



EMOTIONAL INTELLIGENCE AND LEADERSHIP AMONG TEACHING FRATERNITY OF HEALTH TEACHING INSTITUTES, PUNJAB

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ABSTRACT

BACKGROUND OF THE STUDY: A high degree of emotional intelligence may be one key trait that all effective leaders share. Emotional intelligence has a huge impact on leadership performance. High levels of emotional well-being are necessary for effective leadership, which is really evident in all professions, especially those that support human health.

AIM OF THE STUDY: The aim of the study is to assess the relationship between emotional intelligence and leadership among the teaching fraternity in professional health institutes.

METHODOLOGY: In a quantitative non-experimental correlational research design, 100 teaching fraternities from different nursing and paramedical sciences institutes in Punjab were chosen by using a nonprobability sampling technique. After validation, reliability is determined by conducting a pilot study. After receiving ethical clearance, the data on emotional intelligence and leadership were gathered by using the self-administer research tools.

ANALYSIS / RESULTS: 59 and 54 teaching faculty members demonstrated exceptional high emotional intelligence and leadership. There was a highly statistically significant relationship ($r=0.7$) between emotional intelligence and leadership among the teaching fraternity at the level of $p < 0.01$.

CONCLUSION: Emotional intelligence and leadership are highly correlated in the teaching fraternity of health teaching institutes.

Keywords: Emotional Intelligence, Leadership, Teaching fraternity.

INTRODUCTION

“A LEADER CAN BE EITHER VERY DELETERIOUS OR VERY ENCOURAGING. THEIR LEVEL OF EMOTIONAL INTELLIGENCE IS WHERE IT ALL BEGINS.”

Background of the Study

A leader in the field of healthcare management who possesses a high degree of emotional intelligence is the greatest candidate to lead a medical organization. Additionally, depending on the social, demographic, and value orientations of the people and patients, he or she must be able to fulfil their urgent needs.



Effective Leadership Through Emotional Intelligence

Only around 20% of private achievement is attributed to intelligence quotient (IQ); the majority is attributed to emotional intelligence (EI), which is a human capacity for treating others and oneself as a predictor of both personal and professional success. Employees with high emotional intelligence may be able to influence output, standards, and outcomes. Of course, having emotional intelligence (EI) is a need for leadership.

Teachers' ability to shape students' behavior depends on both their personal traits and their professional skills. Despite the many angles from which emotional intelligence and positive psychology are viewed, a wide range of authors have shown the significance of teachers' emotional intelligence and their effective application in order to support critical thinking and management skills.

In fact, several studies have shown that emotionally intelligent teachers are better able to manage and steer the common challenges presented by students and by the teaching-learning process in a positive and fruitful way. As a result, in order to develop and improve models of effective management activities, it is necessary to pay particular attention to the study of the EI of future leaders in the field of health management at an early stage of schooling. That was the motivation behind the study that my researcher conducted in order to learn more about this subject.

PROBLEM STATEMENT

A correlational study to assess the relationship between emotional intelligence and leadership among the teaching fraternity of health teaching institutes, Punjab.

OBJECTIVES

1. To assess the emotional intelligence among the teaching fraternity.
2. To assess leadership among the teaching fraternity.
3. To assess the relationship between emotional intelligence and leadership among the teaching fraternity.
4. To assess the association of emotional intelligence and leadership among the teaching fraternity with selected socio-demographic variables.

OPERATIONAL DEFINITIONS

Emotional intelligence- It refers to the teaching faculty 's ability to recognize, understand and manage their own and others' emotions as measured by using the self-structured tool.

Teaching faculty- It refers to an individual who teaches to whom pursuing nursing and paramedical diplomas and degrees.

Selected Institutes- Colleges are running diplomas and degree programs in nursing and paramedical sciences under Baba Farid University of Health Sciences, Punjab.

DELIMITATIONS

This study was delimited to: -

- Nursing and Paramedical sciences institutes under only government health University (BFUHS, Faridkot) of Punjab

HYPOTHESIS

H₀ – There will be no statistically significant relationship between emotional intelligence and leadership among teaching fraternities at $p < 0.05$.

Goleman's Four Domains of Emotional Intelligence with Overlay of Attributes of Teacher Leader's Key Themes

Personal EI Competence	
Self-Awareness	Self-Management
Emotional self-awareness Continuous self-improvement (self-awareness, curious)	Self-control - Child-centered(intentional, service-focused) - Relationship building with colleagues (self-control,).
Self-assessment - Influence on colleagues (self-awareness, reflection) - Continuous self-improvement (reflective, introspective) - Focus on school mission, vision, and values(sense of self)	Transparency Relationship building with families(communicative, authentic)

Self-confidence Perceived attitude (positive, optimistic, confident)	Adaptability - Continuous self-improvement (open-minded, growth mind set) - Relationship building with colleagues (adaptive)
	Achievement driven - Perceived attitude (driven, passionate) - Focus on school mission, vision, and values (passionate)
	Initiative Continuous self-improvement(driven)
	Optimism Perceived attitude (positive, hopeful, optimistic)

Social EI Competence	
Social-Awareness	Relationship management
Empathy - Perceived attitude(empathetic) - Relationship building with families(kind, connected, authentic) - Relationship building with colleagues (connected)	Inspirational leadership - Influence on colleagues (leadership, facilitation, communication) - Perceived attitude(optimistic, hopeful, positive, confident, passionate)
Organizational awareness - Influence on colleagues (leadership, reflection) - Focus on school mission, vision, and values (service-focused, aligned)	Influence - Child-centeredness (kindness, intentional, relational) - Influence on colleagues (influence, respect, facilitation, communication)
Service orientation - Influence on colleagues (leadership, adaptability, facilitation) - Child-centeredness (service-focused, intentional) - Focus on school mission, vision,	Developing others - Child-centeredness (service-focused, relational) - Influence on colleagues (influence, facilitation, leadership, adaptability)

and values(service-focused) - Relationship building with families (community-focused, connected, relationship, trust-building) - Relationship building with colleagues (connected, adaptive, collaborative, teamwork, trust-building)	Change Catalyst - Continuous self-improvement (growth mindset, curious, reflective) - Influence on colleagues (influence, leadership) Teamwork and collaboration - Relationship building with colleagues (connected, collaborative, teamwork, trust-building) - Relationship building with families (connected, relational, trust-building)
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RESEARCH METHODOLOGY

Research Approach - Quantitative Research Approach

Research Design -Non-Experimental Correlational Research Design.

Research Setting – Institutes were having nursing and paramedical diplomas and degrees (physiotherapy, pharmacy, radiography, lab technology).

Target Population –Teaching faculty working in nursing and paramedical institutes.

Sample, Sampling Technique, and Size

Sample- Teachers belong to nursing and paramedical sciences who teach students pursuing diplomas and degrees students.

Sampling Technique – Non-Probability purposive sampling technique

Size-100

Inclusion Criteria

The faculty who was

- Willing to participate in the study
- Available at the time of data collection
- Both male and female.

Exclusion Criteria

- The teachers who were not willing to participate
- Administrative post faculty are excluded.

Variables

Research Variables: -Emotional Intelligence and leadership

Socio-Demographic Variables -Age, Gender, Qualification, Marital Status, Post, Experience, Stream, Employment, Professional Achievement, Social Support System, Any Emotional Trauma, Attend Any Workshop /Seminar on Emotional Intelligence And Leadership.

Selection And Development of Tool (S)

On the basis of study objectives, tool(s) were selected and developed after an intensive review of the literature from relevant studies and discussion with experts.

The tool(s) of data collection consisted of the following sections:

Section I: Selected Socio-Demographic Variables

Section II Self-Structured tool to assess emotional intelligence among teaching faculty.

Section III: Standardized tool to assess leadership.

Content Validity of The Tool (S)

The validity of tool (s) was determined by the opinion of experts/academicians from the different fields.

Ethical Consideration

- Prior Permission from the ethical committee of the institute.
- Principal of concerned nursing and paramedical institutes.
- Written consent from teaching faculty for their participation in the study
- The teaching fraternity was assured that the information given by them will be kept confidential and used only for research purposes.
- Routine work (classes, seminars, presentations, etc.) of teachers, as well as selected institutes, was not disturbed while data collection.

Pilot Study & Reliability of the Tool

A pilot study was conducted to check the feasibility of the study and reliability of the tool (s) on one-tenth of the main sample of faculty from selected nursing and paramedical institutes. The reliability of the tool (s) was calculated by using appropriate statistical formulas. It was 0.8 and 0.9 for emotional intelligence and leadership.

Data Collection Procedure

Data were collected from the selected samples by self-administered questionnaire using an appropriate tool (s) and by the following ethical procedure. Samples were selected from the sampling frame and tools were provided to the faculty individually as per their comfort and in their free schedule and request to fill it. After 20 min tools were collected.

Data Analysis and Interpretation of Data

Analysis and interpretations were done according to objectives by using descriptive and inferential statistics.

- Organize the data in the master sheet
- Socio-Demographic data was analyzed.
- Appropriate statistical techniques were used to find out the relationship and associations of different variables.

After going through the research study, preferable and most reliable statistical techniques such as frequency, mean, percentage, S.D, Correlation, and Chi-square were calculated by using SPSS 26.

ANALYSIS / RESULTS

SECTION-I

Findings related to Socio-demographic characteristics –

- The majority (42) of teachers belonged to 26-30 years of age, followed by 19 who were in less than 25 years of age. The remaining 39 faculty were in different age groups above 31-40 years of age.

- In this research study female teachers (74) were more participants than males (26). Maximum (61).
- Teachers were having a degree in nursing followed by a master's in nursing faculty (31). Very less (5 & 3) were Ph.D. and other qualifications.
- Very near to half of the faculty (55) were married followed by 43 who were unmarried. Only 2 were separated.
- More than two third (80) were demonstrators followed by 15 assistant profs. posts. Very less 3 & 2 were associate professors and professors.
- 42 teachers were having more than 5 years of experience followed by 39 had 1-5 years of experience. only 19 had less than one year of experience.
- Majority of teachers (56) belonged to the nursing profession, followed by the pharmacy (16), then physiotherapy (12). Very less were in Ayurveda (11), lab technology (2), and radiography teaching profession (3).
- 70 teachers were private employees and 30 were in government.
- The majority of teachers (89) were not achieved any additional professional achievements. Only 11 got professional achievements in nursing.
- 74 Professional teachers were having moderate social support followed by 16 who had low social support. Only 9 and 1 had high and very high social support.
- A maximum of 40 teachers had gone through emotional trauma/tragedy, 34 had no emotional trauma followed by 23 after were loss of someone very close and 3 had major accidental trauma in life.
- Almost half i.e., 52 had attended any workshop/seminar on emotional intelligence, and the other 48 had not attended.
- Reversely, 58 teachers attended workshops/seminars on leadership and the remaining 42 had not attended.

Objective-1- To assess the Levels of emotional intelligence among the teaching fraternity

Table No.-1-Frequency, Percentage, Mean, Median, (S.D) of Emotional Intelligence among the teaching fraternity

N=100					
Levels of Emotional Intelligence	frequency	Percentage	Mean	Median	S.D
Average	1	1	115.67	119	13.995
Good	40	40			
Excellent	59	59			

Table No. & Fig No.--1 depicts that more than half (59) of teachers had an excellent level of emotional intelligence followed by 40 who had good. Only 1 was having average emotional intelligence with a mean value of 115.67 and S.D was 13.995.

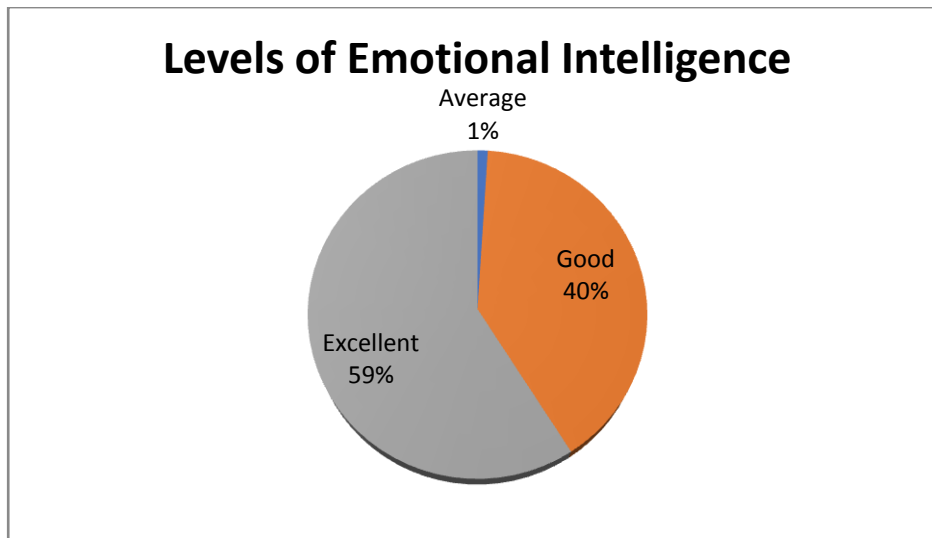


Fig No.1 - Levels of emotional intelligence among the teaching fraternity

Objective-2- To assess the Levels of leadership among the teaching fraternity

Table No.-2 Frequency, Percentage, Mean, Median, S.D of leadership among the teaching fraternity

N=100					
Levels of Leadership	Frequency	Percentage	Mean	Median	S.D
Low	1	1	68.56	70.00	13.155
Moderate	44	44			
High	54	54			

Table No. & Fig No.--2 revealed that 54 faculty members had high leadership quality, followed by 44 who had a moderate level of leadership, the remaining one was low leadership quality with a mean value of 68.56 and S.D was 13.155.

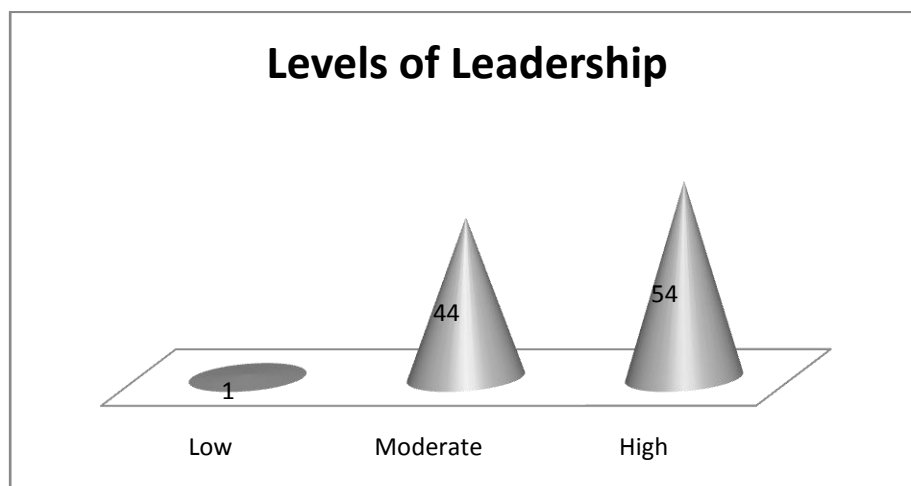


Fig No.-2 Levels of leadership among the teaching fraternity

SECTION-II

Objective-3 –To find out the relationship between emotional intelligence and leadership among the teaching fraternity.

Table No.-3 Correlation of Emotional Intelligence and Leadership

N=100

Correlation	r value	p-value
Emotional intelligence	0.662**	0.000
Leadership styles		

Table No. - 3 Showed that there was a highly statistically significant relationship between emotional intelligence and leadership among teachers i.e., 0.662 significant at the level of 0.01. Therefore, the Null hypothesis was rejected. There was the relationship between emotional intelligence and leadership in the teaching fraternity.

SECTION-III

To find out the association of emotional intelligence and leadership among the teaching fraternity with socio-demographic variables.

Table No.-4 - Association of emotional intelligence and Leadership among the teaching fraternity with selected demographic variables

N=100

Variable	Emotional Intelligence		Leadership		
	Chi-Square	p-value	Chi-Square	p-value	Df
• Age	11.250 ^{NS}	0.508	9.084 ^{NS}	0.335 ^{NS}	6
• Gender	5.439 ^{NS}	0.142	0.408 ^{NS}	0.8 ^{NS}	2
• Qualification	12.53 ^{NS}	0.185	4.900 ^{NS}	0.557 ^{NS}	6
• Marital Status	4.795 ^{NS}	0.570	1.816 ^{NS}	0.79 ^{NS}	4
• Post / Designation	2.689 ^{NS}	0.975	2.447 ^{NS}	0.874 ^{NS}	6
• Experience	5.167 ^{NS}	0.271	6.310 ^{NS}	0.158 ^{NS}	4
• Stream	5.101 ^{NS}	0.809	6.378 ^{NS}	0.379 ^{NS}	10
• Employment	4.798 ^{NS}	0.187	0.684 ^{NS}	0.710 ^{NS}	2
• Professional Achievement	0.727 ^{NS}	0.876	0.209 ^{NS}	0.901 ^{NS}	2
• Social Support System	8.875 ^{NS}	0.449	12.298 ^{NS}	1.044 ^{NS}	6
• Any Emotional Trauma / Tragedy In Life	5.462 ^{NS}	0.792	-	-	6
• Attend Any Workshop / Conference on EI	-	-	1.760 ^{NS}	0.415 ^{NS}	2
• Attend Any Workshop / Conference on LS	6.278 ^{NS}	0.099	2.710 ^{NS}	0.258 ^{NS}	2

Significance at the level of $p < 0.01$

NS=Non significance

Table No.-4 depicts the association between the emotional intelligence of teaching faculty and socio-demographic variables which was tested by using a chi-square test at the level of significance $p < 0.01$. Results revealed that Age ($\chi^2 = 11.250$, $df = 6$, $p = 0.508$), Gender ($\chi^2 = 5.439$, $df = 2$, $p = 0.142$), Qualification ($\chi^2 = 12.53$, $df = 6$, $p = 0.185$), Marital Status ($\chi^2 = 4.795$, $df = 4$, $p = 0.50$), Post ($\chi^2 = 2.689$, $df = 6$, $p = 0.579$), Experience ($\chi^2 = 5.167$, $df = 4$, $p = 0.271$), Stream ($\chi^2 = 5.101$, $df = 10$, $p = 0.809$), Employment ($\chi^2 = 4.798$, $df = 2$, $p = 0.87$), Social Support System ($\chi^2 = 8.875$, $df = 6$, $p = 0.449$), Any emotional trauma in life ($\chi^2 = 5.462$, $df = 6$, $p = 0.792$), Attend any workshop/seminar on EI ($\chi^2 = 2.207$, $df = 2$, $p = 0.53$), Attend any workshop on leadership ($\chi^2 = 6.278$, $df = 2$, $p = 0.099$), Only Professional achievement of teachers ($\chi^2 = 0.727$, $df = 2$, $p = 0.876$) were found nonsignificant with emotional intelligence.

Age ($\chi^2 = 9.084$, $df = 6$, $p = 0.335$), Qualification ($\chi^2 = 4.900$, $df = 6$, $p = 0.557$), Marital status ($\chi^2 = 1.816$, $df = 4$, $p = 0.79$), Post ($\chi^2 = 2.447$, $df = 6$, $p = 0.874$), Experience ($\chi^2 = 6.310$, $df = 4$, $p = 0.158$), Stream ($\chi^2 = 6.378$, $df = 10$, $p = 0.379$), Employment ($\chi^2 = 4.798$, $df = 2$, $p = 0.87$), Social Support System ($\chi^2 = 12.298$, $df = 6$, $p = 1.044$), Any emotional trauma in life ($\chi^2 = 3.465$, $df = 6$, $p = 0.749$), attend any workshop/seminar on EI ($\chi^2 = 1.760$, $df = 2$, $p = 0.415$), Attend any workshop on leadership ($\chi^2 = 2.710$, $df = 2$, $p = 0.258$), Gender ($\chi^2 = 0.408$ NS, $df = 2$, $p = 0.815$), Employment ($\chi^2 = 0.684$ NS, $df = 2$, $p = 0.710$), and Professional Achievement of teachers ($\chi^2 = 0.209$, $df = 2$, $p = 0.901$) were found non-significant with Leadership.

DISCUSSION

According to this study, about 50–55 % of the teaching fraternity possessed outstanding and high levels of leadership and emotional intelligence.

In the article Nurse Managers' Emotional Intelligence and Effective Leadership: A Review of the Current Evidence by Panagiotis E. Prezerakos (2018), the following outcomes were observed: The findings of this study show that EI is a helpful tool for nurse leaders and significantly aids in achieving effective management in the healthcare sector.

A significant positive link between emotional intelligence and leadership in the teaching fraternity was also found in this study (0.8).

The findings of several additional researchers supported the same conclusion. It is impossible to disregard the effects of EI on leadership effectiveness, according to Dadehbeigi and Shirmohammadi (2009).

CONCLUSION

The study's findings, which are described above, show that among members of the teaching fraternity, emotional intelligence and leadership are closely associated.

IMPLICATIONS

In order to maximize efficiency in the health sector and improve the standard of patient care and health services provided to people, it is imperative that health employees (teachers, students, etc.) receive the proper training. Therefore, mentioned requirement is seen as essential for nurses at every level due to the unique character of the nursing profession, which centers on the well-being or fragility of the patient.

Nurses can develop the knowledge, attitudes, and abilities necessary for understanding and managing emotions, accomplishing positive objectives, maintaining positive relationships, and making responsible decisions by putting social and emotional learning programs into practice. The idea of emotional intelligence (EI) has almost become a necessity in all businesses for

leaders to meet the considerable obstacles they often face in carrying out their duties. In difficult leadership situations, EI can aid leaders in formulating strategies and making key judgments. Organizations place a high value on decisions because they have the power to both improve and worsen circumstances. EI gives leaders in their organizations a competitive edge (Goleman, 1998).

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