**HOW EMOTIONAL INTELLIGENCE AFFECTS PSYCHOLOGICAL CAPITAL AND THE WORK PERFORMANCE OF ACADEMICIANS IN HIGHER EDUCATION SECTOR IN DELHI NCR (INDIA)?**

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**Abstract**

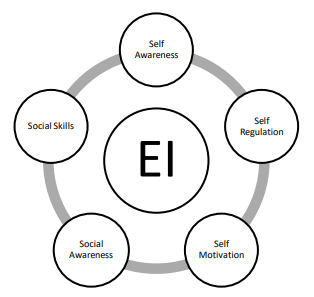
In the era of globalization, an organization needs to implement many tactics in a well-coordinated manner to effectively accomplish its objectives. Since workers are a vital component of every organization, their effective and efficient work is essential to its growth. To accomplish this, several tactics are used inside an organization. Although an employee's performance and effectiveness are dependent on a number of factors, including their educational background, employment status, level of monetary assistance, etc., administrators are now beginning to give enough importance to emotional intelligence (EI), which is a critical component of any organization's success. The industry, like higher education, significantly demands employees who are emotionally intelligent. The higher education sector is frequently subjected to swift adjustments and reforms, because of the National Education Policies, which puts their staff members under more stress and presents new obstacles. This paper explores the impact of factors like EI on work performance and the similar effect on psychological capital of academicians in the higher education industry in Delhi NCR. A random sample of 304 respondents were picked in order to achieve the necessary goals. A well-organized questionnaire was employed to gather the data. The Likert scale, which includes five points, was used to gather data regarding the questionnaires on psychological capital, emotional intelligence, and work performance. Data credibility was evaluated by applying Cronbach's alpha coefficient. The findings demonstrated the validity of the gathered data because the Cronbach's alpha coefficient for psychological capital, work output, and emotional intelligence is all greater than 0.70. Analysis of regression was used to investigate the connection between emotional intelligence & psychological capital along with emotional intelligence and work performance. The results of the investigation indicated that EI is favourably correlated with an academician’ work outcome and had a substantial association with psychological capital as well.

Thus, to produce excellent work performance from employees, one should be emotionally intelligent.

**Keywords:-** Emotional Intelligence, Psychological Capital, WorkPerformance, Academicians, Higher Education Sector.

1. **Introduction**

The purpose of this investigation was to identify the role of EI on psychological capital and work outcome of academicians in higher education sector in Delhi NCR. “Emotional Intelligence is a term which defines the ability to sense, understand, value and effectively apply the power of emotions as a source of human energy, information, trust, creativity and influence”- DANIEL GOLEMAN. The ability to identify, coordinate, and evaluate emotions is called as emotional intelligence. While some theorists believe that EI is a natural trait, some argue that it is able to be improved and learned. Many testing instruments have been developed to measure EI, despite the fact that the structure and content of each test varies. An employee who exhibits greater EI is more probably to be able to communicate their own emotions healthily and comprehend those of others, enhancing her or his coworkers' performance and the working environment. Being emotionally intelligent is not the same as being tolerant! It is a tact where one makes decision by using his or her emotions in such a way to have effective control on themselves and their effect on others. Additionally, Goleman (1998) put out the following five essential components of EI at work, which can be used to assess a leader's EI level:



**Figure 1: Five key factors of EI at work**

According to Luthans and Youssef (2004), psychological capital is one of POB's fundamental concepts. Psychological capital is a personality trait that has been linked to individual productivity and was first described by Luthans (2002). It is necessary for an individual's drive, mental activity, desire for accomplishment, and job performance. Today, psychological capital, or PsyCap, is seen as a strategic resource for competitive advantage and has emerged as a crucial component of organisations. It has been discovered one of the key management strategies which helps to achieve the maximum levels of profitability. Hope, self-efficacy, resilience, and optimism are among the positive psychological abilities that make up psychological capital (Luthans et al. 2007, b)

A profession like teaching requires a lot of understanding, patience, sympathetic attitude for students so they can flourish their career and life with a positive outlook. A lot of emotion goes into teaching, according to researchers (Liljestrom, Roulston, & deMarrais, 2007; Hargreaves, 1998), teaching is a highly emotional task. To succeed in the teaching profession, one needs to possess emotional intelligence in addition to subject-matter expertise and pedagogical abilities (Hargreaves, 1998). In today’s scenario, with growing seats in colleges and technology having a great impact on education at all levels, these changes significantly create substantial challenges for teachers where they have to support students at individual level. For such responsibilities, emotionally intelligent has become a basic requirement to be a good teacher. So we can say that emotional intelligence is extremely indispensable for improving a student’ achievement. Earlier , teaching profession used to be a most convenient profession, but now in technical era, it has become a most challenging job because students are just one click away from teachers and it is teacher’s responsibility to serve them not just in 9-5 job but beyond that too. So, it will become important for teachers to be intelligent emotionally. intelligence quotient(IQ) is no more the only requirement to become a most efficient teacher, now emotional intelligence equally plays an important role to justify teaching profession and make their teaching effective. Despite having the best ideas, a sharp mind, and the best training, a person lacking emotional intelligence (EI), cannot be a good leader. (Goleman, 2001). Only around 20% of occupational success is predicted by IQ, leaving the other 80% to other elements like emotional intelligence (Pool, 1997). Being a teacher with emotional intelligence not only impacts students’ academic lives but, it also affects their mental health. So it is important for educators to be emotionally stable, deal with situations in the classroom and workplace with a lot of patience and an optimistic attitude.

To the greatest extent of the investigator's understanding,there isn't or hasn't been any other research incorporates the factors of this study has been done or exists. Therefore, the ultimate objective of this study aims to look at & evaluate the link among EI and educator’s work outcome, as well as the connection regarding EI & psycap amongst professors of Delhi NCR's higher educational institutes. Higher education administrators can benefit from this study by emphasizing the importance of psychological capital development for teachers' work effectiveness. Additionally, emotional intelligence could act as a major catalyst in completing the allocated job. Therefore, the current study was designed with this backdrop in mind.

1. **Literature Review**

***Emotional intelligence (EI)***

The notion of EI, emotion and cognition, are inseparably linked. While cognition may affect an individual's emotional experience and expression, emotion can affect a person's thinking, behaviour, and physiological reactions. Psychology research on emotional intelligence (EI) generally supports the hypothesis of EI put out by Salovey and Mayer. Perceiving, utilizing, understanding, and controlling emotions are the four domains that they consider comprise emotional intelligence (EI). The "competence model" is another name for this EI model. Emotional intelligence (EI) is defined as the capacity to control one's own emotions as well as those of others and to make efficient use of existing emotional knowledge (Wong, C.S.; Law, K.S. 2002). Higher EI individuals are more prosocial, have less conflicts, have more developed social skills, and are better able to handle emotional challenges (Skokou, M.; Sakellaropoulos, G.; Zairi, N.A.; Gourzis, P.; Andreopoulou, O.,2021). Conversely, those with low EI are more prone to struggle in social situations and have major psychological issues (Petrides, K.; Mikolajczak, M.; Mavroveli, S.; Sanchez-Ruiz, M.J.; Furnham, A.; Pérez-González, C, 2016). The effects of EI on leadership and organizational results has been the primary emphasis of management study on EI. For instance, High EI leaders are much more inclined to perform with greater success overall, gain the respect and collaboration of their team members, and demonstrate stronger leadership qualities at work. It is believed that EI lessens the detrimental consequences on mental health(Grover, S.; Furnham, A. ,2020). Higher fulfillment is correlated with higher EI (Wong, C.S.; Law, K.S. 2002). Achievement in work (Brasseur, S.; Grégoire, J.; Bourdu, R.; Mikolajczak, M, 2013). Improved health (Fuligni, A.J.; Hardway, C., 2006)

***Psychological capital***

The theory of positive psychology was established by Seligman (1998). With the intention of mitigating and treating mental disease, the theory expands upon the area of psychology by emphasizing positive aspects including individual adaptation, self-actualization, and personal development. Three categories comprise the subjects of studies on positive psychology: positive state of mind, attributes, and units (Lee, H. A, 2017). Happiness, contentment, love, and other pleasant feelings are examples of positive states, whereas courage, wisdom, and perseverance are examples of consistent behavioral features that people exhibit on a regular basis. Positive psychology stresses strategies for improving well-being and implementation as it focuses more on scholarly research and practical solutions (Yoo, Y.J.; Kwon, S.K.,2008). Consequently, positive psychology may be used by educators to help students enhance their positive emotions as well as their abilities and talents.

Luthans established the notion of "positive psychological capital," which is derived from Seligman's theory of positive psychology and consists of four quantifiable or developable factors: resilience, hope, optimism, and self-efficacy. As a superordinate constitutive notion, PPC is frequently employed, and these four components are intimately associated with an individual's positive cognitive state (Luthans, F.; Youssef, C.M.,2004), (Luthans, F.; Avolio, B.J.,2009). The positive psychological state known as PPC is created when self-efficacy, hope, optimism, and resilience interact.

***Job performance***

There are many studies done to ascertain how emotional intelligence affects productivity at work have yielded a variety of results. According to several studies, EI and work outcomes are associated favourably. In a study, Kelley and Caplan (1993) found that the engineers who were rated as stars by their peers were better at relating to others, means that the engineers who had high emotional intelligence showed high performance. Similar results were obtained from another study conducted on recruiters of the Air Force. The follow up investigation found that the future who had high emotional intelligence were 2.6 times more successful than those who did not (Kelley and Caplan, 1993). In his research, Bar-On (1997) discovered a favourable correlation between the integration of the third dimension of emotional intelligence, one-to-one relationships, self-adaptability, handling stress, and ultimate happiness at work. A negative relationship between EI and burnout and a positive relationship between EI and job satisfaction were found by Platsidou (2010). Teachers with high EI are likely to experience greater job satisfaction (Wong, Wong, and Peng, 2010). EI was found to be significantly and positively related to job satisfaction and organizational commitment (Guleryuz, Guney, Aydin, and Asan, 2008). Kafetsios and Zampetakis (2008) predicted that positive and negative affects at work substantially mediate the relationship between EI and job satisfaction, with positive affect exerting a stronger influence. According to O'Hara, Tram, and Sy (2006), work happiness and job accomplishments were strongly connected with employees' emotional intelligence. Tans (2003) found that emotional intelligence was positively correlated with job satisfaction and contextual performance. He also discovered that other factors, such as gender, individual principles, and personas, could possibly anticipate a worker's productivity and degree of happiness at work.

1. **Hypothesis and Conceptual framework**

The following arguments were developed in light of the previous study's goals and the article review process:

H01. The efficacy of educators and emotional intelligence do not significantly correlate in higher educational institutions.

H02. Psychological capital and emotional intelligence do not significantly correlate.

The research model is illustrated in Figure 2, which provides a summary of the aforementioned hypotheses.

**PSYCHOLOGICAL CAPITAL**

**JOB PERFORMANCE**

**EMOTIONAL INTELLIGENCE**

SELF AWARENESS

SELF REGULATION

SELF MOTIVATION

SOCIAL AWARENESS

EMPATHY

**Figure 2: Research Model**

1. **Research Methodology**

This investigation used a descriptive research design. Qualitative variables were employed, and to collect information, a field survey was conducted. based on respondents' perspectives. Ordinal levels of assessment were used by developing a scale based on five Likert points. The following were the study's hypotheses:

**H1:** Psychological capital and emotional intelligence of academicians in the higher education sector do not significantly correlate.

**H2:** The emotional intelligence of academicians and work performance of academicians in the higher education sector are not significantly correlated.

Samples for the investigation were chosen by using a simple random selection procedure. There were 304 participants within the selected size of sample. A questionnaire with closed-ended questions was used to collect the data. A total of 304 out of 450 issued questionnaires were collected. The data was analyzed using Cronbach, regression, and correlation analysis.

1. **Research Results**

***Reliability Test***

Using Cronbach's alpha as a coefficient, for the purpose of assessing the reliability of the information that had been gathered; the findings are shown in Table 1. The study's variables, including work outcome, psycap, and EI are clearly reliable and have a coefficient of greater than 0.70. As a consequence, the results for these traits are deemed reliable (Cronbach, 1951). Based on these findings, it is expected that the information gathered on the teachers' perceptions of psychological capital, emotional intelligence, and work performance will be sufficient to shed light on the study's goals.

**Table 1:** Results from the reliability test

|  |  |  |
| --- | --- | --- |
| **Attribute** | **Cronbach’s alpha** | **Remarks** |
| Emotional intelligence | .925 | Reliable |
| Psychological capital | .906 | Reliable |
| Job performance | .979 | Reliable |

\*Cronbach's alpha greater than 0.70 indicates reliability for any given attribute.

**Source: Survey Data**

***Test of Research Hypothesis***

**H1:** Psychological capital and emotional intelligence of academicians in the higher education sector do not significantly correlate.

**Table 2:** A Model Summarising the Connection between an academician's EI and Psycap.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Model | R | R square | R Square With Adjustments | Standard Error of Approximation |
| 1 | .650a | .423 | .411 | 4.92230 |

a. Regressors, (constant) EI

b. Experimental Variable: PsyCap

**Source: Survey Data**

The large value given via different coefficients of correlation suggested that the factors showed a strong correlation with one another. 0.650 as a result of R was obtained. R square is just 0.423, a negligible number, suggesting that there is an inadequate fit between the model and the data, Hence the dependent variable's variance is not sufficiently explained by the model. (psychological capital, or psycap). The variances in psychological capital caused by emotional intelligence were described by the model R squared in 42.3% of instances.

**Table 3:** Analysis of variance

| Model | | Residual Sum of Squares | Degree of freedom | Square average | F | Sigma |
| --- | --- | --- | --- | --- | --- | --- |
| 1 | Regression | 851.424 | 1 | 851.424 | 35.141 | .000a |
| Residual | 1162.996 | 48 | 24.229 |  |  |
| Total | 2014.420 | 49 |  |  |  |

a. Regressors, (constant) EI

b. Experimental Variable: PsyCap

**Origin: Data from Survey**

ANOVA is employed to assess the fit of the entire model, which includes psychological capital as dependent variable and EI as independent variable. The model has a great degree of fit, illustrated as a value of F in the ANOVA summary table, which is 35.141. At the 0% significance level, this figure is noteworthy.

**Table 4:** Coefficients Relationship between academician's Emotional

Intelligence and Psychological Capital.

| Model | | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. |
| --- | --- | --- | --- | --- | --- | --- |
| B | Std. Error | Beta |
| 1 | (Constant) | 6.622 | 9.109 |  | .727 | .471 |
| EI Total | .228 | .038 | .650 | 5.928 | .000 |

a. Regressors, (constant) EI

b. Experimental Variable: PsyCap

**Origin: Data from Survey**

The beta coefficient is 0.650.and the value of t is 5.928 according to the coefficient table.The researcher can conclude that the EI has a significant and favourable effect on academicians' PsyCap because these data show a significance level of 0.00, which is less than the accepted significance value of 0.05. Therefore, the null hypothesis, according to which there is no impact of emotional intelligence on academicians' psychological capital, can be rejected.

**H2:** The emotional intelligence and work performance of academicians in the higher education sector are not significantly correlated.

**Table 5:** A Model Summarising the Connection between an Academician’s Work Performance and EI

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Model | R | R square | R Square With Adjustments | Standard Error of Approximation |
| 1 | .561a | .315 | .301 | 18.04745 |

a. Regressors, (constant) EI

b. Experimental Variable: WP

**Origin: Data from Survey**

The results of the regression among the experimental and controlled variables are displayed in Table 5. With a regression value of 0.561, the model demonstrated significance in establishing an association among EI & JP variables. The value of coefficient of determination i.e 0.351, the independent variable represented 35.1% of the variation in job performance. As a result, it may be said that the emotional intelligence of educators and their work outcomes are correlated.

**Table 6:** Analysis of variance

| Model | | Residual Sum of Squares | Degree of freedom | Square average | F | Sigma |
| --- | --- | --- | --- | --- | --- | --- |
| 1 | Regression | 7187.524 | 1 | 7187.524 | 22.067 | .000a |
| Residual | 15634.096 | 48 | 325.710 |  |  |
| Total | 22821.620 | 49 |  |  |  |

a. Regressors, (constant) EI

b. Experimental Variable: WP

**Origin: Data from Survey**

To assess the degree of fit, ANOVA is employed for the entire model, which includes psychological capital as dependent variable & EI as independent variable. The model has a great goodness of fit, as demonstrated by the result of F in the ANOVA summary table, which is 22.067. At the 0% significance level, this figure is noteworthy.

**Table 7:** Coefficients Relationship between an academician's Emotional

Intelligence and Work Performance.

| Model | | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. |
| --- | --- | --- | --- | --- | --- | --- |
| B | Std. Error | Beta |
| 1 | (Constant) | 7.836 | 33.396 |  | .235 | .815 |
| EI Total | .661 | .141 | .561 | 4.698 | .000 |

a. Predictors: (Constant), EI

b. Dependent Variable: WP

**Origin: Data from Survey**

The t statistics, which were useful in assessing the corresponding significance of every factor in the model, are displayed in Table 7. The independent variables demonstrate this by having values that are both below -2 and above +2. Work outcome is the dependent variable, while EI is the independent variable. This considerable association may be explained by the 0.000 sigma value of emotional intelligence. Thus, it was determined that there is a substantial fit among the work outcomes of academicians and their EI, which supports the null hypothesis. The relationship between job performance of academicians & EI, as illustrated by this model, EP = 7.836 + 0.661EI + U. This suggests that a worker who has a strong grasp of emotions may get along with his peers at work and find it simple to communicate, which is why it's worthwhile & interesting to do his assignment at work on schedule. The model explains the relationship among EI and the work outcome of academicians. The null hypothesis was accepted, hence a significant relationship among employees’ EI & work outcomes.

1. **Conclusions and Implications**

The primary aim of this research was to ascertain how EI affected psychological capital & the academicians' performance in higher education in Delhi NCR. The researcher selected management faculties from a randomly chosen private higher education institution of Delhi NCR to achieve this purpose. Responses to the poll came from 304 employees working in higher education. Cronbach analysis was used to check the reliability of the responses and to test the hypothesis, regression analysis was done. While a number of studies have looked at how emotional intelligence affects work performance, none have looked at how PsyCap and EI interact in the post-secondary education sector in Delhi NCR. Therefore, our study will function as a model for other researchers in this subject in the future. Enhancing the psychological capital of college educators can enhance their effectiveness. Moreover, this is applicable to workers in any industry.

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