

Exploring the Relationship between Emotional Quotient (EQ) and Teaching Success of University Teachers

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Abstract

There is substantial literature and significant research that emphasize the relationship between emotional quotient and individual's professional success. The idea, that positively exploiting emotional quotient can help individuals enhance their professional output and functionality, has gained adequate attention of those concerned with preparing and developing individuals in different academic and professional settings. Likewise, it has increasingly been asserted in the education field that studying the EQ profile of teachers would result in enhancing success in their professional pursuits. This study explores the EQ and demographic profile of a group of teachers involved in teaching Humanities and Social Sciences courses at undergraduate engineering program at a public university in Karachi. The study attempts to link the EQ profile and demographic traits of the teachers with their teaching success for possible trends. The participants of the study comprised the entire permanent and visiting faculty associated with the department of the Humanities and Social Sciences following convenience and accessibility based sampling. The data for the study comprised individual teacher's EQ profile; demographic traits, including age, experience, gender, taught subjects; and the teaching evaluation scores. The USM Emotional Quotient Inventory (USMEQ-i) was adopted to capture the EQ profile of teachers, along with their demography. The student feedback data for each teacher, which were already available with the concerned administrative department, was used as an indicator of their professional success. The results did not show significant relationship between EQ and teacher success in general, but significant relationships were observed for subject, age and experience.

Keywords: Emotional intelligence, emotional quotient, teachers success, USMEQ-i

1. Introduction

The importance of having emotional intelligence along with IQ to become a successful teacher at any level is extremely crucial and indispensable. Has been generally observed that despite teachers' extensive training and relevant qualification they fail to achieve the desired results from their students. One possible reason being, that they lack emotional energy and self-motivation required in coping with daily environmental demands and difficulties, as suggested by Bar-On (1997). This includes lack of skills such as interpersonal, intrapersonal, stress management, adaptability, and general mood. Bar-On defined Emotional Intelligence (EI) as 'an array of non-cognitive capabilities, competencies and skills that influence one's ability to succeed in coping with environmental demands and pressures (1997). Emotional competence is a learned capability based on EQ that results in outstanding performance at work (Saiful, Faud & Rahman, 2010).

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There are studies undertaken in Pakistan on assessing and studying EQ in business management discipline, for instance, the study by Gondal and Hussain (2012) compares intelligence quotient with emotional intelligence EQ for employee performance. However, this issue has not been focused in education, especially tertiary education. There are a number of teacher education programmes taking place as a trend in the field of education in Pakistan and extensive research is being carried out on effective teacher characteristics, teacher development, and classroom management, but on aspect of teacher development i.e. emotions and to intelligently deal with emotions, to acquire positive results in classroom, and most importantly at university level, has been overlooked and no research has been substantially undertaken so far in this area in Pakistan.

Since Goleman's popularization of EI in 1995, this concept has attracted many educationists and researchers and much research has been carried out on EI worldwide but that too is done to integrate emotional literacy in educational curriculum. In teachers training programmes, EQ has not been integrated yet as such. A successful teacher needs to be intelligent as well as emotionally intelligent to enhance learning and for successful teaching outcomes. Teachers not only have to deal with curriculum and subject matter but have multiple roles to play to achieve desired academic performance from the students. Not only command on the subject, control of class and successful completion of course are attributes of a successful teacher but teacher's personality, attitudes and behaviour towards students and their subject have a profound impact on students' academic achievement. These all together can be acquired if a teacher has ability to deal with his/her own emotions as well as is able to understand and guide emotions well in the students.

Considering the above-mentioned factors, this research attempts to identify the role of university teachers' EQ in their success as teachers. The study intends to highlight the importance of EI in teacher education programs, which is necessary for better teaching-learning environment at any level, and thus, it being imperative to be incorporated as an important component in teacher training programs.

1.1 Research Questions

The study aims to address the following research questions:

1. What is the EQ profile of the university teachers?
2. What is the relationship between EQ profile of the university teachers and their success?
3. What is the relationship between and among EQ profile of the university teachers with respect to demographic features i.e., age, gender, experience, and subject taught?

2. Literature Review

2.1 Emotional Intelligence

Historically, research on intelligence has found that a person's success in life both personally and professionally depends not only on his or her cognitive abilities or general intelligence but also on emotional and social traits (Thorndike, 1920; & Wechsler, 1940 cited in Killian, 2011). According to Thorndike (1920), intelligence could be organized under three broad dimensions: mechanical, abstract, and social. Mechanical intelligence reflects a person's

ability to manage things and mechanisms; abstract intelligence is an ability to manage and understand ideas and symbols; and social intelligence refers to “the ability to understand and manage men and women, boys and girls-to act wisely in human relations” (p. 228). Thus, the last category that is social intelligence is quite similar to what is called emotional intelligence.

Gardner (1993) included interpersonal (i.e., understanding other people), and intrapersonal (i.e., understanding the self) intelligence in his theory of multiple intelligences. According to Gardner, social intelligence that is one among seven intelligence domains comprises an individual’s interpersonal and intrapersonal intelligence. Intrapersonal intelligence relates to one’s ability to deal with oneself and to “symbolize complex and highly differentiated sets of feelings” (Gardner, 1993) within the self. Interpersonal intelligence relates to one’s ability to deal with others and to “notice and make distinctions among other individuals and, in particular, among their moods, temperaments, motivations and intentions” (Gardner, 1993). Therefore, emotional intelligence is a blend of intrapersonal and interpersonal intelligence of an individual.

Interpersonal and intrapersonal intelligence paved way to later exploration of EI; the term emotional intelligence was introduced into mainstream psychology in the early 1990s by Mayer, Dipaolo, and Salovey. They defined EQ as the ability to recognize one’s own and others’ feelings and emotions, to discriminate among them and to use this information to guide one’s thinking and actions. Mayer and Salovey (1997) presented a conceptual framework of emotional abilities that they believed constituted emotional intelligence. It was Daniel Goleman’s bestseller book *Emotional Intelligence* (1995) that captured the public interest and imagination with his assertion that EI is a more important predictor of job performance and life success than intelligence quotient (IQ). Goleman (2001), at the most general level, referred to EI as the ability to recognize and regulate emotions in one’s self and others. Goleman’s famous assertion reached and enjoyed popularity everywhere, and not only this but it took the interest of the researchers and the psychologists and was taken up as a subject worthy of research. Although the definitions of EI given by researchers and psychologists in the fields differ from each other but confirms that EI is distinct from standard intelligence or IQ. Jorfi et al., (2011) concluded after extensive literature review that emotional intelligence is the most important factor to maintain communication effectiveness as well as job satisfaction. They concluded from their research on emotional intelligence that there exists a relationship between emotional intelligence (i.e., intrapersonal, interpersonal; adaptability, general mood, and stress), communication effectiveness, motivation, and job satisfaction.

The ability and mixed models theoretical paradigms conceptualize EI from their own distinct perspectives. While ability models regard EI as a pure form of mental ability and thus as pure intelligence, the mixed models, on the other hand, combine mental ability with personality characteristics such as optimism and well-being (Mayer, 1999). The ability-only model of emotional intelligence was proposed by John Mayer and Peter Salovey in 1990s. Two mixed models have been proposed so far each with their own unique conception. Bar-On’s model (2002) is based on personality theory, emphasizing co-dependence of the ability aspects of EI with personality traits and their application to personal well-being. According to this model, emotional competencies are learnt capabilities that must be worked on and developed to achieve outstanding performance. It measures five broad factors and 15 subscales. On the other hand, Goleman (2001) based his mixed model on individual performance, integrating

individual's personality and abilities and applying their corresponding effects on performance in the workplace. Both ability and mixed models although different but are more complementary than contradictory in nature (Ciarrochi, Chan, & Caputi, 2000).

2.2 Measures of Emotional Intelligence

The literature on measures of emotional intelligence has covered both self-report and performance-based tests to measure the constructs of emotional intelligence, which has focused on personality or cognitive ability. Primarily, these measures are based on two basic models of EI discussed above i.e., ability approach model and mixed approach model (Mayer, Salovey, & Caruso, 2008). Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT) is an ability test of emotional intelligence that aims to measure the four abilities outlined in Salovey and Mayer's model of emotional intelligence (Mayer, Salovey, & Caruso, 2002). Bar-On (2002) EQ-i - Emotional Quotient Inventory measures have five dimensions: **intrapersonal** (self-regard, emotional self-awareness, assertiveness, independence, and self-actualization), **interpersonal** (empathy, social responsibility, and interpersonal relationships), **stress management** (stress tolerance and impulse control), **adaptability** (reality testing, flexibility, and problem solving), and **general mood** (optimism and happiness)

Measurement tools based on Goleman's model of emotional intelligence intend to measure four main EI constructs: self-awareness, self-management, social awareness, and relationship management. Developed by Schutte, Malouff, Hall, Haggerty, Cooper, Golden, and Dornheim (1998) the SREIT is based upon the original ability model of emotional intelligence of Salovey and Mayer (1990). The SREIT is a self-report measure comprising a single-factor for 33-item scales of emotional intelligence.

2.3 USM Emotional Quotient Inventory (USMEQ-i)

The USM Emotional Quotient Inventory (USMEQ-i) is a measure developed by Saiful et al. (2010) to measure the EQ of medical students in Malaysian universities. USMEQ-i is acquired and adopted to assess the EQ profile of the university teachers, teaching at undergraduate level, for this study as well. It consists of seven dimensions developed and based on the mixed-model theoretical approach of EQ. The inventory is suitable to measure EQ of adults, teachers and workers. The USMEQ-i grouped EQ into seven dimensions, each based on a common underlying EQ dimension described below as illustrated by Saiful et al. (2010):

1. **Emotional Control:** refers to the ability of self-control from disruptive emotions and impulsive feelings.
2. **Emotional maturity:** refers to the ability to facilitate and guide emotional tendencies to achieve and reach intended goals.
3. **Emotional conscientiousness:** refers to the ability of taking responsibility and maintaining integrity for personal performance.
4. **Emotional awareness:** refers to the ability of knowing and understanding one's own and other persons' internal states, preferences, resources and intuitions as well as their effects.
5. **Emotional commitment:** refers to the ability of aligning and working with others in a group or organization towards common goals.
6. **Emotional fortitude:** refers to the ability of negotiating and resolving disagreements

as well as sending convincing messages.

7. **Emotional expression:** refers to the ability of conveying and adjusting one's emotions, thoughts and behaviours to changing situations and conditions.

2.4 Validity and Reliability of the USMEQ-i

A cross sectional research was carried out to explore the internal consistency and construct validity of the USMEQ-i among medical program applicants at Universiti Sains Malaysia (USM) (Yusoff, Rahim, Mat Pa, See, Ja'afar, & Esa, 2011). The items of USMEQ-i were designed from literature review. The Cronbach's alpha reliability analysis and factor analysis were applied to calculate internal consistency and construct validity respectively, using Statistical Package for Social Science (SPSS) version 12.0.1.

Factor analysis revealed that items were well-loaded into eight constructs with factor loadings more than 0.3. The Cronbach's alpha value of the USMEQ-i was 0.95 that is more than the acceptable cut-off point of 0.7 (Downing, 2004). The Cronbach's alpha values of emotional control, emotional maturity, emotional conscientiousness, emotional awareness, emotional commitment, emotional fortitude, emotional expression and faking index domains were 0.90, 0.82, 0.83, 0.79, 0.77, 0.66, 0.60 and 0.83 respectively. These findings reinforced the validity and reliability evidence of USMEQ-i in measuring EQ. The USMEQ-i shows good psychometric values, therefore, this is right to consider it a reliable and a valid tool to measure EQ. This led to adopt USMEQ-i as a tool for this particular study.

Seven of the 46-items USMEQ-i were the 'faking index items'. These items measure the tendency of respondents to overrate themselves. All the items grouped in the faking index domain had a high internal consistency (Cronbach's alpha value was more than 0.7).

2.5 Emotional Intelligence and Teacher Success

According to Jersild, Brook, & Brook, (1978), the best-liked teachers are warm, friendly and emotionally involved with their students, while the least liked are sarcastic, strict, moralistic and dull. Thus, in education, emotionally intelligent teachers may function more effectively as they are able to deal with their own as well as their students' emotions. A successful teacher needs to be intelligent as well as emotionally intelligent to enhance learning and for successful teaching outcomes. As teachers are change agents, Pettis (2002) and King, (2003) state that teaching is a complex activity that is influenced by the multitudinous facets of teacher quality, and teacher quality is a crucial predictor of student performance. It can also be said that emotional intelligence can influence beliefs about teaching, which in turn determine effective teaching and student learning (Anderson, 2004). Many researchers have worked to explore the characteristics of successful teachers and concluded that teachers with good EQ level have an ability to bring about better learning outcomes among students. Emotionally intelligent behaviour helps them to cope in stress, to effectively deal with the feelings of anger or frustration, and to adapt their behaviour to different situations accordingly (Iordanoglou, 2007). Emotional intelligence is a developing concept in the field of education, as most essential features of being a teacher and teaching is the emotional relationships that teachers have with their students (Kocoglu, 2011). Thus, emotionally intelligent behaviour not only has a positive impact on the teaching practices of the teachers but also influences the way they think, their beliefs about teaching and their dedication to their profession which are key contributing elements for their professional success.

2.6 Emotional Intelligence and Teachers' Profile

Salovey and Mayer (1990) have shown that the EI develops with increasing age and experience. Goleman (1995) stated that emotional intelligence increases with age and it can be learned, cultivated and increased in adulthood. Cavallo and Brienza (2002) drew conclusion that most studies on emotional intelligence concluded no differences in terms of gender. Fariselli, Ghini, and Freedman (2006) examined the relationship between emotional intelligence and age, showing a slight but significant positive correlation. Hopkins and Bilimoria (2008) found no significant differences between male and female leaders in their demonstration of emotional and social intelligence competencies. However, some studies concluded differences between male and female in some aspects. Day and Carroll (2004) explored that experience was positively correlated with three of the four emotional intelligence scales, measured by the Mayer-Salovey-Caruso Emotional Intelligence Test. According to Penrose, Perry and Ball (2007) relationship between age, experience, and emotional intelligence requires a further research in this area. The results of the research by Kumar and Muniandy (2012) concluded that the emotional intelligence level of the teachers improved with age, teaching experience, grade and education, although, gender and previous work experience were not the contributing factors. However, the question of how far demography impacts on an individual's emotional intelligence positively or negatively is left debatable in the body of literature and further exploration can provide better answers to this query. Although, much of the present literature support the point that demography does influence EQ to an extent.

3. Research Methodology

The study is exploratory in nature based on quantitative methods and was completed with twenty-five teachers of Humanities and Social Science department of a public engineering university. The entire faculty at the department was taken as the study sample. The selection of the department and faculty was made using the purposive and convenience based sampling. Precisely, prior to the commencement of research, the consent of the faculty who would be participating in the study and the access to the institutional data regarding teachers' professional success was initiated that eventually determined the selection of the study sample. Thus, the sample included 25 teachers, both permanent and visiting, including 15 female and 10 male teachers. Their ages and years of teaching experience ranging from 27 to 63, and 1 to 32 years respectively. These teachers were teaching undergraduate courses at the university that were classified under four major subjects areas: Pakistan Studies, Islamic Studies, Business Communication and Ethics, and English.

USM Emotional Quotient Inventory (USMEQ-i) was adopted and used as the main tool to assess the emotional quotient of the teachers. Data collected through USMEQ-i was analyzed using Statistical Package for Social Science (SPSS) version 13.0.1. As this research paper is derived from a pilot study conducted for a large-scale research, therefore, piloting of the adopted tool was not required for this particular research. The USMEQ-i questionnaire developed by Saiful et al. (2010) as already mentioned earlier, consists of seven dimensions developed using the mixed-model theoretical approach of EQ. The USMEQ-i grouped EQ into seven dimensions, each based on a common underlying EQ dimension illustrated by Saiful et al. (2010):

Domain 1: Emotional Control (item 4, 7, 10, 11, 12, 25, 32, 38, & 44)

Domain 2: Emotional Maturity (item 14, 23, 30, 33, 34, 37, 42, & 43)

Domain 3: Emotional Conscientiousness (item 5, 9, 17, 20, & 26)

Domain 4: Emotional Awareness (item 22, 28, 29, 40, & 41)

Domain 5: Emotional Commitment (item 15, 16, 36, & 45)

Domain 6: Emotional Fortitude (item 1, 3, 31, & 46)

Domain 7: Emotional Expression (item 2, 8, 19, & 35)

Domain H: Faking Index (item 6, 13, 18, 21, 24, 27, & 39)

The institution, wherein the study was completed, has a standard procedure of evaluating teacher's success as part of its quality assurance system. Teacher feedback is collected from every class. This feedback is obtained around teacher's subject matter expertise, instructional effectiveness, classroom management, behavior and interaction. The collected information is analyzed and interpreted to generate a comprehensive report, which is made available both in soft and hard formats to the teacher and the administration. Reports for the past several years are available at the individual and administrative portals. This teacher feedback data was used in this study as the data needed regarding teacher's professional success. Every teacher's average feedback score was identified based on their last four semester's feedback data related to the same course. Besides EQ profile and professional success data, demographic details of the participants were also collected at the time of administering USMEQ-i questionnaire.

The participants were briefed about the study following their consent. A conscious effort was made by the investigators to reduce any fear or anxiety that may affect their responses. They were also explained to give their responses without a lot of thinking, as per the requirement of the tool, to draw unbiased and fair results. They were also assured that as there were no right or wrong answers, therefore, they should respond to as what they are at present and not as what they intend to be like in the future. The questionnaire contained five responses from 'not like me' (i.e. 0) to 'totally like me' (i.e. 4). Descriptive and correlation analyses were carried out to interpret the gathered data and to draw results. Ethical considerations were taken into account carefully to ascertain validity and reliability of the research. Consent was acquired of the respondents before getting the USMEQ-i completed. It was assured that the acquired EQ results, or demographic details will be kept private, furthermore, anonymity and confidentiality will be maintained. It was also assured that the acquired information and results will be used only for this particular research, and will not be shared or passed on to anybody or for any other purpose.

4. Data Analysis and Findings

RQ1: What is the EQ profile of the university teachers?

Table 1
Demographic and EQ Profile of Participants

	Category	Frequency	Percentage
Gender	Male	10	40.0
	Female	15	60.0
Subject	Islamic Studies	5	20.0
	Pakistan Studies	6	24.0
	Business Communication	6	24.0
	English	8	32.0
EQ	Low	0	0
	Average	12	48.0
	High	13	52.0
	Total	25	100.0

Table 1 shows the demographic and EQ profiles of the participants. The sample has more or less equal gender distribution, and even the subject-wise distribution across four subject areas is also quite uniform. As per the USMEQ-i questionnaire EQ scores between 0-1.20 indicate low emotional intelligence level, whereas scores between 1.21-2.80 indicate average emotional intelligence level, while scores between 2.81-4.00 indicates high emotional intelligence level. On the EQ scale, the sample comprised teachers falling within Average and High EQ ranges and no respondent reflected a Low EQ. This may be attributed to the teacher's qualification, experience, and their university teaching context.

Table 2
Cross Tabulation of Gender with Subjects and EQ

Gender	Subjects				Emotional Quotient			
	Islamic Studies	Pakistan Studies	Business Comm	English	Low	Average	High	Total
Male	4	2	4	0	0	5	5	10
Female	1	4	2	8	0	7	8	15
Total	5	6	6	8	0	12	13	25

Crosstabs further present the absolute frequency of the variables in terms of gender (male/female teachers) and the subjects taught; and gender and EQ status. Gender and subject cross tabulation revealed the details stated in the table 2, where it shows zero male teachers for English, whereas total 8 female teachers of English. Total of 7 female teachers have average EQ level (1.21 - 2.80), 8 have high EQ level (2.81 - 4.00), whereas 5 males possess average and 5 high EQ levels (table 4).

RQ2: What is the relationship between EQ profile of the university teachers and their success?

RQ3: What is the relationship between and among EQ profile of the university teachers with respect to demographic features i.e., age, gender, experience, and the taught subjects?

Following are the findings and related details of the above-mentioned questions:

The descriptive statistics about participants' age, years of teaching experience, feedback success, and emotional quotient are shown in Table 3. Description revealed greater standard deviation in age (9.196) and experience (8.436) from the mean, whereas low in feedback success (.77) and EQ (.53).

Table 3
Descriptive Statistics of variables (n = 25)

	Range	Minimum	Maximum	Mean	SD
Age	36	27	63	40.32	9.196
Exp	31	1	32	11.20	8.436
Feedback Success	2.87	6.69	9.55	8.36	.77
Emotional Quotient	1.67	1.90	3.56	2.79	.53

The correlation analysis shows relationship between EQ and age, experience, and feedback. Results show an obvious trend of strong positive correlation between age and experience ($r = 0.885^{**}$, $p = 0.000$). The weak, negative relationship are found between EQ and age ($r = -0.046$, $p = 0.825$), and EQ and experience ($r = -0.108$). This may be owing to the small sample size. This was further strengthened by the presence of weak, positive correlation between EQ and feedback success ($r = 0.200$, $p = 0.337$) which using a large sample could yield better trends. Weak, negative correlations were found between age and feedback success, and experience and feedback success. It can be concluded from the correlations found above that the small sample size is the reason for weak correlations.

The correlation of seven EQ dimensions with age, experience, and feedback success is indicated in table 4. Relationship of each dimension with age, experience, and feedback success is weak positive or weak negative, as evident from the table. There is a weak moderate relationship between C3 Emotional Conscientiousness ($r = 0.409^*$, $p = 0.42$) found. Though the relationships are weak but present, which suggests that more significant correlations could be obtained on large sample size.

Table 4
Correlations of Seven EQ Dimensions with Variables

Seven Dimension	Age	Exp	Feedback Success
C1 Emotional Control	.134	.048	.022
	.524	.821	.916
C2 Emotional Maturity	-.225	-.216	.143
	.281	.300	.495
C3 Emotional Conscientiousness	-.053	-.051	.409*
	.801	.810	.042
C4 Emotional Awareness	.009	-.045	.035
	.968	.830	.869
C5 Emotional Commitment	-.137	-.255	.144
	.514	.219	.493
C6 Emotional Fortitude	-.044	-.058	.337
	.835	.784	.100
C7 Emotional Expression	-.189	-.258	.256
	.365	.213	.217

Descriptive statistics of male and female respondents are given below in table 5 in terms of details about age, experience, success, and EQ. It is evident from the table that the standard deviation of success and emotional quotient from the mean is low, for male (success, M = 8.44, SD = 0.88; EQ, M = 2.75, SD = 0.57), and for female (success: M = 8.29, SD = 0.714; EQ: M = 2.81, SD = 0.52). Age and experience are also detailed statistically.

Table 5
Descriptive Statistics of Male and Female Teachers

	Gender	Range	Minimum	Maximum	Mean	Std. Deviation
Male	Age	32	31	63	43.40	9.501
	Exp	25	5	30	13.50	7.962
	Success	2.73	6.68	9.41	8.44	.88
	EQ	1.51	2.02	3.53	2.75	.57
Female	Age	32	27	59	38.27	8.697
	Exp	31	1	32	9.67	8.658
	Success	2.31	7.24	9.55	8.29	.714
	EQ	1.66	1.90	3.56	2.81	.52

In order to describe the strength and direction of the linear relationship between the variables, Pearson Product-Moment Correlation was applied to find the relationship between the four variables, age, experience, feedback success, and emotional quotient. The relationship between the variables for male and female teachers separately is obtained among the variables and it shows that there is mostly weak positive or weak negative relationship between the variables.

Relationship between age and feedback success in both male and female results is weak, negative correlation, but it is weaker in male results ($r = -0.037$, $p = 0.920$) than female results ($r = -0.211$, $p = 0.450$). Correlation between age and emotional quotient in male respondents result is weak and negative ($r = -0.269$, $p = 0.453$); whereas in female respondents' result it is weak and positive ($r = 0.151$, $p = 0.592$). Positive correlation between age and EQ in female results could promise better results on large sample size by showing strong relationship between age and emotional intelligence. Negative correlation between age and EQ among male respondents paves way for further research to explore the reasons.

Similar trend was observed between the emotional quotient and experience. Analysis shows that moderate, negative correlation between EQ and experience ($r = -0.457$, $p = 0.184$), whereas, positive relationship between EQ and experience ($r = 0.135$, $p = 0.633$) in the female respondents results. Correlations between feedback success, age and experience in both male and female respondents' results were weak and negative, whereas weak positive correlations were seen between feedback success and emotional quotient.

Table 6
Subject-wise Descriptive Statistics of Variables

	Subject	Range	Minimum	Maximum	Mean	SD	Variance
Islamic Studies (n = 5)	Age	14	35	49	43.00	5.523	30.500
	Exp	9	6	15	11.00	4.301	18.500
	Success	2.57	6.68	9.26	8.26	1.00	1.004
	EQ	1.49	2.03	3.51	2.59	.61	.372
Pakistan Studies (n = 6)	Age	24	35	59	47.17	7.85	61.767
	Exp	28	4	32	16.67	11.02	121.467
	Success	1.74	7.67	9.42	8.45	.596	.355
	EQ	1.67	1.90	3.56	2.75	.69	.478
Business Communi- cation & Ethics (n = 6)	Age	32	31	63	41.50	11.39	129.900
	Exp	25	5	30	13.67	8.95	80.267
	Success	1.82	7.18	9.00	8.48	.72	.522
	EQ	1.02	2.51	3.54	3.11	.36	.127
English (n = 8)	Age	13	27	40	32.62	4.627	21.411
	Exp	12	1	13	5.38	4.44	19.70
	Success	2.31	7.24	9.55	8.25	.89	.806
	EQ	1.10	2.20	3.31	2.71	.44	.198

Descriptive statistics of the four variables i.e. emotional quotient, age, experience, and feedback success with respect to the subjects taught i.e. Islamic Studies, Pakistan Studies, Business communication and Ethics, and English are described in table 6. It also shows lowest standard deviation from the mean in the feedback success and emotional quotient of the teachers teaching Business Communication and Ethics (Feedback success: $M = 8.48$, $SD = 0.72$; Emotional Quotient: $M = 3.11$, $SD = 0.36$).

After Business Communication and Ethics, teachers teaching English have low standard deviation from the mean (Feedback Success: $M = 8.25$, $SD = 0.89$; Emotional Quotient: $M = 2.71$, $SD = 0.44$). These results may be interpreted in the light of fact that Business Communication and Ethics teachers have training and experience with one major aspect of EQ under the topics covered within Business communication and Ethics like: interpersonal skills, perception, analyzing audience. The English faculty comprises all female teachers and as shown in aforementioned analysis female teachers showed slightly higher EQ level as compared to male teachers among the respondents.

Table 7
Subject-wise Correlations between Variables

		Age	Exp	Success	EQ
Islamic Studies	Age	1	.347	.934*	.638
	N = 5		.567	.020	.247
	Exp	.347	1	.604	-.225
	N = 5	.567		.281	.716
	Feedback	.934*	.604	1	.379
	Success	.020	.281		.530
	N = 5				
	Emotional Quotient	.638	-.225	.379	1
N = 5	.247	.716	.530		
Pakistan Studies	Age	1	.908*	.122	-.075
	N = 6		.012	.818	.888
	Exp	.908*	1	.412	-.058
	N = 6	.012		.417	.914
	Feedback	.122	.412	1	-.252
	Success	.818	.417		.631
	N = 6				
	Emotional Quotient	-.075	-.058	-.252	1
N = 6	.888	.914	.631		
Business Communi- -cation & Ethics	Age	1	.964**	-.712	-.780
	N = 6		.002	.113	.067
	Exp	.964**	1	-.696	-.783
	N = 6	.002		.125	.066
	Feedback	-.712	-.696	1	.910*
	Success	.113	.125		.012
	N = 6				
	Emotional Quotient	-.780	-.783	.910*	1
N = 6	.067	.066	.012		
English	Age	1	.912**	-.702	.075
	N = 8		.002	.052	.859
	Exp	.912**	1	-.617	-.130
	N = 8	.002		.103	.758
	Feedback	-.702	-.617	1	.009
	Success	.052	.103		.982
	N = 8				
	Emotional Quotient	.075	-.130	.009	1
N = 8	.859	.758	.982		

Table 7 illustrates the relationship between the research variables in terms of subjects taught by the male/female teachers at the university. Strong positive correlation is found between age and feedback success of the Islamic Studies teachers ($r = 0.934^*$, $p = 0.020$). Strong, positive correlation is seen between age and experience of the Pakistan Studies ($r = 0.908^*$, $p = 0.012$), Business Communication ($r = 0.964^{**}$, $p = 0.002$), and English teachers ($r = 0.912^{**}$, $p = 0.002$). Strong correlation is found between emotional quotient and feedback success of the Teachers of Business Communication and Ethics ($r = 0.910^*$, $p = 0.012$).

Significant correlations among the variables of the teachers of Business Communication and Ethics are found than between the variables analysed for the teachers of other three subjects. This clearly indicates that as the subject stresses more on developing better communication, rapport, and understanding with the students, therefore, these and other factors contributed in acquiring a strong positive correlation between emotional quotient and feedback success. This finding strongly supports the rationale of this study that exploring and improving EQ profiles of teachers can help them attain greater professional success.

Strong positive correlation between emotional quotient and feedback success was expected from the analysis of the variables of English teachers, as this subject also demands better emotional relationship with the learners. However, as this is a small-scale project with a small sample size, therefore, analysis could not identify the trend to an exact number. Same study on a large sample size could yield exact results and could identify better trends.

5. Discussion and Conclusion

Research primarily aimed at exploring the EQ profile of the university teachers as being low, average, or high as whole; and included extended questions aiming to explore if teachers possessed the seven EQ dimensions, as part of their EQ profile, given by USMEQ-i i.e. Emotional Control, Emotional Maturity, Emotional Conscientiousness, Emotional Awareness, Emotional Commitment, Emotional Fortitude, and Emotional Expression. Scores indicate that from 25 teachers 5 male and 7 female teachers possess average EQ levels, whereas 5 male and 8 female teachers possess high EQ levels on the whole. The female respondents showed slightly better EQ than male respondents.

Research further aimed to explore the relationship between EQ profile of university teachers and their teaching success. Teaching success was gauged through student feedback reports as a standard practice undertaken by the Quality Management Department of the university that is responsible to acquire students feedback on teacher's teaching performance against approved criteria and requirements. Analysis revealed that there is no significant relation found between overall EQ profile of the teachers and feedback success ($r = 0.200$, $p = 0.337$). This also does not support the hypothesis that aimed to test and prove a significant relationship between the university teacher's EQ profile and their success as a teacher. However, as the sample size for this particular study was too small ($N = 25$), it is expected that the anticipated relationship trends may be found with a larger sample. Therefore, it may be concluded that further research to gain larger evidence in order to make final conclusions are strongly suggested.

Further more, study aimed to investigate the relationship between the EQ profile of the university teachers and demographic features in terms of age, gender, experience, subjects taught (Pakistan Studies, Islamic Studies, Business Communication and Ethics, and English). Results do not show any significant relationship between EQ and age, and EQ and experience. However, significant relationship was found between age and experience ($r = 0.885^{**}$, $p = 0.000$). However, no significant relationship was discovered between EQ and age, EQ and experience, and EQ and feedback in both male and female correlation analysis of these factors. Analysis in terms of subject taught and demography showed significant relationship between age and feedback success of the teachers of Islamic Studies ($r = 0.934^*$, $p = 0.020$) only.

Significant relationship, however, was noted between EQ profile and feedback success of the teachers of Business Communication and Ethics ($r = 0.910$, $p = 0.012$). This is an indicative that as the subject itself deals with developing rapport, being positive, creating better individual and group dynamics, and deals with coming to the level of the students with respect and by showing concern. Therefore, the teachers have somehow developed these characteristics and are trying to incorporate them in their teaching, which resulted in showing a significant relationship between EQ and success as a teacher. Significant positive relationship here thus supports the literature presented that advocated a positive relationship between emotional intelligence and success/performance.

However, at an overall analysis no significant relationship was seen between emotional intelligence and success, and emotional intelligence and demographic factors i.e. age, experience, gender, and subject taught (other than Business Communication and Ethics). These results could be attributed to the small sample size, which made it difficult to draw exact results and see better trends and relationships between the variables.

The present research, besides calling forth a similar study with a larger sample, also identifies numerous other research directions. A study may be initiated to probe the reasons behind Business Communication and Ethics teachers having better EQ profile and feedback success. The study targeting trends among public and private sector universities across different disciplines also seems interesting option. Moreover, this study used feedback as indicator of professional success, in future studies other indicators and ways of teacher's professional success may be included.

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Appendix

USM Emotional Quotient Inventory (USMEQ-i)

1. I give advice to my friends and myself regularly.
2. Whenever I succeed, I pray to God.
3. I apologize for the mistakes I make.
4. When I am in trouble I look at the bright side of it.
5. I keep my promise.
6. I am always confident in doing daily work.
7. I can make my own decisions rationally.
8. I speak politely with my family members and others.
9. I do not like to make people wait for me.
10. When I face a setback or failure I stay patient.
11. I can focus on what I do even when I am stressed.
12. When I am in setback, I accept the fact and try to find solution.
13. I am always proactive in completing a task.
14. I know my abilities and potentials.
15. I will express my opinions and critics to improve the situation.
16. I love to participate actively in a discussion.
17. I will continue to carry out responsibilities given to me even if others won't do it.
18. I always feel I can solve any problem regardless of situation.
19. Failures motivate me to be more successful.
20. I carry out my duties whole-heartedly.
21. I am always honest to myself.
22. I can understand and feel others' feelings as if I were them.
23. I am motivated to learn something because I want to learn it.
24. I always reflect on what I do to improve myself.
25. I can control my feelings of sadness or anger even when I am in problem.
26. When I am given a task I do it at my best.
27. I am always sensitive to the changes that occur around me.
28. I am sensitive to my instincts and emotions.
29. I mingle around with my neighbours.
30. The purpose of my learning something is that I want to expand my knowledge and apply it in my daily life.
31. I easily forgive them who do wrong with me.
32. In any situation I can keep myself calm and make rational decision according to the situation.
33. When I face a difficult task, I try to solve it properly.
34. I appreciate what I have.
35. I respect elder people and neighbours.
36. I give good commitment to the activities planned by my institution or society.
37. I search for relevant information to understand or learn certain things.

38. I face daily life calmly even if I am in difficulty.
39. I investigate always the problems arisen thoroughly in order to solve them appropriately.
40. I am sensitive to others feelings.
41. I appreciate others opinions and feelings.
42. I know how to use my abilities and potentials for my success.
43. I can express my intentions, needs and suggestions to what I want and what I don't.
44. I can control myself in any situation.
45. When I face difficulties, I get advice and help from others on what to do.
46. I love others as I love myself.