	.211	7.025	***
PD4	←	F4	1.424	.532	.209	6.816	***
PD5	←	F5	1.391	.514	.197	7.064	***
PD6	←	F6	2.083	.687	.250	8.343	***

*** Significant at 1 %; * Significant at 5 %

For the construct, Professional Development, Chi-square test statistic (CMIN) value is 13.766 and the associated probability is 0.056 which indicates that the chi-square is significant ($P > 0.05$). This suggests that the hypothesized model is a good fit, when the alternative goodness-of-fit measures CMIN/df (1.967) indicate the measurement model fitted the data well, since the value is found to be between 2 to 5. The other goodness of fit measures namely GFI (0.988), NFI (0.963) and CFI (0.981) are found to be above 0.95. The RMR (0.013) and RMSEA (0.052) is well inside the admissible limits less than 0.08.

CONCLUSION AND RECOMMENDATION

The 21st century is marked by swift advancements, necessitating educators and organizations to adeptly maneuver through shifts and challenges. Educators must ensure that all individuals attain a progressively sophisticated set of skills and information. Given the inevitability of constant changes, educators must be proficient, and individuals should endeavor to boost their understanding. Educators must improve students' theoretical comprehension and cognitive abilities via several forms of media, which is now crucial.

The study discovered a relationship between teachers' emotional intelligence levels and characteristics that affect their engagement. Interpersonal communication between instructors, students, and colleagues is essential for their involvement in the educational setting.

Data Availability Statement

Absence of the data due to confidentiality issues.

Ethics approval statement

I Accept that the content hasn't been plagiarised

Declaration of Conflict of Interests

The authors declared no potential conflicts of interest with respect to the research, authorship and/or publication of this article

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