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Analysis the Impact of Emotional Intelligence on University Teachers' Academic Performance in Bangladesh: An Empirical Evaluation

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Abstract

The main objective of the study is to examine the impact of the factors affecting emotional intelligence on the teachers' academic performance in Bangladesh and data were collected adopting stratified sampling technique through a structured questionnaire from public and private university teachers in Bangladesh. The partial least square method based on structural equation model (PLS-SEM) was used to analyze data. This study reveals that there is a significant effect of emotional self-regulation ($t=3.261$, $\beta=0.205$, $p<0.05$), self-motivation ($t=3.382$, $\beta=0.254$, $p<0.05$), social skill ($t=2.618$, $\beta=0.171$, $p<0.05$) on teachers' academic performance in Bangladesh. On the other hand, the insignificant relationship exists of emotional self-awareness ($t=1.269$, $\beta=0.099$, $p>0.05$) and emotional empathy ($t=1.041$, $\beta=0.068$, $p>0.05$) on teachers' academic performance. Especially, self-motivation has a strong positive impact ($\beta = 0.254$) on teachers' academic performance but emotional empathy ($\beta = 0.068$) has most insignificant impact on teachers' academic performance. The study has several implications for education researchers, government of Bangladesh (Ministry of Education, University Grants Commission), education policy makers, university teachers, education service providers (University) and IQAC to identify and evaluate the factors affecting emotional intelligence on teachers' academic performance for accelerating teaching learning pedagogy as well as effectiveness in order to ensure quality education.

Keywords: Emotional intelligence (EI), Academic performance, University teachers', Teaching-learning outcome, Bangladesh.

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Introduction

In recent era, the emotion of teachers' has become a significant topic of interest or study area in educational research perspective. Education plays a vital role in forming a society as well as a nation that leads to change the world. The quality of teaching- learning at tertiary level completely relies upon the university teachers whereas the quality assurance in higher education has become an important global trend in recent years. With the advancement of globalization, emergence of new technology and educational reforms, the educational institutions face challenges relating to ensuring quality education, effective teaching learning pedagogy and outcome in order to meet local and global demand. Moreover, societal pressure on teachers increased due to poor academic performance both teachers and students, decreasing educational quality, students' fickle attitude towards education, deviation of demands and expectations of guardians and huge workload with too much responsibility made it difficult to cope up with those challenges (Asrar-ul-Haq, et al., 2017). To deal with those challenges, teachers face huge physical and psychological pressure that lead to occupational burnout because teaching is the most stressful occupation in the world (Johnson, et al., 2005); (Brog, 1990). Those challenges can be easily coped up through growing up their emotional and professional know-hows (Ignat & Clipa, 2012).

Education is the most effective tool to meet up those challenges whereas emotions of teachers are integral part not only to develop physical and mental growth of individuals but also to develop goals of organizational settings as the socio-cultural context of the society (Miyagamwala, 2015). Moreover, teaching is an emotional endeavor with intense emotional work. So, teaching is the combined effort of knowledge, pedagogical skill and emotional intelligence (Hargreaves, 1998). Teachers are recognized in all over the world are so-called emotional labor that they use emotional expression (knowledge, skill & experience) in teaching learning pedagogy. Therefore, the significance of emotional intelligence and emotional labor of teachers' performance has been recognized internationally in considering the relevance. Quality of higher education is the great concern in Bangladesh now-a-days to develop skilled workforce pools. The root point for ensuring quality education is the effective teaching learning at tertiary level where university teachers play a vital role in developing the educational quality. Teachers are the emotional labor where the emotional skills of teachers are the key factors of effective performance (Hargreaves, 1998).

Emotional intelligence is considered soft skill. Soft skills are important job-related skills that involve little or no interaction with machines and whose application on the job is quite generalize. For effective and efficient performance, both hard skills (functional Skills) as well as soft skills (emotional skill) are crucial. According to a study conducted by Harvard University noted that 80% of achievements in career performance are determined by soft skills and only 20% by hard skills (Wikipedia, 2019). This research emphasizes the significant impact in the change in performance for the advancement of the organizational goal settings. Emotional intelligence develops the employee's self-awareness, self-confidence and creativity as well as increase trust and integrity and improves relationship with others in the organizational and workplace settings (Asrar-ul-Haq, et al., 2017); (Kannaiah & Shanthi, 2015). Better understanding among teachers and students, introduction of modern teaching methods and dedication of teachers and students can improve the culture of higher education in Bangladesh (Moneum & Baniamin, 2010). Role of teachers' is crucial for developing attitudes and behaviors of their students because emotional intelligence is positively associated with performance (Cote & Miners, 2006). Critical and essential need of more research on teachers' emotional intelligence is required because teaching and emotion are correlated each other (Schutz & Zembylas, 2009). Emotional intelligence is completely a psychological factor appears much profound impact on the employees' performance and abilities greatly in the workplace settings and classroom both at organizational and individual levels (Carmeli, 2003); (Petrides, et al., 2004). EI has Individuals with high emotional intelligence are tending to show better job performance and satisfaction in their organizational settings in comparison to individuals with low emotional intelligence (Law, et al., 2004); (Lyons

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& Schneider, 2005); (Roony & Viswesvaran, 2004); (Miyagamwala , 2015). Former ability based model (Solovey & Mayer, 1990); (Mayer & Salovey , 1997) and later mixed model (Goleman, 1995); (Bar-On, 1997); (Goleman, 1998) as well trait based model (Petrides & Furnham, 2000) (Bar-On, 2010); (Bar-On, 2002) evolved to recognize the emotional intelligence. This study is based on the influence of mixed model developed by Denial Goleman in 1995, a set of skills and competencies deriving leadership abilities, measured the emotional intelligence on performance through applying five dimensional attributes considering emotional self-awareness, emotional self-regulation, emotional self-motivation, emotional empathy and social skill. Emotions are quite complex psychological feelings that help to emphasize the reasoning of individual expressions (Gayathri & Meenakshi, 2013). Teachers' emotional skills were categorized into five dimensional model (i.e. emotional relationship, interpersonal awareness, emotional intrapersonal beliefs, emotional interpersonal guidelines and emotional management) required in the classroom (Harvey & Evans, 2003) . Hence, Teachers' ability of utilizing emotions in performing emotional labor required to be improved for teaching and learning in the classroom where teachers' emotional intelligence is below standard (Corcoran & Tormey, 2012); (Fried, 2011).

This study is conducted based on the mixed model that is the combination of both ability and trait model .So, the objectives of the study mainly in two-folds; firstly to find out the determining factors affecting emotional intelligence and academic performance of university teachers' in Bangladesh and secondly to assess the impact of emotional intelligence on academic performance of university teachers. The objective of the study mainly in two folds: firstly to find out the determining factors affecting emotional intelligence and academic performance of the university teachers in Bangladesh and secondly to assess the impact of emotional intelligence on academic performance of university teachers' in Bangladesh. The remaining part of this study is structured as follows: the second chapter describes the previous studies that focuses empirical and theoretical literatures, the following chapters proposed model of the study, and later one covers the methodological issues, the fifth chapter describes the main analysis and results, and finally, it provides concluding remarks with recommendations, limitations and implications to the wide range of stakeholders to whom this study will serve.

What is Emotional intelligence?

Emotional intelligence summarizes two different words “Emotion” and “intelligence”. Emotion refers to strong and intuitive feelings associated with thoughts and behavioral responses from reasoning or knowledge. Intelligence means ability or capacity to acquire, understand and make judgments to apply knowledge and skills based on reasoning. So, emotional intelligence is the capacity of individual to recognize and evaluate the emotion of self as well as of others. So, emotional intelligence is more powerful tool than IQ (Goleman, 1995).

‘The ability to monitor one’s own and others’ feelings and emotions, to discriminate among them and to use this information to guide one’s thinking and actions’ (Salovey and Mayer, 1990 p. 189)

“Emotional intelligence is the set of abilities that account for how people’s emotional perception and understanding vary in their accuracy. More formally, we define emotional intelligence as the ability to perceive and express emotion, assimilate emotion in thought, understand and reason with emotion, and regulate emotion in the self and others” (Mayer & Salovey, 1997).

“The ability to perceive and express emotion, assimilate emotion in thought, understand and reason with emotion, and regulate emotion in the self and others”.(Mayer, Salovey, & Caruso, 2000, p.396; see also Mayer & Salovey, 1997)

“Emotional Intelligence is 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.

2. Review of Literature on Emotional Intelligence and job performance

Lyons & Schneider, (2005) emphasized on ability based model (perceiving, integrating, understanding and managing emotions) of emotional intelligence that influenced on apprising performance. The study revealed that high level of Emotional intelligence would apprise challenges and enhance performance and vice-versa. Moreover, (Asrar-ul-Haq, et al., 2017) used emotional intelligence model proposed by Salovey and Mayer (1989-1990) for assessing the performance of teachers' in higher education institutions in Pakistan and demonstrated the findings that emotional self-awareness, self-confidence, achievement, developing others and conflict management have a positive and significant relationship with the job performance of teachers'. Emotional intelligence caused to appear on job performance (success) and interpersonal reactions (Mayer & Cobb, 2000). Emotional intelligence (self-control of mood, and self-presentation and empathy) with affective trait domains influenced on work success (Fox & Spector, 2000). A study found that Self-awareness, self-regulation, self-motivation and social skill (relationship management) have partial as well as overall significant effect on job performance among university teachers in Malaysia (Hanifi, et al., 2017). Mixed model of emotional intelligence used to examine the relationship between emotional intelligence and faculty performance and found partial and overall significant relationship (James & S., 2018). High emotional intelligence of the faculty members in Philippines measured very satisfactory rate in job performance based on performance report (Myra, et al., 2017).

A significant positive relationship found between emotional intelligence and employees' job performance in public and private higher educational institutions in Pakistan (Ahmed, et al., 2016). Moreover, each component of emotional intelligence has a positive significant effect on educational performance of faculty members' and no significant difference between emotional intelligence of faculty members and performance at Urmia University in terms of gender, designation and year of experience (Rahmat, et al., 2014). A study was conducted gender differences in emotional intelligence of university teachers at Pakistan considering Bar-On emotional Quotient Inventory and comprising five dimensions of overall emotional intelligence: intrapersonal, interpersonal, stress management, adaptability and general mood and found that both male and female gender groups got equal EQi scores in considering sub-dimensions and overall emotional intelligence as well as handling difficult situations (Shehzad & Mahmood, 2013). Trait emotional intelligence identified moderated relationship with cognitive abilities and academic performance as well as revealed high trait EI reflected high academic performance and deviant behavior and low trait EI reflected low academic performance and variety of deviant behavior of pupils at British secondary education (Petrids, et al., 2004). Quality of teaching largely relies upon the teaching effectiveness with increasing demand of globalization. A positive and significant relationship found between emotional intelligence skills and teaching effectiveness in the study among lecturers at Universiti Teknologi MARA (UiTM), Puncak Alam, Selangor. Having high emotional intelligence skills, lecturers had high self-confidence and commitment towards their job (Hassan, et al., 2015). On the one hand, an investigation had done where the effect of emotional intelligence evaluated on academic achievement of students at Universiti Teknologi Mara (UiTM) through analyzing self-emotional appraisal, others' emotional appraisal, understanding of emotion and regulation of emotion dimensions and found two aspects i.e. self-emotional appraisal and understanding of emotion significantly and positively associated with the students' academic achievement (Mohzan, et al., 2013). A good teacher must be emotionally intelligent in every dimension and the research indicated a theoretical aspect that higher level of emotional intelligence related to wide range of positive outcomes better performance at workplace, job satisfaction etc. (Miyagamwala , 2015). Lecturers' teaching effectiveness of public and private university teachers in Malaysia are verified through adopting two variables self-management skill and personal leadership skill. Statistical analysis revealed self-management was the most important predictor of personal leadership because a significant impact of teaching effectiveness found by utilizing two variables (Md. Jani, et al., 2015). An interrelationship between emotional intelligence, cognitive intelligence and job performance was

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examined through evaluating the constructs i.e. agreeableness, conscientiousness, emotional stability, extraversion, openness to experience, leader-member exchange, cognitive intelligence, task performance and organization citizenship behavior (OCB). The association between emotional intelligence and task performance becomes more positive as cognitive intelligence decreases as well as the association between emotional intelligence and organizational citizenship behavior (OCB) becomes more positive as cognitive intelligence decreases (Côté & Miners, 2006).

3. Conceptual framework/ Theoretical Model

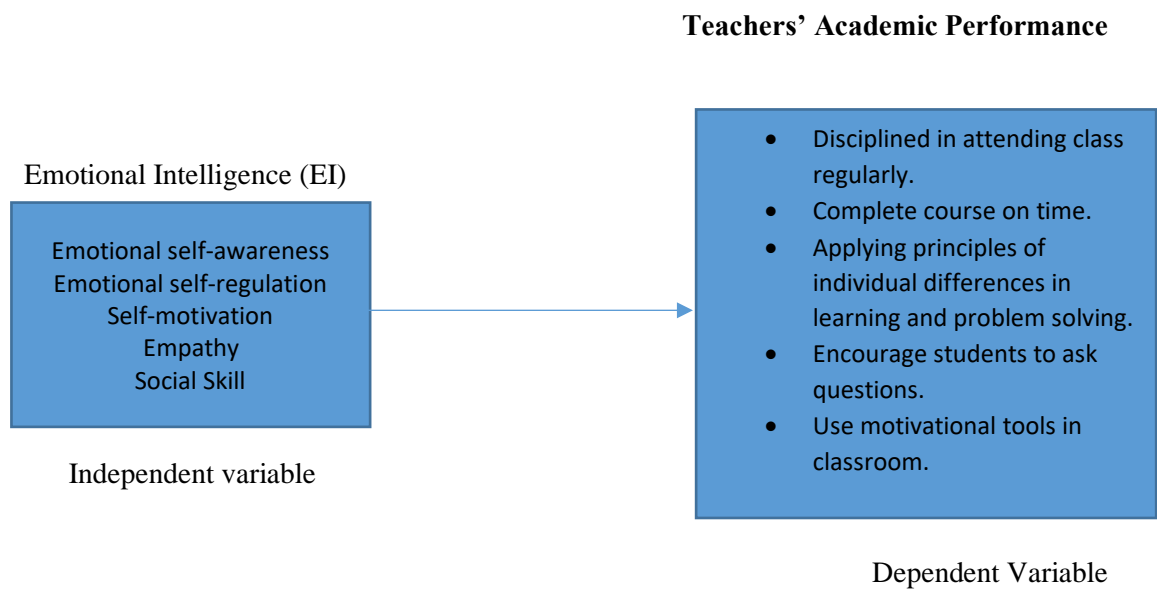


Figure 3.1. Conceptual framework/ theoretical model

3.1 Hypothesis Development

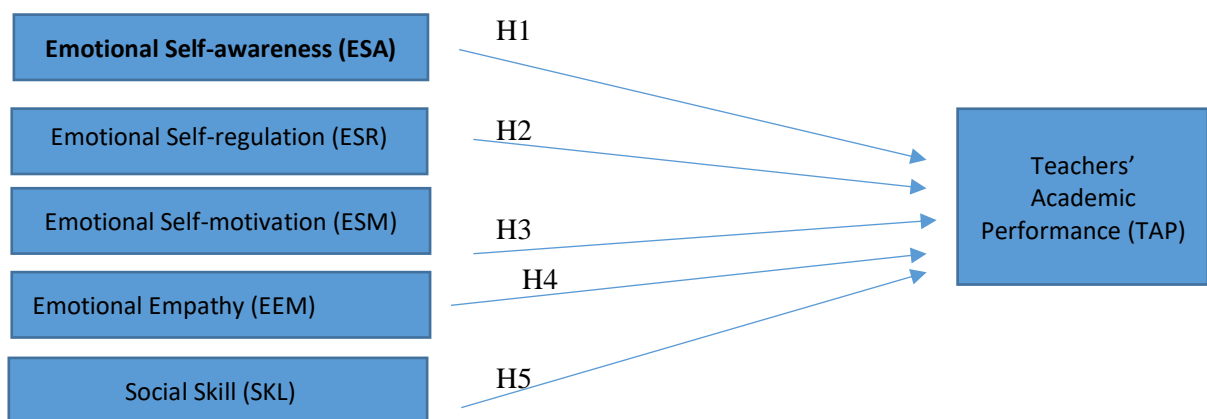


Figure 3.2. Proposed Research model with developing hypothesis

Emotional self-awareness is defined to recognize one's strength, weakness and drives values and goals impact on others adopting self-confidence, realistic self-assessment and constructive self-criticism with utilizing proper sense of humor. (Goleman, 1995); (Goleman, 1998) ; (Asrar-ul-Haq, et al., 2017); (James & S., 2018); (Ahmed, et al., 2016) ; (Chipumuro, 2015); (Hanifi, et al.,

2017); (Mehmood, et al., 2013).

H1: The grater the level of university teachers' emotional self-awareness, the higher will be the level of teachers' academic performance.

Emotional self-regulation is referred to the controlling and redirecting disruptive emotions and impulses through confronting with ambiguity and challenges. (Goleman, 1998) ; (Asrar-ul-Haq, et al., 2017); (Ahmed, et al., 2016) (James & S., 2018); (Chipumuro, 2015); (Hanifi, et al., 2017); (Mehmood, et al., 2013).

H2: The grater the level of university teacher's emotional self-regulation, the higher will be the level of teachers' academic performance.

Emotional self-motivation means relishing achievement for the own sake or being driven optimistically for the sake of achievement. (Goleman, 1998) ; (Asrar-ul-Haq, et al., 2017); (Goleman, 1995); (Ahmed, et al., 2016); (Hanifi, et al., 2017); (Mehmood, et al., 2013).

H3: The grater the level of university teacher's emotional self-motivation, the higher will be the level of teachers' academic performance.

Emotional empathy is defined considering or understanding other feelings especially when making decision through using expertise in attracting and retaining talents, ability to develop others and sensitivity to cross cultural differences. (Goleman, 1998) ; (Asrar-ul-Haq, et al., 2017); (Ahmed, et al., 2016); (Rahmat, et al., 2014).

H4: The grater the level of university teacher's emotional empathy, the higher will be the level of teachers' academic performance.

Social skill means building rapport or managing relationship with others to move them in desired direction through effectiveness in leading change, persuasiveness, extensive networking and expertise in building and leading change (Goleman, 1998) ; (Asrar-ul-Haq, et al., 2017); (Ahmed, et al., 2016); (Chipumuro, 2015); (Hanifi, et al., 2017); (Mehmood, et al., 2013).

H5: The grater the level of university teacher's social skill, the higher will be the level of teachers' academic performance.

Teachers' academic performance refer to maintain disciplines in class (performance, management) with adopting individual differences in learning and problem solving through using motivational tools, teaching methods and styles.

(Asrar-ul-Haq, et al., 2017); (Miyagamwala, 2015); (Hanifi, et al., 2017); (Rahmat, et al., 2014); (Mehmood, et al., 2013).

Methodology

Population and sampling and questionnaire design of the study

All the male and female university teachers (both public and Private) of Bangladesh are the study area for this research. The stratified sampling technique was used to collect data. The structured survey questionnaire method is used to collect the desired data for assessing the latent constructs in the developed model. The survey method is used to collect data through a questionnaire that was developed through an intensive review of literature where the questionnaire is divided into two parts that consist of 31 questions; Part-A (9 questions) and Part-B (22 questions). Part-A covers demographic information of the university teacher considering gender, age, marital status, education, year of experience, designation, faculty, university type and monthly income. On the other hand, Part-B contains questions regarding the measurable constructs of independent variable (Emotional Intelligence), and dependent variable (teachers' academic performance) in the

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developed research model using 5-point Likert scale from (1) “strongly disagree” to (5) “strongly agree”. A simple random sampling technique is used in the study for collecting data. A total of 380 self-administered questionnaire were distributed to the teachers of both public and private universities out of which 248 were returned whereas the resulting response rate 65 per cent. Twenty-four incomplete questionnaires were dropped from the analysis. Finally, 224 questionnaires were selected to proceed for final analysis where 65.4% male and 34.6% female. Data were collected from twelve universities both eight (08) public and four (04) private universities operating in Bangladesh.

Sources of Data

The data are collected from primary and secondary sources. The primary data are collected from the university teachers who are currently employed in different public and private universities. The researcher applied multiple techniques to collect primary data (i.e. structured questionnaire where both open and closed ended questions were included, informal discussion and observation). Printed and published journal articles, books and websites were used to accumulate secondary data.

Variable settings

The study is empirical cum exploratory. Out of the total population, the sample size of 224 respondents is targeted to conduct the study. In the sample size, 147 respondents are male and 77 respondents are female taken from different public and private universities in Bangladesh respectively.

Independent variables

Emotional self-awareness (Goleman, 1995) ; (Goleman, 1998) ; (Asrar-ul-Haq, et al., 2017); (James & S., 2018); (Ahmed, et al., 2016) ; (Chipumuro, 2015); (Hanifi, et al., 2017); (Mehmood, et al., 2013)

Emotional self-regulation/control (Goleman, 1998) ; (Asrar-ul-Haq, et al., 2017); (Ahmed, et al., 2016) (James & S., 2018); (Chipumuro, 2015); (Hanifi, et al., 2017); (Mehmood, et al., 2013).

Emotional self-motivation (Goleman, 1998) ; (Asrar-ul-Haq, et al., 2017); (Goleman, 1995); (Ahmed, et al., 2016); (Hanifi, et al., 2017); (Mehmood, et al., 2013)

Emotional empathy (Goleman, 1998) ; (Asrar-ul-Haq, et al., 2017); (Ahmed, et al., 2016); (Rahmat, et al., 2014).

Social skill (Goleman, 1998) ; (Asrar-ul-Haq, et al., 2017); (Ahmed, et al., 2016); (Chipumuro, 2015); (Hanifi, et al., 2017); (Mehmood, et al., 2013).

Dependent Variable

Teachers' academic/job performance (Asrar-ul-Haq, et al., 2017); (Miyagamwala, 2015); (Hanifi, et al., 2017); (Rahmat, et al., 2014); (Mehmood, et al., 2013).

Statistical analysis

Smart-PLS 3.0 software was used to analyze ‘partial-least square-structural equation modeling (PLS-SEM)’ and to test the frequency, descriptive statistics, reliability, validity, and hypothesis.

Result and Discussion

Socio demographic information

Characteristics and its category		Frequency	Valid %
Gender	Male	147	65.6
	Female	77	34.4
Age	Below 25 Years	4	1.8
	26-30 Years	88	39.3
	31-35 Years	63	28.1
	Above 35 Years	69	30.8
Marital Status	Single	49	21.9
	Married	174	77.7
	Separated	1	0.4
Education	Master Degree	163	72.8
	M Phil	12	5.4
	PhD	42	18.8
	Post-Doctoral	7	3.1
Year of Experience	0-5 Years	113	50.45
	6-10 Years	67	29.9
	11-15 Years	23	10.27
	16-20 Years	7	3.13
	Above 20 Years	14	6.25
Designation	Lecturer	101	45.09
	Assistant Professor	72	32.14
	Associate Professor	24	10.71
	Professor	27	12.06
Faculty Types	Faculty of Science and Engineering	99	44.20
	Faculty of Arts & Social Science	59	26.33
University types	Faculty of Business	66	29.47
	Public	145	64.73
Monthly income (In Taka)	Private	79	35.27
	Below BDT 45,000	105	46.88
	BDT 46,000-60,000	59	26.33
	BDT 61,000-80,000	33	14.73
	Above BDT 80,000	27	12.06

Table 5.1 Socio-demographic information of respondents

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Demographic profile of the respondents in Table-5.1 represents nine demographic items in order to describe characteristics of demographics. From the aspect of gender, majority of the respondents are male (65.6%) and the rest are female (34.4%) respondents out of 224 respondents. As for age, the highest number of respondents is in the range of 26-30 years old with 88 respondents (39.3%), followed with the range 31-35 years old 63 respondents (28.1%), respondents age above 35 years old are 69 (30.8%) and the age below 25 years old are 4 (1.8%). In term of marital status, majority of the respondents are married 174 (77.7%) and unmarried 49(21.9%). In considering the educational qualification, most of the respondents are holding only Master degree 163 (72.8%) and the rest of the respondents holding M. Phil 12 (5.4%), PhD 42 (18.8%) and Post-Doctoral 7(3.1%) fellowship respectively. As for the years of experience, highest number of respondents' 113 (50.15%) lies in the range 0-5 years of working experience and lowest number of respondents 7 (3.13%) lies in the range of 15-20 years. In term of designation, most of the respondents are lecturer 101 (45.09%) and rest of respondents are assistant professor 72 (32.14%), associate professor 24 (10.71%) and professor 27 (12.06%) of different public and private universities. Data are accumulated from respondents of different faculties, faculty of science and engineering 99 (44.20%); faculty of arts and social science 59 (26.33%) and faculty of business 66 (29.47%). Majority of the respondents are the faculty members of public universities 145 (64.73%) and the rest of them are private universities 79(35.27%). In term of monthly income, highest number of the respondents' earnings are in the below BDT 45,000 with 105 (46.88%) and lowest number of respondents' earnings are in the above BDT 80,000 with 27 (12.06%).

Descriptive statistics

Assessment of emotional intelligence: N=224 Result of measuring attributes of Emotional Intelligence under likert scale with mean and standard deviation:

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		Emotional Intelligence							
	Emotional Self-awareness	Strongly Disagree No. (%)	Disagree No. (%)	Neutral No. (%)	Agree No. (%)	Strongly Agree No. (%)	Mean	Standard Deviation	
Items	Measurement Attributes								
ESA 1	I understand and express my feelings	0	0	1(0.45%)	11(4.91%)	212(94.6%)	4.94	.25	
ESA 2	I know how my feelings impact on my performance	0	0	17(7.58%)	120(53.57%)	87(38.83%)	4.31	.60	
ESA 3	I have a significant personality that stands out in a group to take challenge and accomplish goal	0	2(0.89%)	35(15.63%)	121(54.02%)	66(29.46%)	4.12	.68	
Items	Emotional Self-regulation								
ESR 1	I am quite capable of controlling my emotion	0	1(0.45%)	25(11.16%)	138(61.61%)	60(26.78%)	4.14	.614	
ESR 2	I am able to handle difficult situation rationally	0	4(1.79%)	32(14.29%)	130(58.04%)	58(25.89%)	4.06	.68	
ESR 3	I always positive in trying moments	0	3(1.34%)	31(13.84%)	125(55.80%)	65(29.02%)	4.12	.68	
Items	Emotional Self-motivation (ESM)								
ESM 1	I am able to motivate myself	0	0	13(5.80%)	133(59.38%)	78(34.82%)	4.29	.56	
ESM 2	I love and respect myself			9(4.02%)	84(37.50%)	131(58.48%)	4.54	.57	
ESM 3	I always think positive about future	0	4(1.78%)	26(11.61%)	88(39.29%)	106(48.66%)	4.32	.74	
ESM 4	I have a positive attitude toward life	0	0	10(4.46%)	103(45.98%)	111(49.55%)	4.45	.58	
Items	Emotional Empathy (EEM)								
EEM 1	I am able to take another person's perspective	0	1(0.45%)	14(6.25%)	155(69.20%)	54(24.10%)	4.16	.56	
EEM 2	I have a sense of sensitivity to other	0	2(0.89%)	13(5.80%)	132(58.93%)	77(34.38%)	4.26	.60	

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	feelings)			
EEM 3	I feel better at listening to others	0	1(0.45%)	16(7.14%)	131(58.48%)	76(33.93%)	4.25	.62
Items	Social Skill (SKL)							
SKL 1	I like to share my emotion with others	6(2.68%)	19(8.48%)	37(16.52%)	97(43.30%)	65(29.02%)	3.87	1.01
SKL 2	I always give complement others when they are done something well	0	1(0.45%)	7(3.13%)	103(45.98%)	113(50.45%)	4.46	.58
SKL 3	I help to resolve/ de-escalate conflict	0	0	12(5.36%)	137(61.16%)	75(33.48%)	4.28	.55
SKL 4	I communicate with others in friendly manner	0	0	5(2.23%)	73(32.59%)	146(65.18%)	4.62	.52

Table 5.2. Showing the percentage of response rate on emotional intelligence with descriptive statistics.

constructs where average mean and average standard deviation of all items of the construct are 4.12 and 0.66 that indicate faculty members of higher educational institutions are highly self-regulated and data set are showing greater variability. Emotional self-motivation is measured under four items while highest mean value is 4.54 and lowest mean value 4.29 as well as highest value standard deviation 0.74 and lowest value of standard deviation 0.56 among all items of the constructs where average mean and average standard deviation of all items of the construct are 4.40 and 0.61 that indicate faculty members of higher educational institutions are highly self-motivated but the data set are showing greater variability. Emotional empathy is measured under three items while highest mean value is 4.26 and lowest mean value 4.16 as well as highest value standard deviation 0.62 and lowest value of standard deviation 0.56 among all items of the constructs where average mean and average standard deviation of all items of the construct are 4.22 and 0.59 that indicate faculty members of higher educational institutions are empathetic and data set are showing greater variability. Social skill is measured under three items while highest mean value is 4.62 and lowest mean value 3.87 as well as highest value standard deviation 1.01 and lowest value of standard deviation 0.52 among all items of the constructs where average mean and average standard deviation of all items of the construct are 4.30 and 0.67 that indicate faculty members of higher educational institutions are socially skilled but data set are showing greater variability.

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Result of measuring attributes of teachers' academic performance under likert scale with mean and standard deviation: N=224

Table 5.3. showing the percentage of response rate on TAP with descriptive statistics

		Teachers Academic Performance					Mean	Standard Deviation
	Factors affecting teachers academic performance	Strongly Disagree No. (%)	Disagree No. (%)	Neutral No. (%)	Agree No. (%)	Strongly Agree No (%)		
Items	Measurement Attributes							
TAP 1	I am always disciplined in attending class regularly	0	4(1.79%)	11(4.91%)	109(48.67%)	100(44.64%)	4.36	.66
TAP 2	I make complete the course on time	0	3(1.33%)	8(3.57%)	103(45.98%)	110(49.11%)	4.42	.63
TAP 3	I apply the principles of individual differences in learning and problem solving	0	11(4.91%)	51(22.77%)	127(56.70%)	35(15.63%)	3.83	.74
TAP 4	I always encourage students to ask questions	0	1(0.45%)	7(3.13%)	80(35.71%)	136(60.71%)	4.54	.57
TAP 5	I always use motivational tools in the classroom	0	3(1.33%)	23(10.27%)	106(47.32%)	92(41.07%)	4.28	.70

Teachers' academic performance dimension is assessed under five items where highest mean value is 4.5670 and lowest mean value 3.8304 as well as highest value standard deviation 0.74435 (high variability) and lowest value of standard deviation 0.57992 among all items of the constructs while average mean and standard deviation score of all items of the constructs are 4.29378 and 0.66.

5.4. The measurement model and cross loading matrix:

Constructs	Items	Indicator Loadings	AVE	Composite Reliability	Cronbach's Alpha	R Square
ESA	ESA1	0.739	0.65	0.787	0.47	
	ESA2	0.868				
ESR	ESR1	0.991	0.981	0.99	0.981	
	ESR2	0.991				
ESM	ESM1	0.714	0.581	0.847	0.76	
	ESM2	0.735				

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	ESM3	0.755				
	ESM4	0.839				
EEM	EEM1	0.895	0.602	0.746	0.364	
	EEM2	0.634				
SKL	SKL1	0.771	0.622	0.832	0.70	
	SKL2	0.798				
	SKL3	0.797				
TAP	TAP1	0.726	0.508	0.837	0.76	0.293
	TAP2	0.68				
	TAP3	0.695				
	TAP4	0.82				
	TAP5	0.629				

Table 5.4. The measurement model and cross loading matrix

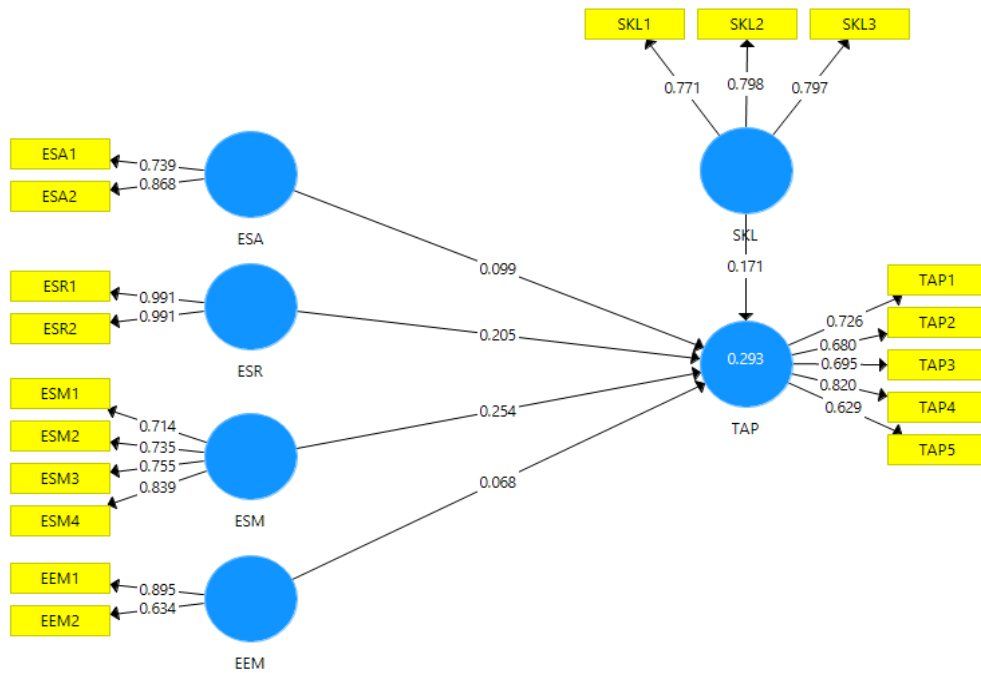
(ESA=Emotional Self-awareness; ESR= Emotional Self-regulation; ESM= Emotional Self-motivation; EEM= Emotional Empathy; SKL= Social Skill; TAP= Teacher Academic Performance.)

The Measurement Model exposes the reliability and validity Analysis of data. Evaluation of reliability and validity is crucial before testing the hypothesis (Hair Jr., et al., 2014) (Hire Jr., et al., 2016). The consistent internal reliability was assessed by using Cronbach's alpha and composite reliability. The acceptable value limit of Cronbach's alpha and composite reliability is 0.70 or more to attain the internal consistence (Hair, Jr., et al., 1995) as well as the factor loading of items must be greater than 0.50 (Hulland, 1999). So, the value of Cronbach's alpha and composite reliability below 0.60 indicates lack of internal reliability (Hire Jr., et al., 2016). Table 5.4 shows the composite reliability values of the constructs are more than 0.70, which is greater than the recommended value. On the other hand, Cronbach's alpha values of the constructs are more than 0.70 except the value of emotional self-assessment (ESA) 0.47 and emotional empathy (EEM) 0.364 due to limitations, unfortunately, whereas the recommended value of Cronbach's alpha is 0.70. Thus, as per the results, constructs were deemed to have enough reliability.

Moreover, the validity was assessed by evaluating convergent and discriminant validity. The convergent validity is considered to be satisfactory when the value of Average Variance Extracted (AVE) of constructs is at least 0.50, and values of item loading are well above 0.50. The measurement model table shows that AVE ranged from 0.508 to 0.981 whereas the indicators loading are larger than the recommended value except TAP-5 (0.629) unfortunately. So, the conditions for convergent validity are met in this study. The measurement model highlights 29.3% (0.293) percent variance in teachers' academic performance. In case the indicators having outer loading below .7 value within the range of .4 to .7 are permissible dropping not more than 20% of the total number of indicators (Hair Jr., et al., 2014). For this reason, eighteen (81%) indicators are shown in the analysis out of 22 indicators in order to proceed analysis.

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Figure 5.1. Proposed research model validation with path coefficient.



Source: Smart PLS output 3.00

(ESA=Emotional Self-awareness; ESR= Emotional Self-regulation; ESM= Emotional Self-motivation; EEM= Emotional Empathy; SKL= Social Skill; TAP= Teacher Academic Performance.)

5.5. Cross Loading for Discriminant Validity Analysis:

Items	ESA	ESR	ESM	EEM	SKL	TAP
ESA1	0.739	0.174	0.234	0.191	0.224	0.221
ESA2	0.868	0.255	0.348	0.300	0.314	0.299
ESR1	0.271	0.991	0.318	0.220	0.234	0.359
ESR2	0.266	0.991	0.285	0.216	0.208	0.359
ESM1	0.312	0.225	0.714	0.194	0.234	0.341
ESM2	0.193	0.262	0.735	0.187	0.198	0.289
ESM3	0.218	0.197	0.755	0.170	0.155	0.251
ESM4	0.364	0.242	0.839	0.186	0.346	0.383
EEM1	0.277	0.198	0.222	0.895	0.308	0.255
EEM2	0.202	0.137	0.145	0.634	0.285	0.147
SKL1	0.294	0.188	0.244	0.274	0.771	0.301
SKL2	0.241	0.198	0.255	0.329	0.798	0.266
SKL3	0.264	0.142	0.256	0.286	0.797	0.274
TAP1	0.231	0.321	0.230	0.150	0.269	0.726

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TAP2	0.125	0.221	0.258	0.084	0.172	0.680
TAP3	0.283	0.266	0.308	0.238	0.136	0.695
TAP4	0.301	0.301	0.400	0.271	0.435	0.820
TAP5	0.183	0.154	0.283	0.173	0.169	0.629

Table 5.5. Cross loading for discriminant Validity Analysis:

(ESA=Emotional Self-awareness; ESR= Emotional Self-regulation; ESM= Emotional Self-motivation; EEM= Emotional Empathy; SKL= Social Skill; TAP= Teacher Academic Performance.)

The discriminant validity was assessed by the correlation matrix, the square root of AVE as well as cross loading matrix. Outer loading of a construct should be greater than the other corresponding loadings. Table 5.5 indicates cross-loading for discriminant validity analysis and reveals that all outer loadings are greater than their corresponding loadings. For achieving an acceptable limit of discriminant validity, the value of square root of AVE of a construct must be greater than the correlation of its row and column (Henseler, et al., 2009). So, the square roots of AVE are greater than their corresponding correlation representing the good discriminant validity of data shown in Table 5.5. So, the validity of data has been met and satisfied for further analysis.

5.6 Latent constructs Correlation Matrix and Squire Root of Average Variance Extracted (EVA):

	EEM	ESA	ESM	ESR	SKL	TAP
EEM	0.776					
ESA	0.312	0.806				
ESM	0.242	0.368	0.762			
ESR	0.220	0.271	0.304	0.991		
SKL	0.375	0.339	0.319	0.223	0.789	
TAP	0.270	0.327	0.423	0.362	0.357	0.713

Table: 5.6: Latent constructs Correlation Matrix and Squire Root of Average Variance Extracted (EVA)

(ESA=Emotional Self-awareness; ESR= Emotional Self-regulation; ESM= Emotional Self-motivation; EEM= Emotional Empathy; SKL= Social Skill; TAP= Teacher Academic Performance.)

5.7 Structural Model:

Structural model was used to checking the hypothetical relationship among variables (Hair, et al., 1998) and revealed the interaction between dependent and independent variables (Lowry & Gaskin, 2014). The Structural Equation Model (SEM) was used and constructed to ascertain the relationship between the constructs in the research model. The hypotheses in the research were tested using a structural model after assessing and confirming reliability and validity of the constructs. PLS algorithm and bootstrapping methods were used to test the relationship between endogenous and exogenous variable by path coefficient (β) and t-statistics were appraised through 5 percent level of significance.

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Hypothesis	Paths	Sample Mean	Standard Deviation	Beta Value(β)	T Statistics	P Values	Comments
H1	ESA -> TAP	0.104	0.078	0.099	1.269	0.205	Not Supported
H2	ESR -> TAP	0.200	0.063	0.205	3.261	0.001	Supported
H3	ESM -> TAP	0.255	0.075	0.254	3.382	0.001	Supported
H4	EEM -> TAP	0.077	0.066	0.068	1.041	0.299	Not Supported
H5	SKL -> TAP	0.174	0.065	0.171	2.618	0.009	Supported

Table 5.7: Structural model of paths for hypothesis

Table- 5.7 shows the path relationship between dependent and independent variables. The level of significance (p-values) and t-values exposed the acceptance and rejection of the hypothesis and demonstrated the interaction between dependent variable and independent variables where t-values were near or greater than 2 (Lowry & Gaskin, 2014) and p-values were less than 0.05. The ranges of mean, standard deviation, beta value (β) and t-values are from 0.077 to 0.255; 0.063 to 0.078; 0.068 to 0.254 and 1.041 to 3.382. This reveals that the relationship between emotional self-regulation and teachers' academic performance ($t=3.261, \beta=0.205, p<0.05$), emotional self-motivation and teachers' academic performance ($t=3.382, \beta=0.254, p<0.05$), and social skill and teachers' academic performance ($t=2.618, \beta=0.171, p<0.05$) are found significant. So as to, H2, H3 and H5 are found supported. On the other hand, emotional self-awareness and teachers' academic performance ($t=1.269, \beta=0.099, p>0.05$) as well as emotional empathy and teacher's academic performance ($t=1.041, \beta=0.068, p>0.05$) are found insignificant. So, H1 and H4 are not found supported.

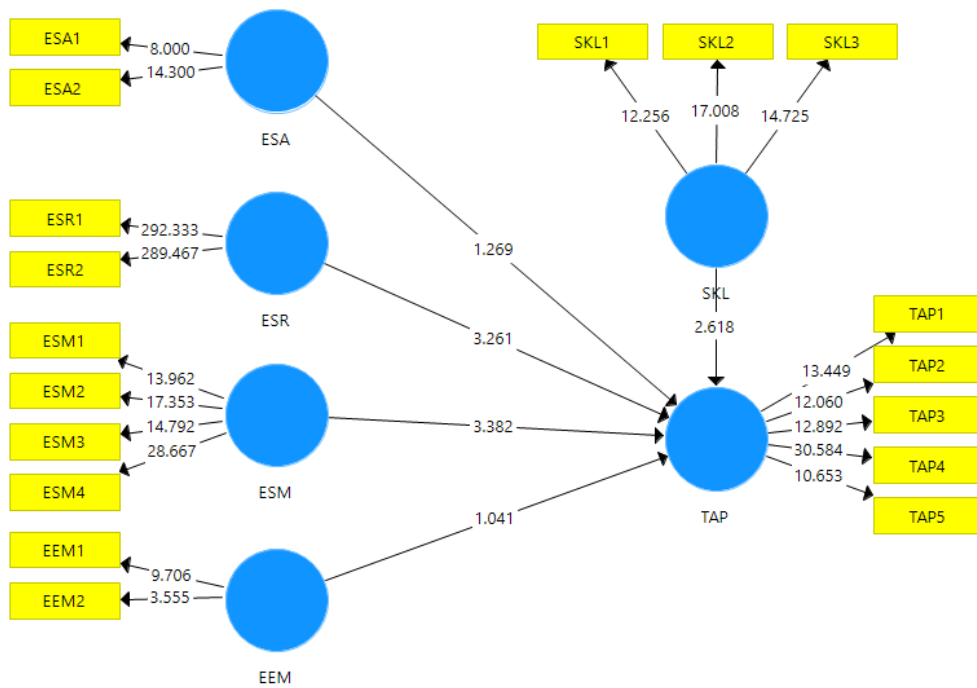


Figure 5.2. Bootstrapping Results of the Proposed Research Model for Hypothesis Testing Validation

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Source: Smart PLS 3 output

Concluding Remarks:

Teachers have direct interaction with the students in order to disseminate knowledge in the classroom as well as socio-emotional development in effective manner (Miyagamwala, 2015). For this reason, teachers should be emotionally intelligent as well as be stable for effective teaching learning outcome. Hence, the emotionally intelligent teachers are highly effective in order to perform their duties as well as motivate the students to make them successful (James & S., 2018). So, EI skills plays significant roles in increasing teaching performance and effectiveness. High emotional intelligence of teachers leads to improve performance and vice-versa (Mehmood, et al., 2013). So, EI has general ability to clarify the workplace performance and creates innovativeness in people that leads to change job performance and workplace behavior (Joseph, et al., 2015). Moreover, emotionally intelligent individuals cares for their qualities and trust that lead to concentrate on learning and vision (Joseph & Newman, 2010). Emotional intelligence helps oneself to make decision in academic aspects like class room management, create teaching-learning atmosphere and so on as well as plays a significant role in managing stress (academic and personal life), making interpersonal relationship with others, team building that lead to improve overall quality of life. Findings of the study revealed that though the faculty members of universities in Bangladesh have a high level of emotional intelligence in considering emotional self-awareness, self-regulation, self-motivation, empathy and social skill but all dimensions are not related to enhance the academic performance of university teachers in Bangladesh that is contrary to the fact, because higher level of emotional intelligence of university teachers leads to higher level of academic performance. But emotional self-awareness and emotional empathy have no significant relation to the academic performance of university teachers' in Bangladesh in considering the performance expectation. High level of emotional intelligence related to uphold challenges and reflect high integrity that lead to enhance positive interactions with the performance (Dhani, et al., 2016); (Asrar-ul-Haq, et al., 2017); (Lyons & Schneider, 2005). The previous studies revealed that the high level of emotional intelligence (self-awareness, self-regulation/control, motivation/self-confidence, empathy and social skill/achievement/ developing others / conflict management/ relationship management) has a positive and significant impact on university teachers' job performance. (Asrar-ul-Haq, et al., 2017); (Hanifi, et al., 2017); (Ahmed, et al., 2016); (James & S., 2018); (Mehmood, et al., 2013); (Chipumuro, 2015); (Rahmat, et al., 2014). But this study exposed both significant and insignificant association between attributes of emotional intelligence and academic performance of university teachers. So, Dimensions of emotional intelligence should be developed through ensuring effective psychological training under self-assessment program, for encouraging a growth mindset that will improve teaching learning outcome, which is highly effective for critical thinking exercise, take more responsibility for the students and self also and deep understanding of the contents with effective teaching-learning style. The result of this research would be useful for the authorities (Ministry of education of Bangladesh, University and UGC), who are involved in developing the teaching-learning strategies, will be got informed the importance of emotional intelligence on academic performance from this study so that they can implement different policies and regulations in developing teaching pedagogy and to arrange various psychological training on "how to do effective self-assessment", and to arrange seminar on "the power of positive thinking" for developing emotional intelligence of the university teachers in Bangladesh. Actually, this research is emphasized on the higher educational institutions that is focused on causal analysis between emotional intelligence and teachers' academic performance. Replication of the study can be possible in any other sector by the future researchers. Future research design can be done adopting large sample size, comparative analysis between private and public universities, cross country analysis for better understanding of emotional intelligence of university teachers. Further research can be conducted using different dependent variables (i.e. organizational productivity, employee morale, organizational change, employee satisfaction, employee training and performance) with mediating (occupational stress and self-leadership) as

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well as moderating effect (gender, work of experience etc.). So, Education is the principle driver for social and economic development, especially the higher education. Quality in higher education largely relies upon the quality of teachers who are directly involved in disseminating knowledge for building up an advanced society as well as a country. Effective teaching methods, emotional awareness of faculties, self-confidence or self-motivation, self-regulation or self-control, effective social skill, classroom management and lesson planning with good teaching style are the antecedents of quality education in higher institutions (Mehmood, et al., 2013). With the rapid growth of public and private universities in Bangladesh, the number of teachers are increasing in higher educational institutions over the years. The emotional intelligence of faculties in higher educational institutions should be developed for ensuring quality education at tertiary level.

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