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Emotional Intelligence: An Empirical Study on Mentor-Student in Pakistan

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Emotional intelligence is a vital aspect of the teaching profession, as it enables educators to effectively manage their own emotions and those of their students, fostering a positive learning environment. The study aims to investigate the relationship between emotional intelligence and mentor-student dynamics in the Pakistani educational system, which can contribute to developing more effective mentoring programs and enhancing the overall academic experience for students. The study employed a quantitative method, with a sample size of 251 teachers across the higher education institutes of Pakistan. Data was collected by using Emotional Quotient Inventory (EQ-I: Bar-on, 2006). For the present research 61items were used. They were scored on a Likert type format. Pearson correlation and regression were used to test the hypothesess of the study. The study concluded that the emotional quotient highly impacts the potential learning; as the mentor's emotional intelligence increases, the knowledge of the student increases.

Keywords. Emotional intelligence, educational psychology, learning, knowledge, correlation, regression, Pakistan

Intelligence is acquiring, retaining, and applying knowledge in varied situations. Traditionally, cognitive intelligence was considered the single measure of intelligence and determinant of good performance in organizational setup. Later on, non-cognitive forms of

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intelligence also gained significance among practitioners. Cognitive intelligence fundamentally relates to an individual's memory and problem-solving capability (Hughes & Evens, 2018). It is measured through different tests of intelligence, such as the Quotient (IQ), while non-cognitive intelligence is accessed through various tests of emotional intelligence (EI) or emotional quotient (EQ) (Jeste et al., 2020; Shabbir & Anwer, 2018).

By definition, Emotional Intelligence is a form of social intelligence that deals with the capability of an individual to examine, influence, and change one's own and others' emotions (Mayer & Salovey, 1993). They proposed that two different mental processes, thinking and feeling, work side by side and give meaning to our daily activities. Emotions are an integral part of human personality. Modern research in behavioral sciences specifies that EI and IQ bring success in life. An emotionally intelligent person can deal with stressful problems more effectively and succeed academically and professionally than someone lacking emotional competencies (Hobfoll et al., 2018). Research concluded that sixty-seven percent of the practical performance abilities were related to emotional competencies (Goleman, 1998). Many studies correlated emotional intelligence with predicting career success and found emotional intelligence to be a compelling indicator of job performance and success (Ahmetoglu et al., 2011; Akhtar et al., 2017).

Most of the researchers of the twentieth century focused on the intelligence quotient with the view that the higher the intelligence quotient, the higher the chances of academic and professional success (Wilson & Reschly, 1996). IQ has traditionally been considered one of the most critical measures for predicting future success. Therefore, educational propensity in the form of academic scores was mostly emphasized in educational institutes (Coronado-Maldonado & Benítez-Márquez, 2023). Later studies revealed that despite having good IQ, many individuals failed to exhibit corresponding performances due to emotional inefficiency. The co-relational compatibility of IQ test scores and performances of individuals in their occupational success surprisingly showed that the differences in performances due to IQ Scores accounted for only 10% to 4% (Sternberg, 1996). These researches provided a foundation to analyze and explore the importance of emotional intelligence for academic and professional success (Bance & Acopio, 2016; Kim, 2020).

Several researches indicated emotions as the most influential and essential component of personality. Emotions help us rationalize our attitude and behavior toward achieving our goals (Tamir & Millgram, 2023; Weber et al., 2023). In short, healthy emotions direct our

perception, thinking, and actions to deal with everyday affairs. On the contrary, if not dealt with properly, negative or weak behaviors may lead to psychological problems that adversely affect one's personal, social, and professional life (Farooq, 2003).

EI has been the focus of academic study for the last two decades due to its high significance for students and teachers. Emotional skills are crucial for success, especially for jobs requiring more human interaction. The importance of these emotional aspects increases with the ascending of the organizational hierarchy to determine who will be successful. It is apparent that EI is crucial for professional success, should be integrated into the curricula of academia, and must be taught to students to enhance their success level (Abisamr, 2000; Drigas & Papoutsi, 2019).

Clarke (2010) investigated the consequences of an EI training course on teachers and found significant improvement in their post-training performance. Similarly, EI competencies are positively associated with classroom management performance and teacher retention factors (Jameson et al., 2016).

Thus far, it has been a general practice in academia that faculty is appointed based on their cognitive skills, academic record, interpersonal skills, teaching experience, and research aptitude. The Selection process of universities is aimed at determining the level of these competencies, and usually, no measures are taken to weigh the emotional intelligence competencies of candidates (Bonesso et al., 2020; Iliescu et al., 2012; Paoletti et al., 2023).

Teachers are considered builders of nations who transform knowledge into generations to meet academic, professional, social, and personal life confrontations. This transformational process requires awareness of emotions. Students learn from their teachers, and if teachers cannot understand and influence their own and students' feelings, they cannot transform their knowledge effectively. As a result, talented and well-balanced students will not be able to contribute to the nation's development (Anh & Huy, 2022; Meng & Jumei, 2019).

This research is an attempt to increase the understanding regarding the significance of emotional intelligence for the teaching faculty and its consequences on the learning aptitude of students. The terms used for the study are defined as follows: cognitive intelligence is primarily related to an individual's remembrance and problem-solving capability and is measured through different intelligence tests. Quotient. Emotional intelligence is a form of social intelligence that deals with an individual's ability to examine, influence, and change

one's and other's emotions (Pramod & Srinvasan, 2018). Emotional labor is the repression and appearance of one's feelings to meet a job requirement. In emotional labor, an employee must exhibit appropriate emotions to outclass (Grandey, 2000). Transformational process requires students to acquire knowledge and skills through teaching methodologies used by teachers. It is the process by which students gain knowledge or skills in academia. Students' learning is usually measured in terms of marks or grades.

Thorndike laid the foundation of the Emotional intelligence concept in 1920. He defined "social intelligence" as the capability to understand and handle people. Wechsler in 1940 (as cited in Fatima et al., 2011) developed the traditional definition of intelligence and said defining intelligence would not be justified until noncognitive factors emerged. Howard Gardner in 1983 (as cited in Gujjar et al., 2010) introduced the idea of multiple intelligences with the view that the traditional descriptions of intelligence, such as IQ, could not fully explain intelligence. He listed seven intelligences and argued that intelligences differ based on cultural extent and their interrelation with human brain structure. His theory was one of the most influential theories distinguishing intelligence quotient and emotional dimensions (Fatt & Howe, 2003). A literature study indicates that the term "Emotional intelligence" was first used in academia by Wayne Payne in 1986 (as cited in Brackett et al., 2011; Kulkarni et al., 2009; Mayer et al., 2000) in his doctoral thesis, "A study of emotion: developing emotional intelligence; self-integration; relating to fear pain and desire".

Salovey and Mayer (1990) developed one of the comprehensive contemporary definitions of EI They stated that the individual can recognize one's and others' emotions, differentiate between different emotions, and influence one's feelings and behavior (Mayer & Salovey, 1997). Intelligence quotient merely accounts for twenty percent, while EI counts for eighty percent of job success, especially in those jobs that require more human interaction. Individuals who understand, manage, and modify their feelings and those of others get an advantage in most life domains. The importance of EI increases with an increase in managerial level, where expertise in technical skill varies (Goleman, 1998). Customers feel more satisfaction when they get a service provider with a high emotional level (Ansari et al., 2016; Kernbach & Schutte, 2005).

Intelligence quotient reflects what we take from our environment regarding information, knowledge, and problem-solving skills. In contrast, EQ reflects what we give back to our environment regarding interpersonal skills by being sensitive to the feelings and views of

others (Hamachek, 2000). High cognitive ability, as measured in grades, IQ, SAT, and GRE, does not predict success; emotional traits in human personality contribute to success (Novack & Dixon, 2019; Okusolubo et al., 2016). The requirement of EQ differs from profession to profession, but it matters in all job categories across all organizations. A beverage firm that used traditional selection methods experienced a fifty percent turnover within two years. Inculcating emotional dimensions in the selection process resulted in a turnover of only six percent in two years (McClelland, 1999).

A study conducted in an assessment center reveals that EI and cognitive abilities predict leadership emergence. The comparative importance of mental and noncognitive intelligence depends on the cognitive complexity of the job. Almost all work environments require interactions with humans to perform tasks individually or in groups (Cote & Miners, 2006). EI is particularly needed in service and other jobs requiring customer interaction. In research, Sy et al. (2006) found a direct relationship between EI of the leaders and their ability to manage their subordinates' job satisfaction. Another study by Bono et al. (2007) found that EI facilitated leaders in helping their subordinates deal with customers in a good mood while performing emotional labor. Emotional labor occurs when regulations of the organization require employees to alter their emotional display (Andrews et al., 2008; Hochschild, 1983; Humphrey et al., 2008; Newman et al., 2008).

Emotional labor is the repression and appearance of one's feelings to meet a job requirement. In emotional labor, an employee must exhibit appropriate emotions to outclass (Grandey, 2000). The importance of emotional labor is increasing with the growth of the economy's service sector compared to the manufacturing sector (Bono, et al., 2007). EI helps determine when to perform emotional labor as it plays a crucial role in understanding situational demands (Brotheridge, 2006). Newman et al. (2008) found that EI better predicted job performance requiring emotional labor. Lacking EI makes it stressful for employees to perform emotional labor; emotionally intelligent labor regulates their emotions better in stressful situations. Jobs that require emotional labor tend to face high employee burnout (Bono & Ver, 2005; Saini, 2018). Emotional labor has two major dimensions. Exhibiting an appropriate emotional display is called "surface acting," changing your emotions to fit the situation's demand is called deep acting, i.e., trying to look happy when you are not. In a similar study, Bono et al. (2007) found that emotionally intelligent leaders assisted their employees in remaining in a good mood while dealing with other staff members and

customers. Brotheridge (2006) found that the prime function of emotional intelligence is to work as a predictor of situational varied demands. She found that employees with high EI were more comfortable displaying emotions as an integral part of their job and acted very well in satisfying their annoyed customers. Hence, EI is believed to be a supreme predictor of performance in jobs that require emotional labor (Akhtar et al., 2017; Goleman, 1998).

Studying the emotional practice of teaching requires a deep understanding of the "emotional labor" that teachers execute (Grandey, 2000). Besides the exhibition of contextual knowledge, teachers are highly involved with emotional practices. The teacher-student relationship involves the dynamic exchange of emotions. Though academically focused, many teachers are unaware of their emotional understanding, which affects students' learning (Siddique et al., 2014; Zembylas, 2004). Unlike other professions, the teaching profession is entirely stressful (Burke & Greenglass, 1996). A significant part of a teacher's job is to communicate and transform knowledge in students, and this can be done much more effectively if the teacher is loaded with emotional competencies such as harmony, interpersonal skills, and patience when dealing with students. It is not necessary that a person with a high I.Q. may also possess high emotional competencies (Chukwudi, 2014; Subqi, 2023). A teacher with adequate command over curricula but no EI is just like a senseless book; therefore, they must have EI competencies and other skills required for teaching. Hence, teachers with high EQ appear to demonstrate open and free expression of ideas and mutual respect, which enhances students learning potential (Hargreaves, 2001; Singh, 2006).

Though subject knowledge and teaching effectiveness are directly correlated, teacher-student relationships motivate students to enhance their learning capabilities. The teacher-student relationship also adds value in areas other than academics. For example, an athletic trainer's positive relationship enriches players' abilities to learn and perform better in games (Bernstein-Yamashiro & Noam, 2013; Estriegana et al., 2021). Relationship Teaching (RT) is used by the authors to produce positive learning outcomes from every type of teaching. It incorporates several techniques that enable teachers of different fields to develop human relationships, increasing student learning (Alvarez-Hevia, 2017; Jacobson, 2000; Zembylas, 2007).

Teachers with sound academic knowledge, good teaching techniques, and other competencies make them like well-oiled machines with no emotions. Being emotionally passionate, a teacher connects with his students well and fills the life of students with

challenge, enjoyment, and creativity. When teachers come from different racial, ethnic, cultural, or social backgrounds, misinterpreting students' emotions affects the class's learning environment. Creating a better emotional environment among teachers, students, parents, and colleagues should be one of the educational priorities (Hargreaves, 2001). Emotional geography is another emerging topic under emotional intelligence and human geography. It addresses the relationship between emotions, geographic distances, closeness, places, and events. Specifically, it deals with the effects of emotions on varied environments. The topic of emotional geography is new in educational research. It describes the pattern of distance and coherence in human relations due to which we shape our emotions. In the teaching profession, emotional geographies help identify the pros and cons of emotional bonds and understand the diverse emotional dimensions of students, teachers, parents, and colleagues (Hargreaves, 2001; Zembylas, 2007).

Teachers' personality and behavior profoundly impact students' academic performance. Teaching requires a combination of educational, cognitive, and noncognitive skills to facilitate students learning. Most admired teachers are academically sound and exhibit friendly, ward, and emotionally involved behavior with their students. While, less admired teachers are considered, ironic, authoritarian, and moralistic (Jersild et al., 1978). A teacher with unpleasant facial gestures and postures de-motivates students. Job satisfaction of teachers is directly correlated with their attitude. Transforming knowledge requires the sound emotional health of staff working in educational institutes (Dohms et al., 2014; Madhar & Mohamed, 2010).

Teachers with a strong and positive relationship with students tend to bestow extra efforts and energy to promote students' success. If teachers counter conflicting relationships, it hinders efforts to promote a positive learning environment. From a student's perspective, positive relationships with teachers help students deal with poor school performance resulting from an unsupportive dwelling. Thus, from both teachers' and children's standpoints, the emotional association between teachers and students is essential in enhancing student performance (Hamre & Pianta, 2001). Emotionally Intelligent teachers recognize that confident attitudes and behaviors negatively influence students. They encourage students to graduate with all the skills required to succeed in college and professionally (Jacobson, 2000). Hamre and Pianta (2001) explained that a teacher-student relationship with open communication, support, and close association gives students a sense of security, enhancing their comfort and exploration

potential. Further, he found that these students face fewer behavioral problems. Similarly, a study conducted by Birch and Ladd (as cited in Farooq, 2003) revealed that students who had closer relationships with their teachers performed better academically than those who had conflicting teacher-student relationships.

Jeloudar and Yunus (2011) reported an inverse relationship between emotional intelligence and workplace aggression. If we consider educational institutes as teachers' workplaces, it can be said that teachers' emotional intelligence is significantly related to aggression. Some other researches show a significant association between emotional intelligence and recognition. Resnicow et al. (2004) found that individuals with high emotional intelligence enjoy high recognition in different tasks. Apart from student learning, the emotional intelligence level of teachers is essential to improve classroom discipline strategies and achieve a positive learning environment (Chukwudi, 2014; Yoke & Panatik, 2015).

Suppose a teacher feels accountable for students' success and failure and then adopts measures that prove beneficial in promoting students' accomplishments. Students' inability indirectly predicts teacher failure (Vialle & Tischler, 2009; Valente & Lourenco, 2020). Teachers, being role models and educational leaders for students, must establish working relations with students to prove themselves to be actual mediators and mentors of their students. They should be able to mold and fold their emotions, be confident, promote positive relationships, and continuously work to improve their emotional intelligence (Cherniss, 1998). Emotionally intelligent teachers can help decrease and control students' aggressive behavior, utilize teaching schedules more productively, and prevent learning and psychological issues in students (Safina et al., 2020).

A question arises about other academia-related factors besides teachers' EI that could influence student performance. Researches revealed that physical space per student, availability of other facilities in academic institutions, parental occupation, and other related factors are not as inductive of learning as teachers' expectations and interaction with students (Cheryan et al., 2014; Farooq, 2003; Rutter & Maughan, 2002).

Farooq (2003) believed that teachers must be emotionally educated to transmit education to students, as teachers set their own example among students. Teachers should not be emotionally misers; they must be calm with a sense of humor to maintain an inductive learning environment, as affective development cannot take place in a hostile and threatening environment. It is students' right to have an

emotionally nurturing environment. Teachers should maintain a relationship through a reciprocal process emphasizing individual characteristics. It develops students and enhances their social, emotional, behavioral, and academic performance (Anh & Huy, 2022; Wan et al., 2023; Xiao, 2023).

It is now apparent that emotional intelligence is imperative in individuals' personal and professional accomplishments; therefore, it should be taught in universities to enable students to enhance their EI level. The emotional intelligence of students helps them achieve academic success during their studies. Various types of research measured emotional intelligence's role in students' academic achievements. Abisamr (2000) found the implication that a teacher should consider that his interpersonal skills and keenness in the students' academic affairs result in better academic performance of his students. The inferences drawn from this study indicate that a teacher should play the role of a psychologist to improve students' emotional well-being and enhance their academic accomplishments (Begum, 2020).

Thus, emotional intelligence helps develop our students into emotionally stable and balanced individuals. Lack of emotional skills hinders the learning process in students. Emotional skills are fundamental building blocks for youngsters' personal, academic, and professional success (Begum, 2020). If our youth is emotionally firm, then we will be able to bring happier and stable individuals up to concentrate more on positive aspects of life rather than being emotionally entangled (Farooq, 2003)

Future research areas will determine the relationship between emotional intelligence and job performance in selection and hiring. Most contemporary organizations do not incorporate the aspects of emotional intelligence in their personnel selection. The focus is primarily on cognitive abilities and other traits in almost every selection process (Akhtar et al., 2017; Boyle et al., 2011).

Research on emotional intelligence has been done for over a decade, and the significance of EI for job performance has been validated worldwide. However, critical questions remain about the concept and measurement of emotional intelligence (Landy & Conte, 2004). Conte (2005) reviewed and critiqued widely used EI measures. There are several models available to measure Emotional intelligence. These models differ widely from each other in their assessment method and concerning content. Four widely used emotional intelligence measures are the emotional competence inventory model, emotional quotient inventory model, multifactor emotional

intelligence Scale, and Mayar-Salovey-Caruso EI trait (MSCEIT) model (Mayer et al., 2008). This measure is said to be multifaceted and examines all aspects of social and intelligence with multicultural applicability (Conte, 2005). Soon after its development, the MEIS was criticized for low reliability and some issues with scoring techniques; therefore, it has been revised and updated with the MSCEIT. (Adame & Tuesta, 2017; Baker, 2001; Lopes et al., 2004; Malatesta & Quintana, 2006). After the literature review, the following hypotheses were formulated.

1. There is a positive relationship between emotional intelligence of teachers and the percentage of students who secure an "A" grade.
2. There is negative relationship between emotional intelligence of teachers and the percentage of students who secure "C" grade and who “fail”.

Method

Sample

The study participants were faculty members across the higher education institutes in Pakistan. The sample size for the study is 251 (Atherton et al., 2010). Nonprobability convenience sampling was used in the study.

Measures

Survey Measures

A survey questionnaire consists of two parts and is developed for data collection. The first part of the questionnaire is designed to measure students' learning. This data is acquired by asking teachers to write the number of students in class, the number of students who secure "A" & "C" grades, and the number of failed students. The second part of the questionnaire is designed to measure the emotional quotient of faculty.

Emotional Quotient Inventory (the EQ-I, Bar-On, 2006)

The modified version of the Bar-On EQ-Model measures the EQ of faculty. The original scale of the Bar-On EQ model was developed by Reuven Bar-On in 1997. It had 117 items, but the number of items

was reduced to 61 Likeret-scale type items, matching the study's conceptual framework (Bar-On, 2006; Mishar & Bangun, 2014; Dawda & Hart, 2000). It is 5-point likert type format scale where 1 = *very seldom or not true of me* to 5 = *very often true of me or true of me*. The reliability of the emotional intelligence (independent variable) instrument is very high. The reliability statistics of Cronbach's Alpha is .98, which indicates that the instrument used to measure the emotional intelligence of faculty is highly consistent. A reliability test is applied to the 61 items of EQ, and data is taken from a total of 251 responses (Hajaia, 2017).

Procedure

Permission to use the scales was acquired from authors and they allowed the researcher to use the scales. A survey was designed to collect data, and an electronic questionnaire was distributed to the participants. Overall data was collected from university teachers. The study employed a quantitative method, with a sample size of 251 teachers across the higher education institutes of Pakistan. Data was collected by using Emotional Quotient Inventory. **P**articipants were given a brief explanation of study objectives. They were ensured about their confidentiality of data. Moreover, researcher helped them in case of any confusion they face. At the end of data collection, researcher thanked the participants for taking part in the study.

Results and Discussion

The data was analyzed through descriptive analysis, whereas Spearman's correlation coefficient is used to test the relationship between teachers' emotional intelligence score" and the percentage of "A" graders, "C" graders, and failed students" by using SPSS. The descriptive statistics of the study show an exciting finding that faculty in Pakistani universities have a moderately high emotional quotient (EQ) level, i.e., 3.3426 (out of 05), which is significant. The study also reveals that, on average, 24.70% of students secure an "A" grade in class, 37.32% secure a "B" grade, 27.05% secure a "C" grade, and 10.93% of students fail in a class.

Results presented in Table 1 showed value of EQ scores and percentage of "A" graders is .000, less than .01. It indicates a significant relationship between the Emotional Quotient of the teacher and the rate of "A" graders in the class. Spearman's Correlation values .492 expresses moderate strength between the two variables. The sig value of EQ scores and the percentage of "C" graders is .000, which

indicates a significant relationship between the emotional quotient of the teacher and the rate of "C" graders in the class. Spearman's Correlation value of -0.494 expresses the inverse moderate relationship between the two variables.

Table 1: *Spearman's Rho Correlation Between Study Variables (N = 251)*

#	Variables	1	2	3	4
1	Teacher EQ	-			
2	A Graders	.492**	-		
3	C Graders	-.494**	-.427**	-	
4	F Graders	-.401**	-.311**	.415**	-

Note. ** $p < .00$.

The sig value of EQ scores and the percentage of "F" grades (failed students) is .000, which is less than .01. It indicates a significant relationship between the Emotional Quotient of the teacher and the percentage of "F" graders in the class. Spearman's Correlation value of -0.401 expresses the inverse moderate relationship between the two variables. Acceptance of the hypothesis mentioned above led to the acceptance of the proposition that "There is a significant relationship between the emotional intelligence level of teachers and students' learning. The results of the correlation analysis are revised using regression analysis to support them.

Table 2: *Predictability of Emotional Intelligence of Teachers in Students' Grades (N = 251)*

	A Graders	C Graders	F Graders
Unstandardized Coefficients (*B*)	0.08	-0.08	-0.05
Standard Error	0.01	0.01	0.01
Standardized Coefficients (β)	0.49	-0.51	-0.48
t-values	8.76	-9.27	-8.63
p-values	0.00	0.00	0.00
R Square	0.24	0.26	0.23
Adjusted R Square	0.23	0.25	0.23
F-statistic	76.71	85.87	74.44
p-value (F-statistic)	0.00	0.00	0.00

The first regression model was executed for the EQ of teachers and the percentage of students who achieved an "A" grade. The results supported Hypothesis 1, suggesting a significant positive relationship. The unstandardized coefficient was ($B = 0.080$, $p < 0.001$), indicating that on average, for every 1-point increase in the teacher's EQ score,

the percentage of students obtaining "A" grades increased by a factor of 0.080. The R^2 value is 0.236, with 23.6% of the variations in the percentage of students getting an "A" grade explained by teacher EQ. The second model analyzed how the teacher's EQ relates to the percentage of students securing a "C" grade. The finding is significant, supporting Hypothesis 2 with a negative relationship. The unstandardized coefficient (B = –0.081, p < 0.001). The model explains 25.6% of the variation in the "C" graders proportion, evidenced by the R^2 of 0.256. The final model examined the relationship between the teacher's EQ and the percentage of students who fail. The results support Hypothesis 3, in which it is seen that there is a highly negative significant relationship. The unstandardized coefficient indicates that with every unit increase in the teacher's EQ score, the percentage of students who fail drops by 0.048 units (B = -0.048, p < 0.001). This would account for about 23.0% of the variation in the percentage of the students, who fail, with an R^2 of 0.230.

Limitations and Suggestions

The study's results might not accurately reflect the EQ and students' learning due to the absence of sample respondents who responded honestly. Few respondents refused to participate due to personalized EQ-related items. Several extraneous variables affect student learning, but this study did not consider these variables.

Modifications are made in the original EQ-I model due to the length of the model and time constraints, but the used EQ model still has 0.980 reliability. The MSCEIT model might preferably be used as it is considered the most comprehensive model among others. Ideally, students' learning (as measured through grades) could be obtained separately from concerned examination departments of universities, but due to time and resource constraints, the self-reporting method is used. A non-probability-based sampling method was used as the faculty's contact details (email, phone numbers) were unavailable on most official universities' websites. Therefore, online survey questionnaire forms were only sent to faculty members whose contact details were given on their universities' websites.

Implications

The findings of this research provide beneficial information to enhance teaching effectiveness. Apart from universities, these findings can be equally likely applied to other educational and training

institutes. This research is also a significant contribution to; Increasing the effectiveness of teaching pedagogy at the university level. It would be helpful for the H.R. Department of Universities to design more effective faculty selection devices by inculcating measures of emotional intelligence. Training and development departments of universities would also be able to conduct activities to improve the emotional intelligence level of existing faculty.

Conclusion

This research aims to establish a relationship between the Emotional intelligence level of teachers (as measured by the modified BarOn EQ-I) and students' learning (students' grades in examinations). The data analysis results generally indicate that EQ teachers significantly impact students' learning potential. Students learn more from a teacher who is equipped with emotional intelligence traits. Inversely, students learn comparatively less from a teacher with a low EQ; consequently, more students get "C" grades or fail examinations.

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