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## Emotional Intelligence: Source of Self-Efficacy Among College-Level Instructors of Pakistan

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# EMOTIONAL INTELLIGENCE: SOURCE OF SELF-EFFICACY AMONG COLLEGE-LEVEL INSTRUCTORS OF PAKISTAN

Anjum Bano Kazmi | Ume-Nabeela Siddiqui | Sohni Siddiqui

Perceived importance of emotional intelligence has increased significantly in the past few decades; thus, it is suggested for everyone to acquire adequate skills beyond theoretical or mechanical knowledge and make themselves emotionally fit and stable. The study is designed to provide an explanation for the shared results of teacher's self-efficacy and their emotional intelligence. Two hundred and sixty-four (101 males, 163 female) instructors from public colleges situated in Karachi, Pakistan, were selected through random sampling. Data gathered through emotional intelligence scale adapted from Daniel Goleman model of emotional scale and Bandura's instrument of teachers' self-efficacy. Hypothesis testing achieved through regression analysis using SPSS version 20 suggested that emotional intelligence directly and significantly affects self-efficacy. In addition, age and years of experience of participants in particular field have indicated significant impact on emotional intelligence but self-efficacy is influenced only by age, not by experience. It is also concluded from hypothesis testing that there is no association of emotional intelligence and self-efficacy with gender of participants. It is suggested that amateur teachers' self-efficacy can be advanced through professional training, especially related to emotional intelligence.

## INTRODUCTION

EMOTIONAL INTELLIGENCE (EI) is a type of social intelligence that involves the ability to monitor one's own and others' emotions, to discriminate among them, and to use the information to guide one's thinking and actions (Salovey & Mayer, 1990). Perceived importance of EI has increased significantly in the past few decades; thus, it is suggested for everyone to acquire adequate skills beyond theoretical or mechanical knowledge and make themselves emotionally fit and stable. Goleman (1995) sug-

gested that accomplishments in educational as well as in business setups are largely dependent on the proper use of EI. Similarly, teachers, who are considered as leaders of the classroom, level of EI has great deal of significance on effective school management skills, method to engage students, and to apply effective educational techniques.

Globalization has increased demand for employers and employees to display a greater sensitivity to the social circumstances of others (Livermore, 2011). Similarly, understanding about the students' needs is essential for instructors and is the prime requirement of today's educational setup. Knowing exactly when to apply educational and control techniques, an appropriate way to apply tactics accurately with respect to the need of the students, has become an extra difficult assignment for today's teachers, particularly thinking about each child is unique in diversified classroom strength. High ranges of EI has become the key ability, and teachers need to acquire for improvement

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classroom management, applying pedagogies and for effective counseling sessions.

Since last few years, educationists and parents have raised the issue that social behavior and conduct of students have changed and it is getting worse with the passage of the time (Weissbourd et al., 2014). Furthermore, dropout from education, inclination toward bullying, increased suicidal rate and violence and self-injurious behavior have raised a well-justified alarm. As pointed out by Jensen and Snider (2013), changes in educational setups and study room climates have been strict and harsh, highlighting autocratic teaching style with very little praise or appreciations. Lack of emotional strength in instructors badly affects emotional stability of the students. Zeidner et al. (2012) emphasized that though today's students have well enough cognitive capability, they are said to be missing in EI.

EI is among the latest intelligences, gained researchers interest and more investigations are under consideration for exploring its impact on different outcomes. Mehta (2013) concluded that better levels of EI result in lessening occupational pressure among teachers, which in turn help trainers to improve a trainer's perception of their skills, also called teacher's self-efficacy. Furthermore, Koçoğlu (2011) concluded that teachers need a higher level of EI for effective communication with students, to build strong relationship with students, and to identify their emotional and instructional needs. EI may additionally assist teachers to educate content in a more attractive manner, which additionally enhances instructors' focus of their very own actions and reactions to control classroom challenging situations.

In addition to importance of EI, researchers have pointed out that instructors' self-efficacy is also a significant component that should be practiced to enhance student learning and to create a positive learning environment. An instructor's self-awareness about handling emotions of others is essential in determining a trainer's self-efficacy for teaching.

The notion of self-efficacy (SE) was first introduced by Bandura's (1977) in his social-cognitive theory. Bandura (1977) presented SE as "one's capabilities to prepare and execute the guides of action required managing possible conditions." Similarly, trainer SE is defined as a trainer's belief in her/his potential to train others (Tschannen-Moran & Hoy, 2001). The SE of teachers is based on three components: SE for academic techniques, for management, and for scholarly engagement. Like EI, it is discovered that teachers with better level of SE have greater potential toward enhancement of skills like reading (Cantrell et al., 2013) or mathematical procedures (Chang, 2015). Furthermore, stronger relationships among teachers and students with better level of SE influence student success

(Guo et al., 2012). Furthermore, a study concluded that educators with enhanced SE can be helpful to advance pupils SE as well as scholar achievement (Ross et al., 2001).

The present study examined the effects of EI on SE among college-level instructors of the public sector. This study is designed to highlight the relationship between two variables in public sector instructors of colleges in the metropolis city of Pakistan, to see the differences, if any, and to elaborate possible implications of the study.

## LITERATURE REVIEW

Literature review has elaborated that EI and SE of instructors working at different educational setups are interrelated and have positive influences on instructors as well as students' performance. Similarly, many studies have concluded that EI is one of the key factors to improve practices in business and in other professional setups. Nafukho (2009) reported that EI has important implications for improving performance in relation to human resource development programs. Similarly, Carmeli and Josman (2006) established that individuals with a higher level of EI exhibit higher levels of performance outcomes. Additionally, Jorfi et al. (2010) connected EI with mental well-being and the creation of a positive working environment. Similarly, for the recruitment of the best employees, EI is also considered a significant criterion for selection (Higgs, 2004). Thus, enhancing EI among practitioners can contribute toward the establishment of a better working environment, more organizational commitment, and responsibility toward meeting organizational goals.

Ahmed et al. (2019) concluded that EI is a key attribute that can be used to predict academic achievements of management science students in the context of Pakistan. Similarly, Salavera et al. (2017) investigated the interrelationship among social skills and EI and their link with SE among 1402 (711 males and 691 females) Spanish secondary students age between 12 and 17 years in a cross-sectional study designed and found positive and significant results. For SE measurement, a self-reported questionnaire designed by Bäßler and Schwarzer (1996) and for EI, TEIQue-SF, an emotional intelligence questionnaire (Petrides, 2012), were utilized. For hypothesis testing, Pearson's correlation, regression and multi-group analysis were used. Gender influences on SE, EI, or social skills were not established in this study. In continuation, Gharetepeh et al. (2015) also demonstrated strong interrelationship between SE and EI and their influence on students' academic success. The study examined 129 public health school students (98 females and 31 males), aged between 19 and 35 years, from Kermanshah through self-reported questionnaires for the measurement of EI and SE. A Farsi version of the Cyber-Shrink Emotional

Intelligence questionnaire, and General Self-Efficacy Scale (GSES) standardized by Nezami et al. (2005) were adapted for information gathering. For data analysis, SPSS version 14 software and *P* value less than 5% were adopted in all testing. The study concluded that teaching EI skills through training workshops to students with low academic achievement can positively influence SE and performance of the students, which in turn helps them excel in career with success. Another important discovery made from this study is that EI and SE are positively and significantly interrelated and can be used to predict level of each other.

In addition to EI positive impacts on student performance, EI has been found to benefit instructors to encounter stressors and challenges of the study room (Brackett & Katulak, 2007). Furthermore, Hawkins et al. (2004) proposed that educational institutions believe regarding EI and cognitive intelligence that each may be accomplished through collaboration with each other.

Jiang (2016) studied the relationship between career decision-making SE (CDMSE) and EI and the moderating role of gender. One hundred eighty-five Chinese university students participated in the study. The researcher found an impact of EI on SE through professional commitment and goal commitment.

Amirian and Behshad (2016) evaluated the relationship between EI and SE among 70 teachers from Iran. This study found significant and positive relationship between SE and EI. Furthermore, teachers' longer teaching experience was found higher in their EI as compared with a low experienced teacher. However, educational background or type of educational degree has no impact on EI of teachers. Similarly, Sabina et al. (2020) examined the relationship of EI on teachers' SE among 634 Portuguese school teachers, and found positive and robust results through structure equation modeling.

In another study, Kang (2017), in his dissertation, explored the relationship between K–12 full-time public school teachers ( $N = 586$ ) SE and EI in the mid-Atlantic region. Regression analysis for hypothesis testing indicated weak relationships between variables. The researcher recommended further research to uncover reasons behind these weak associations, especially in the education sector setup.

Cohen and Abedallah (2015) examined the impact of EI and SE on performance, organizational citizenship and burnout among 221 Arab teachers in Israel. The authors found a strong and significant relationship of SE and EI with organizational citizenship behavior (OCB) and performance. The study concluded that candidates with higher EI and SE show better performance and OCB, and these variables should be considered during recruitment and training for the achievement of organizational goals.

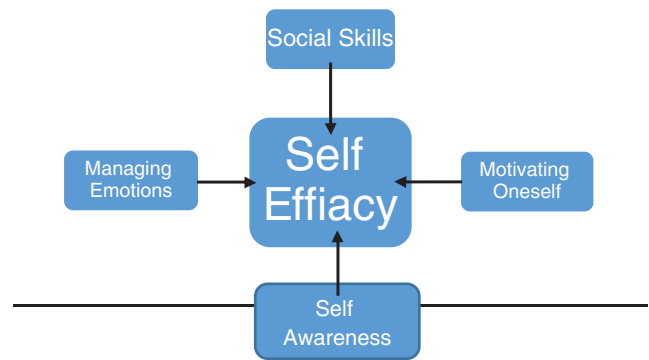


FIGURE 1. IMPACT OF EMOTIONAL INTELLIGENCE ON SELF-EFFICACY

Penrose et al. (2007) demonstrated the impact of EI on teachers' SE and found robust results. Teachers selected from Australian schools were clustered into different groups, entitled as leading teacher, graduate teacher, principal class teachers, and expert teacher. The results found a high level of significance in EI and SE among lead teachers and principal class teachers. This study took into account the type of teaching environment and recommended to explore more about the influences of the teaching environment. On the contrary, Bryan (2011) replicated the Penrose et al. (2007) study design and applied research on participants working as instructors at Southeast Michigan in the United States, revealing an inverse correlation between teacher SE and EI and opening new dimensions for further research.

Literature review has elaborated a positive as well as negative and significant relationship between EI and SE. However, most of the studies have demonstrated a positive relationship that indicates that practitioners working in different fields can improve performance and SE by trainings themselves to be emotionally fit and intelligent. This study is also designed to correlate EI and SE in a meaningful manner to see how these are influential among public sector instructors of colleges in metropolis city of Pakistan, to see the differences, if any, and to elaborate possible implications of the study.

## RESEARCH METHODOLOGY

In this study, quantitative research techniques are used where data were gathered through survey questionnaire. A model with deterministic attitude is used to determine the level of EI and its facets among public educational institutions instructors of metropolis city of Pakistan, and its relationship with instructors' SE (Refer to Figure 1).

To determine the impact of EI, this model is used with variables of SE.

TABLE 1		DEMOGRAPHICS OF PARTICIPANTS (AGE AND GENDER)						
		AGE						TOTAL
		26–30	31–35	36–40	41–45	46–50	51–55	
Gender	Male	1	18	31	36	12	3	101
	Female	16	46	54	26	18	3	163
Total		17	64	85	62	30	6	264

TABLE 2		DEMOGRAPHICS OF PARTICIPANTS (SERVICE DURATION AND GENDER)				
		SERVICE DURATION				TOTAL
		1–10	11–20	21–30	31–40	
Gender	Male	51	29	20	1	101
	Female	95	43	23	2	163
Total		146	72	43	3	264

$$\begin{aligned} \text{Self-efficacy} = & \alpha + \beta_1(\text{Self-awareness}) \\ & + \beta_2(\text{Managing emotions}) \\ & + \beta_3(\text{Motivating oneself}) \\ & + \beta_4(\text{Social skills}) + \text{error} \end{aligned}$$

A survey research questionnaire based on 20 items to measure EI facets and 12 items for SE was administered. Data from 264 public sector college instructors were used for hypothesis testing and to build relationship. The research approach is quantitative with cross-sectional research design to highlight the impact of EI on instructor SE.

## PARTICIPANTS

Researchers used a random sampling technique, where more than 400 instructors were contacted to participate voluntarily in this study. The sample size of the study is based on the rule given by Kline (2005), who recommended that the sample size from 100 to 150 is considered reliable and can be used to produce generalized results. All instructors affiliated with different public sector educational institutions from metropolis city Karachi. Two hundred sixty-four questionnaires were returned, from where data were used for analysis and discussion. Respondent profile is presented in Table 1.

Table 1 demonstrates demographics of the participants where 101 male and 163 female instructors, teaching in different faculties in government sector colleges of Pakistan,

participated in the study. Their age ranges between 26 and 55 years, and experience of working in institutions is also shown in Table 2.

## INSTRUMENTS

### Teachers' Self-Efficacy Scale

The Teacher Self-Efficacy Scale (TSES) in the brief shape, adopted from the scale developed by Tschannen-Moran and Hoy (2001), includes 12 items with an alpha value of 0.784. A five-point Likert scale was used scored from 1 (least) to 5 (greatest) with a higher score presenting a higher frequency on the SE indicator.

The EI Questionnaire is adapted from the Daniel Goleman model of EI, that is, measured through a theoretical framework suggested by Daniel Goleman (1995) with four facets as follows:

- (a) Managing emotions,
- (b) Motivating oneself,
- (c) Self-awareness,
- (d) Social skills.

Each facet was scored on a 5-point Likert scale (5 = always, 4 = usually, 3 = sometimes, 2 = occasionally, 1 = rarely), a higher score indicating a higher frequency of the EI indicator.

Both instruments' validity and reliability achieved through SPSS version 20 and is discussed in the data analysis section.

TABLE 3

KMO AND BARTLETT'S TEST

Kaiser–Meyer–Olkin Measure of Sampling Adequacy.		0.816
Bartlett's Test of Sphericity	Approx. Chi-Square	1402.135
	Df	190
	Sig.	0.000

## Data Collection and Analysis

Data were collected by the researchers by visiting instructors' colleges and through physical interaction with participants. Throughout the research process, basic principles of ethical consideration using APA's ethics code were followed. The purpose of the data collection was to highlight how EI influences the SE and performance of the government college instructors in Pakistan. For comparison and to check the hypothesis, several statistical techniques are used, such as simple linear regression, one-way ANOVA, and independent sample *t* test through SPSS software version 20. The level of significance for all statistics was set at  $P < 0.05$ . Correlation through regression analysis was achieved after computing correlated indicators of different variables on performing factor analysis.

## Factor Analysis

Before running factor analysis, Kaiser–Meyer–Olkin (KMO) and Bartlett's significant values were checked, which were 0.816 and 0.000, implying that factor analysis is possible (Hair et al., 2006; Kaiser and Rice, 1974; Leech et al., 2005) (Refer to Table 3). Factor analysis was run to form factors for assessing EI. Four indicators formed to provide the most meaningful sample interpretation (Table 4). The final factor structure designed for the Emotional Intelligence Questionnaire (by using SPSS version 20) was composed of

F 1: Self-awareness: four items

F 2: Managing emotions: three items

F 3: Motivating oneself: three items

F 4: Social skills: four items

Instrument used to measure SE could not be run further for factor analysis, and all the items used to measure SE were as suggested by Tschannen-Moran and Hoy (2001).

Before testing the hypothesis, the validity of the instrument, reliabilities of individual facets and overall reliability measured through SPSS version 20 were calculated, which shows that both instruments are reliable for factor analysis (Cronbach, 1951) (Table 5). The average variance extracted

is 65%, which indicates the acceptable validity of the tool and fit for hypothesis testing.

## Influence of Gender, Age, Experience on EI and SE

In order to compare the EI and SE of the respondents in terms of gender, an independent sample *t* test was used. Results show that the EI and SE levels are not different among male and female participants as the value of significance was greater than 0.05 (Refer to Table 6).

Similarly, in order to compare the EI and SE of the respondents with respect to their age and years of experience, one-way ANOVA test was used. Age has shown a significant impact on both variables (Tables 7 and 8), SE and EI. Although overall EI (Table 7) is proved to be constant, one factor of EI, i.e., motivating oneself, has shown a *P* value lesser than 0.05 and hence opens new dimensions for exploring the influence of age on this factor. Similarly, years of working experience has also contributed to differences in EI (Table 9). On the contrary, no differences in SE of participants in terms of years of experience are observed (Table 10). From these results, it can be concluded that age has an influence on both SE and EI; however, years of experience is only correlated with EI and showed no impact on the instructor SE. Implications of the results are discussed in the Discussion section.

## Impact of Emotional Intelligence Facets on Self-Efficacy

Regression analysis is a robust tool used to highlight the influences of independent variables on the dependent variables. Results have revealed that self-awareness, motivating oneself, and social skills have a significant impact on the SE of instructors. The coefficient of self-awareness is 0.106, coefficient of motivating oneself is 0.082, and social skills is 0.198, which shows that SE increases with the increasing level of these EI facets (Table 11). The *R*-squared (also called the coefficient of determination) determines the strength of a relationship and model fitness based on its *R*-squared values. Table 11 reports the results and shows that 31.6% independent variables are explaining their dependent variables. Table 12 indicates that multicollinearity

TABLE 4		FACTOR ANALYSIS		
INDICATORS	SELF-AWARENESS	MANAGING EMOTIONS	MOTIVATING ONESELF	SOCIAL SKILLS
<b>SELF-AWARENESS:</b>				
SA1	<b>0.434</b>			
SA2	<b>0.690</b>			
SA3	<b>0.661</b>			
SA4	<b>0.504</b>			
<b>MANAGING EMOTIONS</b>				
ME1		<b>0.446</b>		
ME2		<b>0.655</b>		
ME3		<b>0.478</b>		
<b>MOTIVATING ONESELF</b>				
MO1			<b>0.624</b>	
MO2			<b>0.812</b>	
MO3			<b>0.777</b>	
MO4			<b>0.598</b>	
<b>SOCIAL SKILLS</b>				
SS1				<b>0.304</b>
SS2				<b>0.673</b>
SS3				<b>0.715</b>
SS4				<b>0.494</b>

issues do not exist as variance inflation factor (VIF) is less than 5.

## Outcomes of the Research

The present study was designed to examine the impact of EI on SE among instructors working as different public colleges in the metropolis city of Pakistan. The researchers also tried to explore the consequences of various demographic variables (age, designation, and gender) on EI and SE.

According to previous research, EI is crucial for the professional growth and SE of teachers. Statistical analyses of the current study have shown a significant and positive relationship between the EI and trainers' SE among the government college educators in district east, Karachi, Sindh, Pakistan. This is pretty much similar and consistent with previous studies that found mild to robust

and effective relationships between trainers' SE and with EI (Amirian & Behshad, 2016; Cohen & Abedallah, 2015; Gharetepeh et al., 2015; Jiang, 2016; Stacey et al., 2004); however, this study is inconsistent with the research conducted by Kang (2017) and Bryan (2011) and possible reasons for such differences originated from the geographical and demographic dissimilarities among the participants. It is concluded from statistical analysis that EI is an important factor that contributes toward better SE and thus performance of the instructors. In other words, it can be concluded that higher SE and better performance can be achieved by improving EI of the practitioners.

The outcomes of the research presented by Ahmed et al. (2019) and Bibi et al. (2016) and in continuations of the conclusions made by Salavera et al. (2017), no significant differences among the female and male participants in terms of EI and SE were established in this study. It is

**TABLE 5**      **RELIABILITY OF THE INSTRUMENT**

FACTOR	NUMBER OF ITEMS	CRONBACH ALPHA
Self-awareness	4	0.668
Managing emotions	3	0.629
Motivating oneself	4	0.736
Social skills	4	0.498
Emotional Intelligence (overall instrument)	15	0.806
Self-efficacy	12	0.784

presumed that despite the differences in the upbringing of both female male and male children in Pakistan's context (Siddiqui et al., 2020), differences in the EI and SE were not established among the participants with different genders.

Another important discovery made in the current research is in continuation of the outcomes by Amirian and Behshad (2016), and it shows a significant difference in the level of EI and SE among the participants with different ages. Thus, it is concluded that with the rise in age, differences in the factors of EI (motivating oneself and SE) are established. To reinforce this conclusion, years of experience of teaching relationship with SE and EI were inferred through one-way ANOVA. A significant difference is also observed in EI; however, years of experience influence on SE is not established. Further extended research is recommended to explore these differences.

## DISCUSSION

The present study found that organizational and work dedication is influenced by the way professionals perceived their SE and EI. Previous studies have concluded that professionals, including those associated with teaching and learning, with higher level of EI and having high SE are more devoted to their vocation and exhibit more hard work toward the achievement of organizational goals (Cantrell et al., 2013; Chang, 2015; Guo et al. 2012). Among the different elements inside the colleges, trainers' effectiveness has been considered to have the maximum effect on students' educational accomplishments (Darling-Hammond, 2000). Furthermore, a study observed that powerful instructors have higher stages of SE (Gibbs, 2009) and as suggested by Tschannen-Moran et al. (1998), teachers with better ranges of SE found to be more creative in lessons' implementation and are successful in classroom management.

With the rapid advancements and modifications in educational setups, not only the responsibilities but stress and workload with teaching have tremendously increased, and to maintain a balanced emotional state of teachers, it is necessary to have control on emotional stability and to maintain a good level of SE. In consideration of the growing consciousness of the various types of needs of college students, it is concluded that effective EI components are viable to make contribution to a trainer's effectiveness, with the aid of extension of SE, including competence to cooperate with students, and practice effective training in the lecture room. It is suggested to enhance the level of SE and for better performance outcomes, procedures should be adopted to intensify EI of the practitioners.

## Limitations and Strength of the Research Design

The relationship between EI and SE has been studied in detail in various contexts with diversified professions in different parts of the world (Gharetepeh et al., 2015; Salavera et al., 2017). But this is the first study that is replicated in Pakistan's context and with instructors with metropolis city in Pakistan. One major limitation is the cross-sectional research design, which usually does not accurately capture the true assessment of measurement invariance over a longer period of time. Thus, it is suggested that similar research should be replicated using longitudinal research design with modification of sample size and incorporating data from more institutions from different areas of Pakistan. Moreover, longitudinal research design by implementing empirically tested pieces of training from different parts of the world to Pakistan's context can help to identify what type of training and content will be successful for enhancing EI and SE among the practitioners in Pakistan.

## RECOMMENDATIONS

Following are the few of the recommendations for recruiting and management authorities especially in the education sector:

1. The findings of the present study have proven that a higher level of EI is one of the significant factors associated with a person's SE; it is advised that organizational or counseling psychologists together with the management team should incorporate personal training as recommended by Ahmed et al. (2019) and Sabina et al. (2020), with the objectives of enhancing their employees' EI.
2. Shafiq and Rana (2016) elaborated that teaching responsibilities are not only based on transmission of



TABLE 6		INDEPENDENT SAMPLE T TEST						
		N	MEAN	STD. DEVIATION	MEAN DIFFERENCE	T VALUE	DF	SIG. (2-TAILED)
Emotional intelligence	Male	101	3.9756	0.39200	0.01361	<b>0.267</b>	<b>262</b>	0.789
	Female	163	3.9620	0.40808				
Self-efficacy	Male	101	3.8523	0.46976	-0.08327	-1.415	262	0.158
	Female	163	3.9356	0.46141				

TABLE 7		ANOVA				
DEPENDENT FACTOR: EMOTIONAL INTELLIGENCE FACTOR: AGE						
		SUM OF SQUARES	DF	MEAN SQUARE	F	SIG.
Self-awareness	Between groups	1.841	5	0.368	1.340	0.248
	Within groups	70.903	258	0.275		
	Total	72.744	263			
Managing emotions	Between groups	1.870	5	0.374	1.155	0.332
	Within groups	83.522	258	0.324		
	Total	85.392	263			
Motivating one self	Between groups	4.148	5	0.830	2.506	0.031
	Within groups	85.396	258	0.331		
	Total	89.543	263			
Social skills	Between groups	1.231	5	0.246	0.935	0.459
	Within groups	67.905	258	0.263		
	Total	69.135	263			
Emotional	Between groups	1.740	5	0.348	2.211	0.054
	Within groups	40.615	258	0.157		
	Total	42.355	263			

data/knowledge from instructors to students, but it is an activity that includes multidimensional interaction among all stakeholders to gain the desired aims of an educational organization. Furthermore, every student is specific and belongs from a different background, which include monetary status, family structure, race, and nationality. Instructors must be emotionally intelligent and should be able to differentiate all factors

contributing in the development of students' personalities and the way they behave at different situations. They ought to be skillful at assessing the educational and emotional requirements in their students, as well as identifying their own feelings and behaviors in the study room in response to students. The recruitment process should incorporate tests or tools to measure SE and EI of applicants to ensure hiring of best

TABLE 8

## ANOVA

DEPENDENT FACTOR: SELF-EFFICACY FACTOR: AGE					
	SUM OF SQUARES	DF	MEAN SQUARE	F	SIG.
Between groups	3.167	5	0.633	3.036	0.011
Within groups	53.823	258	0.209		
Total	56.991	263			

TABLE 9

## ANOVA

DEPENDENT FACTOR: EMOTIONAL INTELLIGENCE						
FACTOR: YEARS OF EXPERIENCE		SUM OF SQUARES	DF	MEAN SQUARE	F	SIG.
Self-awareness	Between groups	2.528	3	0.843	3.120	0.027
	Within groups	70.216	260	0.270		
	Total	72.744	263			
Managing emotions	Between groups	0.771	3	0.257	0.790	0.501
	Within groups	84.621	260	0.325		
	Total	85.392	263			
Motivating oneself	Between groups	3.403	3	1.134	3.424	0.018
	Within groups	86.140	260	0.331		
	Total	89.543	263			
Social skills	Between groups	1.233	3	0.411	1.574	0.196
	Within groups	67.903	260	0.261		
	Total	69.135	263			
Emotional	Between groups	1.378	3	0.459	2.915	0.035
	Within groups	40.977	260	0.158		
	Total	42.355	263			

employees work together toward accomplishment of organizational goals. Thus, it is recommended that hiring and retaining proficient and educated teachers having EI and SE with a high value should be the prime concern of recruiters for smooth running of operations and for successful achievement of organizational objectives.

3. Le Cornu (2010) conducted a research with Australian universities and found that teachers' education and professional training continues to be a very challenging field, where a changing attitude and skills

are needed to match the demands of the profession and the multiplicity of tasks. The prospect of this research is evolving significantly, and rapid changes in the system of education are visible in the public as well as the private sector. The current study, as suggested by Ahmed et al. (2019), has also come up with the conclusion that professional certifications and courses for professional degrees should be designed with the modules based on these two very important areas, the development of SE as well as EI among the professionals.

TABLE 10		ANOVA			
DEPENDENT: SELF-EFFICACYFACTOR: YEARS OF EXPERIENCE					
	SUM OF SQUARES	DF	MEAN SQUARE	F	SIG.
Between groups	0.188	3	0.063	0.287	0.835
Within groups	56.803	260	0.218		
Total	56.991	263			

TABLE 11		REGRESSION ANALYSIS						
VARIABLES	B	T	T (SIG.)	F-VALUE	F (SIG.)	R	R SQUARE	ADJUSTED R SQUARE
(Constant)	1.403	5.866	0.000	31.323	0.000	0.571 <sup>a</sup>	0.326	0.316
Self-awareness	0.106	2.026	0.044					
Managing emotions	0.082	1.653	0.100					
Motivating oneself	0.253	5.375	0.000					
Social skills	0.198	3.726	0.000					

TABLE 12		MULTI-COLLINEARITY	
VARIABLES		COLLINEARITY STATISTICS	
		TOLERANCE	VIF
	Self-awareness	0.746	1.340
	managing emotions	0.714	1.400
	Motivating oneself	0.745	1.343
	Social skills	0.758	1.319

4. Inclusion of EI in preparation programs can be a successful effort to enhance instructors' SE in the lecture room (Nagy & Wang, 2007). EI inclusion at different phases can be useful for schools and instructors' coaching programs to improve performance of the instructors at every level of academics (Salovey & Mayer's, 1990).

### DIRECTIONS FOR FUTURE RESEARCH

Following are the major recommendations for researchers working in a similar field:

1. Future studies on this subject matter may be extended through the inclusion of longitudinal and qualitative research strategies, e.g., interview statement. Variations in the sample and comparison of the pub-

lic and private sector educational sector institutions are recommended for future research. Similarly, in the present study, data were collected from college teachers (Grade XI, XII Instructors) only. It is recommended to increase sample size and teachers from primary, secondary level, data should be incorporated in the studies. Future studies can also be conducted to investigate the relationship of other demographic variables such as faculty stage, years of teaching experience, difference in EI level with respect to experience, age, and teacher's SE to explore more about the intelligences and influencers.

2. It is recommended to investigate how instructors' organizational dedication and EI influence on pupils' educational achievement and their EI.
3. Relationship of organizational commitment of teachers with academic leaders' management may also be found along with the emotional training and SE of employees.
4. As highlighted and recommended by Goleman (2000), researchers should continue to suggest the significance of EI in the areas of enterprise management and trainings to enhance these skills among the masses.
5. It is recommended to develop more normative tools and with different languages to measure relationship among EI and SE contexts.

6. The subject of EI is controversial and more research is needed to discover agreement and consistencies among different models (Zeidner et al., 2012). It could be interesting to evaluate the fundamental models and measures of EI, in particular the Reactions to Teaching Situations instrument (Stacey, Perry & Ball, 2004), to decide the validity among various measures of EI.
7. Batool and Bond (2015) suggest that effective teaching is a paradigm shift in developing countries. By keeping in view this modern approach, they have designed a scale for the assessment of effective teaching methods. It is recommended to use this scale in developing countries like Pakistan to assess effectiveness of the scale in this region.
8. Zeidner et al. (2012) in critical evaluation of EI highlighted a query where influences on EI, especially the extent to which cultural settings might also impact one's measure of EI, were raised. Literature manifesting relationships between cultural and EI is missing, especially in the South Asian context. It is further recommended to establish these relationships. 🌞

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