

THE INFLUENCE OF EMOTIONAL INTELLIGENCE AND RESILIENCE AMONG TEACHERS OF SELF-FINANCING COLLEGES IN KERALA

Pallavi Abraham, SB College Changanaserry

Dr. Babu Michael, SB College Changanaserry

Abstract

Employees in the workplace are confronted with emotions throughout their occupations. So, it is, among the important job-related threats that may affect their adaptability to a hostile environment. Emotional intelligence is the ability of an individual to regulate and control emotions in such settings. Employee resilience is an individual's ability to recover from or stay well in adverse situations. Existing literature gives an insight into the emotional intelligence and resilience of employees of different sectors. The study comprises teachers of unaided colleges. This study reveals a positive relationship between emotional intelligence and employee resilience. Gender and Marital status have shown a significant difference in emotional intelligence and employee resilience

Keywords - Emotional intelligence, employee resilience, teachers

Introduction

Teachers are mostly concerned with emotions during their course of interaction with students and co-workers. Researchers who have studied teacher emotion have come to a conclusion that, contrary to popular belief, emotion is fundamental to both teaching and teachers' daily lives. (Isenbarger & Zembylas, 2006). Emotional intelligence (EI) has been the subject of much research since the first academic paper was published in 1990. Employee resilience is conceptualised as the ability of employees, facilitated, and supported by the organisation, to utilise resources to positively cope, adapt, and grow in response to changing work circumstances. According to research, more resilient people adapt to change more successfully. It has now been initiated by different research organisations and researchers to conduct an empirical investigation of resilience at the employee level because of the creation of employee-centric resilience measures by companies. For instance, teachers must develop an understanding of their emotional reactions.

Literature Review

Emotional intelligence

Emotional intelligence (EI) is a social ability that allows a person to control their own emotions and understand the feelings of others, which is essential for any professional today, from general staff to those in management positions (Mayer et al., 2016). Since the initial scientific definition of EI in 1990, several theories have merged and the subject currently needs a consistent definition. (Cobb & Mayer,

2000) definition of emotional intelligence (EI) is “the ability to monitor one’s own and other’s’ feelings, to discriminate among them and to use this information to guide one’s thinking and action”

EI is understood from a wide range of viewpoints owing to the models that have created during the last three decades. EI is something that can be classified as a skill. EI, on the other hand, might be viewed as a personality characteristic. EI might be viewed as a hybrid construct combining personality traits and cognitive ability.

Many researchers have adopted the trait EI model in the context of teaching and teacher research. For example, when adapting the Emotional Intelligence Scale developed by (Schutte et al., 1998) (Chan, 2006) suggested that teachers’ EI consisted of four dimensions, namely, emotional appraisal, positive regulation, empathic sensitivity, and positive utilization; (Platsidou, 2010) classify EI into four factors including optimism/mood regulation, managing self-relevant information, managing others’ emotions, and regulation of emotions. Following the line initiated by (Wong & Law, 2017), some researchers (e.g., (Karim & Weisz, 2011); (Wong et al., 2010)) found that teachers’ EI comprised four distinct aspects: appraisal of emotion in the self; appraisal or recognition of emotion in others; regulation of emotion in the self; and use of emotion to facilitated performance.

Employee Resilience

(Mansfield et al., 2016) Resilience is a dynamic, multifaceted concept that grows through time as people encounter hardship and challenging situations in specific contexts. As outlined in Näswall et al. (2013) the definition of employee resilience builds on the definition of organisational resilience, defined as “a function of an organization’s overall situation awareness, management of keystone vulnerabilities, and adaptive capacity in a complex, dynamic, and interconnected environment” (McManus et al., 2008). (Näswall et al., 2015) Employee resilience is conceptualised as an “employee capability, facilitated and supported by the organisation, to utilize resources to continually adapt and flourish at work, even if/when faced with challenging circumstances.”

Resilience has been associated with well-being, satisfaction with life, affect, self-concept and engagement (Sagone & Caroli, 2014); (Bajaj & Pande, 2016); (Rodríguez-Fernández et al., 2018). Likewise, resilience has been found to be related to personal competence, high standards and tenacity; trust in one’s instincts, tolerance of negative affect, and strengthening effects of stress; positive acceptance of change, and secure relationships; control; and spiritual influences (Connor & Davidson, 2003)

Employee Resilience and Emotional Intelligence

According to (Armstrong et al., 2011), Emotional intelligence (EI) and resilience may be closely related, making emotionally intelligent action in difficult situations desirable. (Salovey et al., 2008) theorise that people with higher emotional intelligence (EI) are better equipped to handle the emotional demands of stressful situations because they can “accurately perceive and appraise their emotions, know how and when to express their feelings, and can effectively regulate their mood states” (p. 161). Hence, it is theorized that EI can reduce the negative impacts of stressful circumstances by promoting emotional self-awareness, expression, and control. (Armstrong et al., 2011) EI is antecedent to resilience (Matthews et al., 2002) rather than encompassing resilience (Bar-On, 1997), such that EI functions through its

composite dimensions to facilitate resilience. As cited by (Tugade & Fredrickson, 2004) a convergence across different research methodologies indicates that resilient individuals have optimistic, and energetic approaches to life, are curious and open to new experiences, and are characterized by high positive emotionality (Prince-embury, 2013). According to research, highly resilient people actively cultivate their positive emotionality by carefully invoking those emotions through humour. (Werner & Smith, 1992), relaxation techniques (Tugade & Fredrickson, 2004), and optimistic thinking (Kumpfer, 1999)

Although, to date there has been upcoming research evidence on such resilience in the workplace, (Luthans et al., 2005) did find a significant relationship between the resilience of the Chinese workers who were undergoing considerable change and transformation and their rated performance; (Maddi et al., 1987) found that strong, tenacious workers at a company going through a significant downsizing kept their health, happiness, and performance; (Larson & Luthans, 2006) found the factory workers' resiliency related to their job satisfaction; and (Youssef & Luthans, 2007) found that employees' level of resilience were related to their satisfaction, commitment, and happiness. Resilience can be associated to EI: (Armstrong et al., 2011) posited that EI is antecedent to resilience (Matthews et al., 2002).

Based on literatures, the hypothesis are as follows:

- H1: There is significant difference exists in emotional intelligence in relation to their Gender
- H2: There is a significant difference in emotional intelligence with respect to marital status
- H3: There is significant difference in emotional intelligence with respect to work experience
- H4: There exists significant difference in employee resilience with respect to gender
- H5: There exists significant difference in employee resilience with respect to marital status
- H6: There is significant difference in employee resilience with respect to work experience
- H7: There is a significant relation between emotional intelligence and employee resilience among teachers
- H8: There is a significant difference in different emotional intelligence dimensions and employee resilience among teachers

Procedure and Materials used

The present study had two primary goals based on previous research in the areas of emotional intelligence and resilience. Firstly, the study aimed to shed light on the influence of demographic variables on emotional intelligence and employee resilience. Secondly, this study aimed to explore the relationships between emotional intelligence and employee resilience. In the current study, a questionnaire with two scales was used. The two scales were: Wong and Law Emotional Intelligence Scale (WLEIS). The 16-item WLEIS, developed by Wong and Law (2002), was employed to assess teachers' emotional intelligence. All items in the questionnaire were scored on a 5-point Likert scale from 1 (strongly disagree) to 5 (strongly agree). It consists of four factors, i.e., self-emotion appraisal (SEA, four items), others' emotion appraisal (OEA, four items), use of emotion (UOE, four items), and regulation of emotion (ROE, four items). The reliability of SEA was .78, OEA - .76, UOE - .80 and ROE is .70

The present study used the revised version of the Employee Resilience (EmpRes) scale developed by Näswall, Kuntz, Hodliffe, and Malinen in 2013. The participants were asked to rate how often they engaged in the resilient behaviours in the items, using a seven-point Likert-type scale, ranging from 1 (Never) to 7 (Almost always). In the present sample, the internal reliability indices of the 9-item EmpRes was .73

Participants were comprised of 89 teachers (43 male SD-4.43, 46 female SD -3.42) age range 25–40) working in self-financing colleges in Kottayam district

Results and Interpretation

The obtained results are described in the tabular form which is followed by the discussion.

Mean, standard deviation, and corresponding t scores of emotional intelligence of teachers based on their gender

Hypotheses 1

There is significant difference exists in the emotional intelligence in relation to their Gender

Table 1

Variables	N	Mean	SD	t-value	p-value
Male	43	47.12	4.43	2.16	0.05*
Female	46	51.32	3.42		

* Significant at .05 level

Table 1 shows the Mean, standard deviation, and corresponding t scores of emotional intelligence of teachers based on their gender. Mean and SD of the male was found to be 47.12 and 4.34 respectively. Mean and SD of female was found to be 51.32 and 3.42 respectively. t- value was found to be 2.16. The mean difference of female is 51.32 which is found to be greater than mean of male, therefore females have more emotional intelligence than males. The result can be interpreted as there is a significant difference between male and female in emotional intelligence of teachers. Thus, the present study accepts the hypothesis that there is a significant difference exists in the emotional intelligence of teachers in relation to their Gender

Hypotheses 2

There is significant difference in emotional intelligence with respect to marital status.

Mean, standard deviation, and corresponding t scores of emotional intelligence of teachers based on their marital status

Table 2

Variables	N	Mean	SD	t-value	p-value
Married	52	58.47	3.58	1.12	0.05
Unmarried	37	48.46	4.73		

Table 2 shows the Mean, standard deviation, and corresponding t scores of emotional intelligence of teachers based on their marital status. Mean and SD of married respondents was found to be 58.47 and 3.58 respectively. Mean and SD of unmarried respondents was found to be 48.46 and 4.73 respectively. t- value was found to be 1.12 which is greater than 0.05 significance level, therefore we reject the hypotheses. The result can be interpreted as there is no significant difference in emotional intelligence with respect to marital status.

Hypotheses 3

There is significant difference exists in the emotional intelligence of teachers in relation to their work experience

F-value of work experience on emotional intelligence of teachers on the Basis of work experience

Table 3

Variable	Between		Within		F-value
Work Experience	Sum of squares	Mean Squares	Sum of squares	Mean Squares	0.650
	23.115	11.558	1724.925	17.783	

In this study, the whole sample was grouped into 3 groups on the basis of years of work experience of teachers, as Group 1 (1-5), Group 2 (6-10) and Group 3 (11-15), To know whether these three groups differed significantly in their mean scores on emotional intelligence, one-way ANOVA was used. From Table 3, the one-way Analysis of variance shows F-value of 0.650 ,for teachers which was not significant at 0.05 level. Therefore, the present study rejects the hypotheses. There is no significant difference in emotional intelligence of teachers in relation to their work experience.

Hypotheses 4

There exists significant difference in employee resilience with respect to gender

Mean, standard deviation, and corresponding t scores of teachers based on their gender on employee resilience

Table 4

Variable	N	Mean	SD	t-value	p-value
Male	43	52.3	5.4	2.43*	0.05
Female	46	60.4	3.2		

* Significant at .05 level

Table 4 shows the Mean, standard deviation, and corresponding t-scores of employee resilience of teachers based on their gender. Mean and SD of male was found to be 52.3 and 5.4 respectively. Mean and SD of female was found to be 60.4 and 3.2 respectively. t-value was found to be 2.43. Mean difference of female is 60.4 which is found to be greater than mean of male, therefore females have more employee resilience than males. The result can be interpreted as there is a significant difference between male and female in resilience among teachers. Thus, the present study accepts the hypothesis that there is a significant difference exists in the employee resilience of teachers in relation to their Gender

Hypotheses 5

There exists significant difference in employee resilience with respect to marital status

Mean, standard deviation, and corresponding t scores of employee resilience with respect to marital status

Table 5

Variables	N	Mean	SD	t-value	p-value
Married	52	49.37	4.15	2.72*	0.05
Unmarried	37	33.54	5.23		

* Significant at .05 level

Table 5 shows the Mean, standard deviation, and corresponding t scores of *employee resilience* of teachers based on their marital status. Mean and SD of married respondents was found to be 49.37 and 4.15 respectively. Mean and SD of unmarried respondents was found to be 33.54 and 5.23 respectively. t-value was found to be 2.72 which is significant at 0.05 significance level, therefore we accept the hypotheses. The result can be interpreted as there is a significant difference in employee resilience with respect to marital status

Hypotheses 6

There exists significant difference in employee resilience with respect to work experience

F-value of work experience of teachers

Table 6

Variable	Between		Within		F-value
work experience	Sum of squares	Mean Squares	Sum of squares	Mean Squares	3.714

	92.026	43.014	1223.874	11.862	
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In this study, the whole sample was grouped into 3 groups on the basis of work experience of teachers, as Group 1 (1-5), Group 2 (6-10) and Group 3 (11-15), To know whether these three groups differed significantly in their mean scores on employee resilience, one-way ANOVA was used. From Table 6, the one-way Analysis of variance shows F-value of 3.714 for work experience of teachers which was not significant at 0.05 level. Therefore, the present study rejects the hypotheses. There is no significant difference in employee resilience of teachers in relation to years of work experience.

Hypotheses 7

There is a relation between emotional intelligence and employee resilience of teachers

Correlation Coefficient of Emotional Intelligence with employee resilience of the teachers

Table 7

Variables	Employee Resilience
Emotional Intelligence	0.487

Table 7 represents the correlation coefficients of Emotional Intelligence with Employee Resilience of teachers. The score between Emotional Intelligence and Employee Resilience from study is 0.487 which was moderately correlated at the significant level of 0.05. Therefore, the present study accepts the hypotheses.

Hypotheses 8

There is a significant difference in different dimensions of emotional intelligence and employee resilience of teachers

Pearson's Correlation Coefficient of different dimension of emotional intelligence and employee resilience of teachers

Table 8

Variables	SEA	OEA	UOE	ROE
Employee Resilience	0.125	.175	.542*	.346*

*Significant level at 0.05

- 1) Self-emotion appraisal (SEA)
- 2) Others' emotion appraisal (OEA)
- 3) Use of emotion (UOE)

4) Regulation of emotion (ROE)

Table 8, represents the correlation coefficients of four dimensions of emotional competence with employee resilience of teachers. The score between SEA and Employee Resilience was 0.125, OEA and Employee Resilience was .175. Both are not correlated with significant level of 0.05. The score UOE and Employee Resilience .542* which is positively correlated at the significant level of 0.05. The score ROE and Employee Resilience was .346* is correlated at the significant level 0.05. Only 2 variables of emotional intelligence and Employee Resilience are moderately correlated with each other. Therefore, the hypothesis is partly accepted.

Discussion

The purpose of the present study is to explore the relationship among teachers' emotional intelligence and employee resilience. In response to the research questions, the findings of this study support the significant and moderate influence of teachers' emotional intelligence on employee resilience (Armstrong et al., 2011) (Balderas-Cejudo, Adela, 2022) (Magnano et al., 2016) was supporting previous researches. The respondents showed significant differences in gender, marital status and work experience. Emotional intelligence is significant with Gender only. Employee Resilience is significant in relation with gender and marital status. Work experience haven't got significance on employee resilience and employee intelligence. Poor emotional intelligence can cause challenges at work, especially during times of change or when attempting to resolve performance issues. To advance in the workplace, one must possess the capacity for adaptation and feedback integration. Nonetheless, those with low EQ are more prone than others to have difficulties with these skills. This study contributes to our understanding of how teachers' profession involves both emotional intelligence and employee resilience.

Future Implications

Teaching is a form of emotional practice and emotional labor (Hargreaves, 2001). This "people-work" or "heart-consuming job", as known by frontline teachers, requires strong emotional commitment and intensive interpersonal interaction (Yin & Lee, 2012). Teachers having high emotional intelligence tend to better inspire their pupils and comprehend their behavioural and psychological needs. Also, they might show greater consideration for their pupils' "disruptive behaviours, academic performance, and relationship management." Emotional intelligence must be valued in the workplace of teachers. The employee resilience focus on how often they engage in resilient behaviour. When we consider teaching, understanding, negotiating and monitoring the intense emotionality is a primary dimension of teachers' work.

Limitations and Suggestions for future research

Demographic variables like gender, marital status and work experience were examined in the present study. More demographic variables can be studied to increase the depth of the study. Future research can be conducted on non-academics sector. Longitudinal designs can be used for future studies to reveal causality and also convenience sampling which may cause the problem of generalizability in present study. El rely on self-report measures, and self-report measures can have problems due to common method variance bias. Use of different scales can be considered on both dimensions. Mixed approach of emotional intelligence can be used for future studies. More dimensional constructs for employee resilience can give more clarity on the construct.

Conclusion

Also, although if emotional intelligence is a fundamental component of teachers' work in a classroom, it is difficult to recognise because emotional regulations are frequently passed off as ethical standards or professional standards. Hence, there is still room for improvement in the ability of in-service teachers to use emotions to conduct emotional work. This study gives an insight on improving the emotional intelligence of teachers there by help to improve resilience of teachers. Therefore, it is very important to design socio-emotional intervention programs whose objective is to improve the outcomes of these psychological variables.

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