

Level of Emotional Intelligence of the Faculty Members at Iloilo Science and Technology University

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ABSTRACT

This study determined the level of emotional intelligence of the 214 faculty members at Iloilo Science and Technology University for the academic year 2020-2021. To describe the respondents' emotional intelligence, means, frequency distribution, percentage and standard deviations were computed. The one-way analysis of variance set at 0.05 alpha level for inferential statistics. Results revealed that most of the respondents had High or "Definite Strength" emotional intelligence likewise in the areas of emotional-awareness, managing one's emotions, self-motivation and empathy however, a little low in coaching others' emotions. No significant difference in the emotional intelligence as to age, years of teaching experience and academic rank. This implies that the respondents were emotionally matured to face challenges, difficult stressful situations, and demands or pressures of life.

Keywords

Emotional Intelligence, Emotional-awareness, Managing one's emotions, Self-motivation, Empathy

Introduction

Background of the Study

Teachers with passion for teaching are those who are committed, enthusiastic, and intellectually, emotionally and spiritually energetic in their work with students, colleagues and families alike. They possessed non-cognitive capabilities, competencies and skills that influence one's ability to succeed in coping with environmental demands and pressures. (Hwang, 2006).

Nevertheless, teachers tend to embrace cluster of activities assisting the students to grow in self-understanding, make wise decisions and to do increasingly effective planning or preparations in life. With these, teachers are oftentimes faced with the challenges of their teaching profession such as dealing with various needs and problems of their students, different personalities of their colleagues, and the demands and expectations of their heads and administrators, aside from their personal concerns and family obligations. How are they adjusting or dealing with these challenges? How do they live out their profession? Sharil (2004) poses this point, "Teachers themselves are aware of their level of psychological well-being while caring for others. What do they have in them to cope with workload and not get overwhelmed or stressed."

The Labor Force Survey's successive Self-Reported Work-related Illness Surveys are reliable source of evidence in this respect. It was estimated that in 2009/10, 133, 000 people whose current or most recent post in the last year was in the

education sector 04 05 suffered from an illness which was caused or made worse by their job.

Furthermore, it is observed that the demand of teaching is very stressful. At a breakneck speed a teacher must perform a multitude of mentally and emotionally draining tasks. Added to that are the pressure of high-stakes testing, constantly changing administrators, instruction, and curriculum, poverty, violence and stress. Stress does not only affect teacher retention but also contributes to such ailments as ulcers, coronary heart disease, anxiety, loss of self-esteem, and nervous exhaustion. Being able to understand, recognize, and effectively manage both positive and negative emotions will help the teachers in their interactions with students, boosting their performance and success rate with their students. Teachers who do not use emotional intelligence with their students may find their own interventions ineffective if the people they are working with cannot "read" them and do not get a good real-life example of emotional intelligence, they will have a tough time enhancing their own emotional intelligence.

Most humans are more inclined to act emotionally than 'logically', and emotions can ruin our ability to think clearly. Mastery of the emotions, especially the ability to stay calm under pressure and bounce back after defeat, is the key to success in many fields. Many can all think of talented people who never made the most of their abilities because they lacked emotional intelligence. Emotions can bring great joy, but it can also cause misery, ill-health and frustration. But can they be

an influence to them? Can we change them altogether? Yes, we can. But we must want to. (Preston, 2016).

The importance of emotional intelligence is highlighted by Hwang (2006) who found that only those faculty members who had superior Emotional Intelligence competencies like comfort, empathy, leadership and self-esteem, tend to perform better in overall teaching effectiveness.

Furthermore, Boyatzis (2008) finds that teachers play the central role in cultivating character by inculcating self-discipline and empathy and with that at present, there is a need of emotionally intelligent teacher educators to inculcate values for quality education. Being able to understand their emotions as fundamental to understanding what it is that will make them more high-functioning and lead them to flourish. As humans, they tend to be highly emotional and social creatures. Being emotionally intelligent will help them connect with others, boost their performance at work, improve communication skills, help them become more resilient, and much more. It turns out that having a high level of emotional intelligence will make a person successful in just about every aspect of his/her life.

The researcher finds it essential to determine the level of the emotional intelligence of the faculty members and the need to respond to this concerned.

Statement of the Problem

- Determine the level of emotional intelligence of the faculty members.
- Determine the level of emotional intelligence of the faculty members in terms of age, years of teaching experience and academic rank.
- Determine if there is no significant difference in the level of emotional intelligence of the faculty members varies according to age, years of teaching experience and academic rank.

Literature and Related Studies

Emotional Intelligence

Emotional intelligence (otherwise known as emotional quotient or EQ) is the ability to understand, use, and manage one's own emotions in positive ways to relieve stress, communicate effectively, empathize with others, overcome challenges, and defuse conflict. EQ also allows one to recognize and understand what others are

experiencing emotionally. For the most part, this is a nonverbal process that both informs one's thinking and influences how well one connects with others (Segal, 2018).

Emotional intelligence (EI) is a set of skills that help individuals reason with and about emotion. These skills are key building blocks for other outcomes of Social Emotional Learning (SEL) program targets which support the notion that targeted SEL interventions can both improve the social-emotional attributes of classrooms and facilitate students' social-emotional and academic well-being (Brackett & Rivers, 2013); it also includes the ability to persist in the face of challenges (Ivcevic & Brackett, 2015).

According to Segal (2018), when it comes to happiness and success in life, emotional intelligence (EQ) matters just as much as intellectual ability or IQ. Emotional intelligence helps one to build stronger relationships, succeed at school and work, and achieve one's career and personal goals.

Factors Associated with Emotional Intelligence

Age and Emotional Intelligence

Studies have shown that age affects EI of adults daily emotional experience. (Carstensen, et al., (2000, 2011); Charles, et al., (2010) The study of Carstensen et.al. (2010) revealed that negative emotions become less frequent as people age, whereas positive emotions increase from early adulthood to middle adulthood and remain stable until people reach age 70s or middle 80s. Using several different measures of emotional intelligence, reviewed studies reported consistently that older adults have significantly higher EI scores than young adult (Gardner & Qualter, (2011) and Tsaousis & Kazi, (2013).

These finding are consistent with the results of the study made by Sliter, Chen, Withrow, and Sliter (2013) which showed that older service employees have higher emotional intelligence than younger service employees.

It was suggested that older adults may obtain higher emotional intelligence due to lifelong learning and accumulating knowledge (Sliter et al., (2013).

Years of Teaching Experience and Emotional Intelligence

Ignat and Clipa (2012) are of the view that, if teachers put efforts in developing their professional and emotional competencies, then such challenges can be met easily. They expressed that emotional intelligence (EI) serves as a significant tool that helps teachers to adjust their emotions and meet the societal challenges that disturb the balance of their emotions.

In the study “The effects of emotional intelligence, age, work experience, and academic performance” by Shipley, et al. (2010), the relationship between emotional intelligence, as measured by the Trait Emotional Intelligence Questionnaire Short Form (TEIQue SF) and academic performance was examined in a sample of undergraduate business students (N=193). Emotional intelligence was found to be positively associated with work experience.

Academic Rank and Emotional Intelligence

Studies have revealed that Emotional Intelligence has a positive effect in one’s profession. (Corcoran & Tormey, (2013), Joseph & Newman, (2010) and Abdi 2010).

Likewise, Joseph & Newman, (2010) also revealed that those employees who have high emotional intelligence tend to perceive that expressing the emotions is required by their job. Job which requires emotional labor, performance of such job can be predicted through emotional labor. There was a significant positive relationship between the elementary and secondary school principals’ performance and their emotional intelligence. Abdi (2010).

The study made by Rahmat, et al. (2014), revealed that there is no significant difference between the faculty members' mean viewpoints on the emotional intelligence based on academic rank.

Conceptual Framework

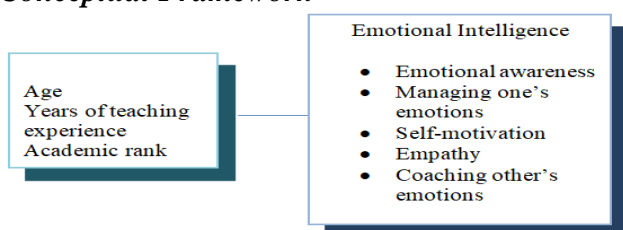


Figure 1. Schematic diagram of the study showing the assumed relationship among the different variables

Research Hypothesis

There is no significant difference in the emotional intelligence of the faculty members according to age, years of teaching experience and academic rank.

Method

Research Design

This is a descriptive study. This type of study wanted to find answers to the questions who, what, when, where and how (David, 2005). This design was used since it attempted to determine the level of emotional intelligence of the faculty at ISAT University.

Materials/Instrument

The standardized questionnaire was used to collect the data on emotional intelligence, from the Nicholas Hall’s Emotional Intelligence. The researcher asked permission from the author to use the instrument in the study through emails, a favorable response was granted by the author, allowing the researcher to use the instrument.

Participants of the Study

The respondents of the study were two hundred fourteen (214) faculty members randomly drawn from the Iloilo Science and Technology University during the school year 2020-2021.

Results

Faculty Members’ Emotional Intelligence according to the Five Components of EI

Emotional Awareness

Table 1 shows that 73.4% to 77.1 % of the respondents gave themselves a rating of five or six in the five indicators of emotional awareness. Moreover, in all items, they obtained a mean score of 4.9 to 5.0.

Managing one’s Emotions

The data revealed that 60.8% to 79.9 % of the respondents gave themselves a rating of five or six in the six indicators of managing one’s emotion. Moreover, they obtained a mean score of 4.7 to 5.2 in this component of emotional intelligence.

Self-Motivation

As presented, 66.7% to 78.0% of the respondents gave themselves a rating of five or six in the six

indicators of self-motivation. Moreover, they obtained a mean score of 4.8 to 5.1.

Empathy

The data revealed that 65.9% to 73.8% of the respondents gave themselves a rating of five or six to the six indicators of empathy

Coaching One's Emotions

The figures further show that 64.0% to 73.8% of the respondents gave themselves a rating of five or six to in the six indicators of coaching others' emotion. Moreover, they obtained a mean score of 4.7 to 4.9 in all the items.

Table 1. Faculty Members' Emotional Intelligence according to the Five Components of Emotional Intelligence

Emotional Intelligence	Low		Moderate		High		Total	Mean
	f	%	f	%	F	%		
Emotional Awareness								
Knowing one's true feelings is crucial to well-being.	2	0.9	52	24.3	160	74.8	214	5.0
People who are aware of their true feelings are better pilots of their lives.	1	0.5	53	24.8	160	74.8	214	5.0
Face the negative feelings and work through an issue on the right time.	0	0.0	49	22.9	165	77.1	214	5.0
Have the ability to monitor feelings from moment to moment.	1	0.5	54	25.2	159	74.3	214	4.9
Uses both negative and positive emotions as source of wisdom	4	1.9	53	24.8	157	73.4	214	4.9
Negative feelings help to address the need to change life	13	6.1	69	32.2	132	61.7	214	4.5
Mean = 4.9								
Managing One's Emotions								
In charge of how it feels.	1	0.5	42	19.6	171	79.9	214	5.2
Capable of soothing oneself after an upsetting event.	1	0.5	47	22.0	166	77.6	214	5.0
Finds it easy to regain composure after being upset	2	0.9	64	29.9	148	69.2	214	4.9
Calm under pressure	3	1.4	79	36.9	132	61.7	214	4.7
Do not recycle and dwell on negative emotions.	3	1.4	81	37.9	130	60.8	214	4.7
Can easily shake off negative feelings.	3	1.4	80	37.4	131	61.2	214	4.7
Mean = 4.9								
Self-motivation								
Be creative with life's challenges.	0	0.0	47	21.9	167	78.0	214	5.1
Able to motivate oneself to try and try again in the face of setbacks.	0	0.0	49	22.9	165	77.1	214	5.1
Can easily enter into a "zone" state, or a state characterized by calmness, alertness and focus.	1	0.5	57	26.6	156	72.9	214	5.0
When challenged, good at getting calm and focused with life's demands.	1	0.5	58	27.1	155	72.4	214	4.9
When challenged, able to summon wide range of positive emotions such as fun, joy, fighting spirit, and humor.	3	1.4	64	29.	147	68.7	214	4.8
Can easily set negative feelings aside when called upon to perform.	3	1.4	68	31.8	143	66.8	214	4.8
Mean = 4.9								
Empathy								
Feels effective when listening to other people's problems.	5	2.3	51	23.8	158	73.8	214	4.9

Adept at reading people's feelings by their facial expressions.	1	0.5	55	25.7	158	73.8	214	4.9
Good at understanding the emotions of other people, even when the emotions are not directly expressed.	0	0.0	60	28.0	154	72.0	214	4.9
Sensitive to emotional needs of others.	3	1.4	59	27.6	152	71.0	214	4.8
Strongly attuned to other's feelings.	3	1.4	68	31.8	143	66.8	214	4.8
Aware of subtle social signals that indicate what others need.	0	0.0	73	34.1	141	65.9	214	4.8

Mean= 4.9**Coaching Others' Emotions**

Help others use their motivations to achieve their personal goals.	3	1.4	60	28.0	151	70.6	214	4.9
Have a calming influence to others	1	0.5	61	28.5	152	71.0	214	4.9
Respond appropriately to other people's moods, motivations and desires.	1	0.5	55	25.7	158	73.8	214	4.8
Good person to come for an advice about handling relationships.	4	1.9	70	32.7	140	65.4	214	4.8
Often able to improve the moods of others.	1	0.5	73	34.1	140	65.4	214	4.7
Viewed as effective coach for other's emotions.	2	1.0	75	35.1	137	64.0	214	4.7

Mean = 4.7

Mean = 4.9 Description – High (Definite Strength) Emotional Intelligence

Level of Emotional Intelligence of the Faculty Members

Table 2 presents the data on the level of emotional intelligence of the faculty members. The figure show that 82.7% of the teachers had High or "Definite Strength" level of emotional intelligence as reflected by the mean score of 4.9.

Table 2. Level of Emotional Intelligence of Faculty Members

Level of Emotional Intelligence	F	%
High(4.34– 6.00)	177	82.7
Moderate (2.67 – 4.33)	37	17.3
Total	214	100.0
	$\bar{x} = 4.9$	Sd = 0.5

Emotional Intelligence according to Age

The data show that the majority of the three age groups of faculty members, from early, middle to late adulthood had high level of emotional intelligence, with proportions gradually slightly increasing with age (78.4%, 81.0%, and 87.9%, respectively).

Emotional Intelligence by Years of teaching experience

The data further show that as the faculty members' stayed longer in the teaching profession, the higher their emotional intelligence, as indicated by the increasing proportion of respondents with high level of emotional intelligence as they stay longer in the service. Those with 21 years or longer teaching experience registered the highest proportion (87.7%) of respondents with high emotional intelligence. Their mean emotional intelligence score is also 1 point higher than that of the faculty members who had a shorter teaching experience (4.9 vs 4.8).

Emotional Intelligence according to Academic rank

The classification of emotional intelligence according to academic rank revealed that the higher the faculty members' academic rank, the higher their emotional intelligence. A higher proportion of faculty members with the rank of Associate Professor/Professor (88.4%) had high emotional intelligence level than those with the rank of Instructor/Assistant Professor (81.3%).

Table 2. Level of Emotional Intelligence of ISAT U Faculty Members According to Sex, Age, Civil Status, Years of Teaching Experience, Academic Rank and Monthly Income

Variables	Level of Emotional Intelligence							
	High		Moderate		Total		\bar{x}	Sd
	f	%	f	%	f	%		
Age								
Early Adulthood	40	78.4	11	21.6	51	100.0	4.8	0.6
Middle Adulthood	86	81.9	19	18.1	105	100.0	4.9	0.5
Late Adulthood	51	87.9	7	12.1	58	100.0	4.9	0.5
$f(2, 213) = 0.1, p = 0.9$								
Years of Teaching Experience								
10 years and below	61	79.2	16	21	77	100.0	4.8	0.6
11-20 years	59	81.9	13	18.10	72	100.0	4.9	0.5
21 years and above	57	87.7	8	12.3	65	100.0	4.9	0.5
$f(2, 213)=0.4, p=0.6$								
Academic Rank								
Instructor/Asst. Professor	139	81.3	32	18.7	171	100.0	4.9	0.5
Associate Professor/Professor	38	88.4	5	11.6	43	100.0	4.9	0.5
$t(212) = -0.1, p = 0.9$								

Discussion

Level of Emotional Intelligence of the Faculty Members

According to Segal (2018), when it comes to happiness and success in life, emotional intelligence (EQ) matters just as much as intellectual ability or IQ. He added that emotional intelligence helps one to build stronger relationships, succeed at school and work, and achieve one's career and personal goals. This implies that the respondents are able to understand their emotions as fundamental to understanding, what it is that will make them more highly functioning. This further indicates that the respondents take into account their responsibility to manage their emotions and how their emotions will affect others, especially their colleagues and students with whom they are socially and personally connected.

Emotional Intelligence according to Age

The test for differences among the means yielded an ANOVA F value of 0.1, with a p-value of 0.9, which is not significant at .05 level.

The hypothesis therefore that there are no significant differences in the emotional intelligence of the three age groups of SUC faculty members cannot be rejected. In other words, emotional intelligence of the faculty

members is high irrespective of their age. In the study of Sliter et., al.(2013), however, older service employees were found to have higher emotional intelligence than their younger counterparts. They concluded that older adults develop a higher emotional intelligence due to lifelong learning and accumulated knowledge. Studies of Carstensen and Colleagues (2000,2011), however revealed that age has no significant bearing or has nothing to do with level of emotional intelligence. They argued that no matter how young or old the faculty members are, their level of emotional intelligence remain high.

Emotional Intelligence by Years of teaching experience

The data further show that as the faculty members' stayed longer in the teaching profession, the higher their emotional intelligence, as indicated by the increasing proportion of respondents with high level of emotional intelligence as they stay longer in the service. Those with 21 years or longer teaching experience registered the highest proportion (87.7%) of respondents with high emotional intelligence. Their mean emotional intelligence score is also 1 point higher than that of the faculty members who had a shorter teaching experience (4.9 vs 4.8).

The result of test of difference in the emotional intelligence of the faculty members according to years of teaching experience yielded a t-value that did not reach a significant level (2, 213, $p = 0.6$). The hypothesis stating that there is no significant difference in the respondents' level of emotional intelligence when classified according to years of teaching experience cannot be rejected. This finding is not congruent with the results of the study of Shipley, et al. (2010), which revealed that emotional intelligence was found to be positively associated with work experience. This implies that the faculty members' level of emotional intelligence is not dependent on the number of years of teaching experience, but rather based on how the respondents manage their own emotions and those of others in various kinds of situations.

Emotional Intelligence according to Academic rank

The classification of emotional intelligence according to academic rank revealed that the higher the faculty members' academic rank, the higher their emotional intelligence. A higher proportion of faculty members with the rank of Associate Professor/Professor (88.4%) had high emotional intelligence level than those with the rank of Instructor/Assistant Professor (81.3%). Both groups, however posted a mean emotional intelligence scores of 4.9, which is equivalent to "high". With the same mean no test for difference is necessary. From the results, it can be deduced that emotional intelligence of the faculty members remain high and stable, irrespective of the rank held by the faculty members. The hypothesis therefore that there is no significant difference in the respondents' emotional intelligence when classified as to academic rank cannot be rejected. The result of this study is consistent with the findings of Rahmat, et al. (2014), that there was no significant difference in the faculty members' emotional intelligence based on academic rank.

The findings also imply that academic rank is not a factor that can determine a faculty members' level of emotional intelligence. The teaching positions of faculty members may not affect their level of emotional intelligence.

Conclusions

1. Most of the faculty members were matured emotionally especially in handling with their

emotions and the emotions of others. This is manifested in their response of being empathetic to others, motivated and being aware of their actions and behaviors. However, the respondents had slight response on how to coach others' emotions.

2. The respondents' level of emotional intelligence signifies their personal and professional competencies and skills for positive life outcomes. They likely understand the importance of emotional intelligence in their teaching life experiences as well as their relationships with their colleagues. The respondents were not hesitant in taking feedback as challenge to improve their teaching performance.
3. The respondents' emotional intelligence according to age, academic rank and years of teaching experience are found to be no significant difference. The EI of the faculty members were not affected by the different factors instead they have attributed an adequate emotional skill in identifying and managing their emotions.

Recommendations

Most of the faculty members were not actively involved in the different activities for their total development; it is recommended that the Gender And Development Center of the university shall include the teachers' emotional intelligence enhancement and assessment in their annual action plan to help promote a vigorous and healthy environment for teachers.

The respondents had experienced stressful daily tasks and responsibilities and could not be able to withstand the numerous expectations at work. The faculty members are encourage to engage actively in the mental hygiene program and activities to practice healthy lifestyle and be able to develop life balance and efficiency. In addition, for the faculty members to consistently learn and apply to stay healthy, increase productivity, and improve their personal, academic, and career professional lives.

Further studies may be conducted to substantiate the results obtained in this study.

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