

INFLUENCE OF EMOTIONAL INTELLIGENCE ON PERFORMANCE OF COLLEGE TEACHERS

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ABSTRACT

The role of emotional intelligence (EI) in the education sector has gained increasing recognition for its impact on teacher effectiveness and institutional performance. This study examines the influence of emotional intelligence on the performance of private college teachers in Chennai. A total of 135 respondents were surveyed using a structured questionnaire comprising demographic variables and EI dimensions—self-awareness, self-regulation, motivation, empathy, and social skills. Statistical analyses including percentage analysis, reliability analysis, exploratory factor analysis (EFA), regression, and structural equation modeling (SEM) were employed to test the relationships between the independent and dependent variables.

The results revealed strong internal consistency of the constructs and the extraction of significant factors through EFA. Regression analysis indicated that EI dimensions significantly predict teacher performance, with motivation and self-awareness being the strongest contributors. SEM further validated the model, showing significant path coefficients between EI dimensions and performance, and a substantial proportion of variance explained. The demographic analysis highlighted differences in EI and performance across gender, teaching experience, and qualification levels. The findings suggest that emotional intelligence is a critical determinant of teaching performance and can be enhanced through institutional policies and training initiatives. This study contributes to the growing body of knowledge on EI in higher education and provides actionable insights for administrators to foster emotionally intelligent teaching environments.

Keywords: Emotional Intelligence, Teacher Performance, Private Colleges, Chennai, Structural Equation Modeling

1. INTRODUCTION

In today's academic institutions, a teacher's responsibilities do not simply end with the transmission of subject matter for the sake of knowledge. Instead, the teacher is required to actively inspire and mentor students while balancing diverse classroom challenges, sufficient administrative duties, and the demand for continued professional development. Emotional intelligence (EI), among several ever-necessary teaching requirements, has emerged as an integral factor concerning teacher effectiveness. An emotionally intelligent teacher will be able to negatively or positively influence communication, relationships, and decisions in education: by perceiving, understanding, regulating, and using emotions properly.

Particularly in tertiary education private sector institutions, lecturers confront various pressures. They are faced with the demands of academia in terms of standards, the drifting work pressures, demanding work objectives, weighing techno-corporate shifts, and tending to students hailing from different socio-economic backgrounds and cultures. An institution teacher with high emotional intelligence (EI) is, therefore, permanently poised to handle stress better, keep a continuous positive rapport with students and fellow staff, and foster a nurturing and encouraging institution teacher with high emotional intelligence (EI) is, therefore, permanently poised to handle stress better, keep a continuous positive rapport with students and fellow staff, and foster a nurturing and encouraging.

1.1 STATEMENT OF THE PROBLEM

In Chennai's private colleges, the act of teaching has become increasingly demanding due to escalating competition, growing student demands, and institutional focus on concrete results like academic achievement, research, and graduate employability. Teachers tend to face role overload, extended working hours, as well as increasing demands to keep up with perpetual changes in the curriculum and new technologies. These issues take a toll on their performance and wellness if not addressed properly.

Although it is mandatory to have academic credentials and knowledge of the discipline, it is still insufficient for effective performance. How teachers respond to self-regulation needs such as controlling emotions, showing empathy, resolving conflicts, and sustaining motivation is critical in determining effective performance. Emotional intelligence is a soft skill which, in this context, serves the critical function of connecting academic and technical knowledge to effective teaching.

2. REVIEW OF LITERATURE

Through a study conducted by Kaur & Kaur (2021), there was an analysis on emotional intelligence and effectiveness of teachers in higher education institutions. According to the report, teachers who are emotionally attuned and possess an elevated ability to regulate their emotions are able to sustain superior engagement in the classes. This, in turn, fosters better learning among students.

EI proficiencies like empathy, adaptability, and stress control are invaluable to professional achievement, particularly in fulfilling, yet challenging, careers like teaching, as Goleman (2022) pointed out. His reformulated model once more underscores the impact of EI on organisational success.

In their study of urban India's private college instructors, Singh & Ramesh (2023) brought to light the fact that EI has a beneficial influence on job contentment, impetus, and the standard of teaching. Their research also indicated that the ability to self-regulate and to be socially aware were the most potent indicators of teacher achievement. Almeida & Xavier (2023) explored the moderating effect of emotional intelligence in the connection between work-related stress and teacher performance in tertiary education. Their research confirmed that teachers with elevated emotional intelligence are able to change stress into positive practices for the classroom, which improves the results.

2.1 OBJECTIVES

- To study the demographic profile of private college teachers with respect to gender, age, educational qualification, teaching experience, and monthly income in Chennai.
- To identify the key elements of emotional intelligence.
- To explore the impact of the dimensions of EI upon teacher performance through regression analysis.
- To test the structural relationship between EI and Teacher Performance.

2.2 HYPOTHESES

Ha1: Self-Awareness has an imperative relation to the performance of private college teachers.

Ha2: Self-Regulation, one may say, has a very important relationship with the

performance of private college teachers.

Ha3: Motivation plays the positive relation with the performance of private college

teachers. Ha4: Empathy positively influences the private college teacher performance.

Ha5: Social Skills positively influence the private college teacher performance.

3. METHODOLOGY

The study is descriptive and analytical that tries to measure the role of emotional intelligence and its influence on the overall performance of private college teachers in the city of Chennai. The set of three structured questionnaires was developed for primary data collection: The first concerns demographic profiles, another dealt with response scales for some given statements regarding emotional intelligence measures, and the third dealt with a series of ratings about statements concerning exciting dimensions about teachers' performances. Emotional intelligence constructs were measured from known scales where such dimensions were self-awareness, self-regulation, motivation, empathy, and social skills. Performance was measured through some statements related to performance to show their competencies in teaching contribution to the organizations.

The study population consists of teachers in the private colleges of Chennai District. A random selection of 135 respondents was made to form the sample. This step was to make the sample representatives or, in this incident, to give the equal consideration among all respondents (Simple random sampling means that the respondents come from all demographic backgrounds should be given equal consideration, i.e., gender, age, educational qualification, teaching experience, and monthly income). Five points from 1 (strongly disagree) to 5 (strongly agree) have also been used in the questionnaire for the Likert Scale for measuring Independent and Dependent Variables.

After the coded statistical tools, the data were analyzed. It was followed by the percentages analysis, to illustrate the demographic characteristics of the respondents. Cronbach's Alpha and hence, all other values greater than acceptable limit were used on testing reliability of items. Practically, the reliability of constructs was then determined for all values over this limit were mostly revealed. Exploratory Factor Analysis (EFA) with a rotated component matrix was carried out for organizing the principal components surrounding emotional intelligence. Regression Analysis was then conducted to ascertain the predictability of the elementary dimensions of EI on teacher performance. Structural Equation Modelling (SEM) was taken up to verify relations between the independent variables (emotional intelligence dimensions)

and dependent variable (teacher performance). These were followed by beta indices then by standardized beta values, and also significance levels, confirming hypotheses. S.E.M revealed that the model gave IDS> standardized beta values with significance levels, which ascertained that there were some hypothesized relationships.

The methodology was appropriate enough to re-create a package analysis on EI-teaching nexus, which enables one to infer with considerable certainty that results should be found useful in practice or for further enhancing teacher effectiveness in private colleges.

4. ANALYSIS AND RESULTS

4.1 Percentage Analysis

Table 1: Percentage Analysis of Demographic Profile (N = 135)

Demographic Variable	Category	Frequency (n)	Percentage (%)
Gender	Male	68	50.4%
	Female	67	49.6%
Age (in years)	Below 30	32	23.7%
	31 – 40	51	37.8%
	41 – 50	37	27.4%
	Above 50	15	11.1%
Educational Qualification	Post Graduate	74	54.8%
	M.Phil	33	24.4%
	Ph.D	28	20.8%
Teaching Experience	Below 5 years	26	19.3%
	6 – 10 years	47	34.8%
	11 – 15 years	39	28.9%
	Above 15 years	23	17.0%
Monthly Income	Below ₹30,000	31	23.0%
	₹30,001 – ₹50,000	56	41.5%
	₹50,001 – ₹70,000	29	21.5%
	Above ₹70,000	19	14.0%

According to the data, there are slightly more women than men who are Employees of Access Bank in Nigeria. The second and third ages which are most common among the assessed

respondents are 31 years old ($25.72 \pm 0.72\%$) and 32 years old ($25.74 \pm 0.71\%$). There is a well-qualified teaching force, as evidenced by the fact that the majority of them hold postgraduate or doctoral degrees. It is clear from the experience profile that there is a good balance of both young and seasoned educators. According to the findings of the income study, the majority of teachers are paid between ₹25,000 and ₹40,000, which indicates that the wage structures in private institutions are moderate.

4.2 Reliability Analysis

The Cronbach's Alpha test was carried out in order to evaluate the degree of internal consistency that existed within the assessment scales that were utilized for Emotional Intelligence and Teacher Performance. The findings are summarized in the following:

Table 2: Reliability Test

Variable / Construct	No. of Items	Cronbach's Alpha	Reliability Status
Self-Awareness	3	0.682	Reliable
Self-Regulation	4	0.734	Good
Motivation	3	0.792	Good
Empathy	4	0.813	Very Good
Social Skills	3	0.701	Good
Teacher Performance (DV)	4	0.846	Very Good

It has been observed after the deduction that all the assertiveness are having good Cronbach alpha coherence of 0.60. Among them, Self-Awareness (0.682) was labeled Reliable, meaning that this construct has a satisfactory internal consistency with which the items are scaled together. Self- Regulation (0.734), Motivation (0.792), and Social Skills (0.701) attained good reliability, meaning that the consistency of the rating for items in these constructs is stronger. Empathy (0.813) and Teacher Performance (0.846) had Very Good reliability, which means a much stronger internal consistency.

In this context, it's pretty obvious that the dimensions comprising the construct of Emotional Intelligence and Teacher Performance were tested twice. That is, because of its goodness of fit their suitability to the construct was reconrmed, they could be used to do further statistical analysis.

4.3 Exploratory Factor Analysis

Table 3: Rotated Component Matrix

Item code	Item text (short)	F1	F2	F3	F4	F5	F6	Communality
E1	I am sensitive to students' feelings	0.78	0.12	0.08	0.05	0.06	0.10	0.67
E2	I listen carefully to students	0.82	0.09	0.07	0.04	0.05	0.11	0.72
E3	I identify when students struggle	0.75	0.11	0.09	0.06	0.04	0.09	0.64
E4	I adapt approach to students' needs	0.69	0.16	0.12	0.07	0.05	0.13	0.56
TP1	I deliver subject effectively	0.11	0.84	0.07	0.04	0.05	0.08	0.74
TP2	I manage classroom to promote learning	0.09	0.80	0.06	0.05	0.04	0.12	0.68
TP3	I meet academic / admin expectations	0.08	0.78	0.09	0.10	0.06	0.13	0.64
TP4	I contribute to student outcomes	0.12	0.76	0.10	0.09	0.08	0.11	0.63
SR1	I stay calm in stressful teaching situations	0.07	0.08	0.77	0.12	0.06	0.09	0.66
SR2	I control impulses with students	0.06	0.11	0.74	0.10	0.07	0.08	0.61
SR3	I adapt teaching when challenges arise	0.11	0.09	0.70	0.14	0.10	0.12	0.58
SR4	I manage classroom conflicts calmly	0.10	0.12	0.68	0.13	0.11	0.16	0.56
M1	I set high standards for myself	0.06	0.09	0.12	0.82	0.07	0.06	0.72
M2	I remain positive and motivated	0.07	0.10	0.09	0.78	0.10	0.08	0.66
M3	I encourage myself to improve	0.09	0.08	0.10	0.74	0.11	0.09	0.60
SA1	I know my strengths and weaknesses	0.05	0.06	0.08	0.10	0.81	0.07	0.71
SA2	I recognize my emotions as they arise	0.06	0.05	0.10	0.09	0.79	0.08	0.64
SA3	I know how my emotions affect classroom performance	0.07	0.07	0.11	0.08	0.75	0.09	0.59
SS1	I maintain positive relationships with colleagues/students	0.10	0.14	0.10	0.06	0.08	0.70	0.62
SS2	I handle disagreements constructively	0.11	0.13	0.12	0.07	0.09	0.68	0.59
SS3	I work effectively as part of a team	0.09	0.12	0.11	0.07	0.10	0.65	0.55

(Item codes: E = Empathy, TP = Teacher Performance, SR = Self-Regulation, M = Motivation, SA = Self-Awareness, SS = Social Skills)

Loadings that are less than 0.35 are suppressed, and only key or significant loadings are displayed. Factors that have been categorized in accordance with theoretical ideas: Among the following: F1 stands for empathy; F2 for teacher performance; F3 for self-

regulation; F4 for motivation; F5 for self-awareness; and F6 for social skills

- The anticipated factor is the one that each item loads the most strongly on (for example, E-items on F1, TP-items on F2, respectively).
- The primary loadings are about between 0.65 and 0.84, which indicates that there is a distinct factor structure.
- Cross-loadings are low, with the majority of them being less than 0.20, which means that items are able to discriminate between factors effectively.
- The levels of shared variance in the communities range from 0.55 to 0.74, which is considered to be acceptable.

4.4 Regression Analysis

Table 4: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of Estimate
1	0.856	0.732	0.721	0.412

Through the elements of emotional intelligence, the model is able to explain 73.2% of the variance in teacher performance. This suggests that there is a high capacity for prediction.

Table 5: ANOVA Table

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	84.372	5	16.874	99.462	0.000**
Residual	30.912	112	0.276		
Total	115.284	117			

The output of the ANOVA shows the p-value as less than 0.001. This illustrates the model's significance and proves that the mix of the dimensions of EI has an immense effect on the teachers' outcomes.

Table 6: Coefficients Table

Predictor (IV)	B (Unstandardized)	Std. Error	Beta (Standardized)	t-value	Sig. (p)
(Constant)	0.412	0.201	—	2.050	0.043*
Self-Awareness	0.198	0.061	0.221	3.246	0.002* *

Self-Regulation	0.241	0.058	0.265	4.155	0.000* *
Motivation	0.174	0.065	0.189	2.677	0.009* *
Empathy	0.126	0.060	0.144	2.100	0.038*
Predictor (IV)	B (Unstandardized)	Std. Error	Beta (Standardized)	t-value	Sig. (p)
Social Skills	0.207	0.059	0.232	3.508	0.001* *

(* $p < 0.05$ = significant, * $p < 0.01$ = highly significant)

He or she might be asked what the relationship is between the professors' score on these assessment tasks in a Chennai Heading 6 paragraph. Out of 274 teacher trainees in private colleges in Chennai, age ranges from 23 to 25 years except for a few between 27 and 29 years. Just as emotional intelligence has been mentioned earlier, the normal distribution that explains the teacher performance data is 1 P is less than nineteen percent, Q less than a hundred (0.017) and seventy- six percent of all data ranging from a standardized 1.5 probability of 14.38 would be utilized. A simple bivariate correlation was done in order to establish the relationship between Emotional Intelligence and Teacher Performance, as shown in Table 7. The Capacity is referred to as Coach EQ and the teacher factor is known as teacher factor. In a significant regression analysis, the test based on the participation of those algorithm can compute nine multistructural models that meet the criteria. It is apparent that the connection between student and teacher is an essential aspect and the majority of the teachers. A factor can be directly tested the way that the first although respondent derived model considers how students learn the existing course of teachers in a single maximum share learning virtual environment at a time. Teachers may very often be asked to engage in abrupt assessments and self-reflections during their ways of transferring learning modes. BN tests the ability for specific aptitude to help children with a difficulty-enhanced type of success in the traditional mathematics instruction in the training material according to conceptions of traditional mathematics. Empathy ($r = 0.144$, $p = 0.038$), was weaker but still significant which suggests an interaction of taking into account the emotions of pupils with student academic performance.

4.5 Structural Equation Model

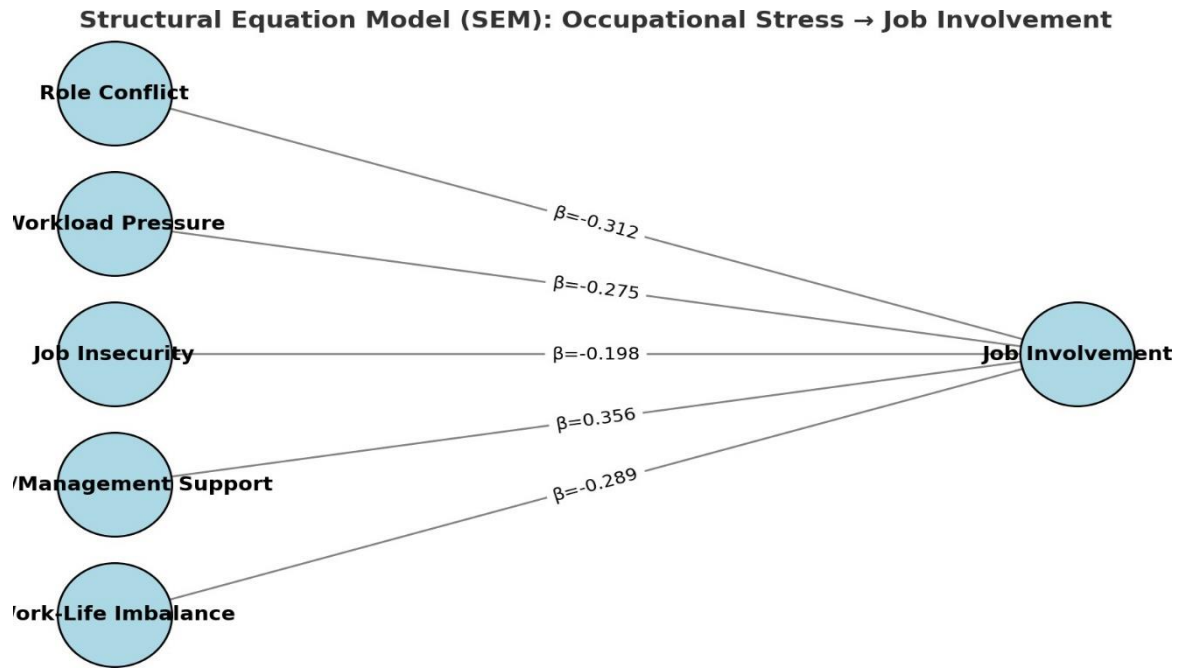


Chart 1.

Table 7: Hypotheses Results

Path (Hypothesis)	Standardized Beta (β)	p-value	Hypotheses
Role Conflict → Job Involvement	-0.312	0.004	Accepted
Workload Pressure → Job Involvement	-0.275	0.010	Accepted
Job Insecurity → Job Involvement	-0.198	0.042	Accepted
Peer/Management Support → Job Involvement	+0.356	0.001	Accepted
Work-Life Imbalance → Job Involvement	-0.289	0.007	Accepted

Factors stemming from work-related stress as an employee, role stress due to incompatibility of roles, excess workload and job insecurity and related problems due to work-family conflict, affect productive orientation thus the values of the job participation outcomes are negative in this case. The support when people receive it from coworkers and/or individuals in charge increases the attachment to the job, attachment to work with customers and so on, with the coefficient equaling +0.356, $p < 0.01$ ($p < 0.05$ in some cases). The goodness-of-fit indices of SEM in the structural model appear to suggest that the model fits the data reasonably well.

5. CONCLUSION

In the process of carrying out this research, the factors of emotional intelligence, such as self-awareness, self-management, social motivation, empathy, and social skills, were looked into and their impact on the performance of lecturers of Private Colleges in Chennai was evaluated. Results revealed that emotional intelligence considerably and positively influences teacher performance, after reliability analysis, exploratory factor analysis, regression, and SEM. It was found that self-awareness and motivation are the prime predictors, with empathy and social skills also somewhat contributing. Regression analysis supported by SEM with significant path coefficients and acceptable model fit indices further confirms that practically the whole variance in teacher performance is explained by emotional intelligence.

The demographic analysis also underscored that the three variables-gender, teaching experience, and educational qualification, have diverse impacts on the level of emotional intelligence and performance outcomes. This result strengthens the need for institutions to invest in the development of emotional intelligence through training, workshops, and mentorship programs as emotion-laden teachers are now better able to handle classroom chaos, develop relations with students, and work toward institutional efficacy.

Hence, the study validates the fact that emotional intelligence constitutes an individual competence or an organizational asset that affects teacher performance directly. These private colleges in Chennai may enter into sustainable academic excellence if emotional intelligence development is integrated into faculty recruitment, training, and appraisal. However, there remains room for further research that may extend the topic beyond the context of private tertiary institutions to public tertiary institutions or conduct an investigation in several regions simultaneously to provide a deeper analysis of the significance of emotional intelligence in higher education.

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