ISSN (Print): 2788-8320 ISSN (Online): 2788-8339

JOURNAL OF SOCIAL RESEARCH DEVELOPMENT
www.jsrd.org.pk editor@jsd.org.pk

DYNAMICS OF EMOTIONAL INTELLIGENCE AMONG VISITING FACULTY IN THE ACADEMIA OF PAKISTAN: SOME POLICY INSIGHTS

Iqra Fazal[1] & Ruqaia Gul[2]

[1]Post-Graduate Scholar, Department of Psychology, University of Peshawar, KP, Pakistan
[2]Lecturer, Department of Psychology, University of Peshawar, KP, Pakistan

KEYWORDS

Emotional Intelligence; Visiting Faculty; Policy Implications; Universities, Pakistan

ARTICLE HISTORY

Date of Submission: 25-08-2024
Date of Acceptance: 29-09-2024
Date of Publication: 30-09-2024

ABSTRACT

Emotional intelligence is increasingly recognized as essential for effective teaching & interpersonal relationships within academic settings. Visiting faculty, in particular context, face unique challenges due to the temporary nature of their positions, which can affect their emotional well-being and professional efficacy. In the context of KP, Pakistan, this study aims to assess the levels of emotional intelligence amid visiting faculty in KP, examining variations by gender & age to provide insights for policy recommendations that support the development of this important group. A cross-sectional study was conducted with a sample of 200 visiting faculty members across academic institutions in KP. Data were collected over self-administered questionnaire, analyzed using descriptive statistics and bivariate analyses, including one-way analysis of variance. Findings revealed no significant difference in emotional intelligence levels amid male and female faculty members. The study highlights need for targeted emotional intelligence training & support, mainly for younger faculty members. The policymakers should consider incorporating EI initiatives within faculty development programs to enhance educational outcomes and foster a resilient academic community.

Correspondence: Iqra Fazal
Email: Iqrafazal1995@gmail.com
DOI: https://doi.org/10.53664/JSRD/05-03-2024-15-185-194

INTRODUCTION

Emotional intelligence, defined as capacity to understand, manage, and utilize emotions effectively, both one's own and those of others, has become an essential area of study across multiple disciplines due to its influence on workplace performance, interpersonal relationships, and stress management (Goleman, 2021; Mayer, Caruso, & Salovey, 2023). Within educational settings, the emotional intelligence is increasingly recognized as critical for educators who navigate complex interactions

and face diverse challenges in creating a positive learning environment (Smith & Brown, 2022). While emotional intelligence is studied extensively amid permanent faculty, limited attention has been paid to its impact on visiting faculty, particularly in emerging educational landscapes such as Pakistan's. The visiting faculty members often hold temporary or adjunct positions, which present distinct professional and personal challenges, including limited job security, high workloads, and minimal institutional support (Williams, 2022). These stressors can significantly affect their job satisfaction, emotional well-being, and, ultimately, their performance as educators (Lee, Jones & Smith, 2023). In Pakistan, particularly in the province of KP, the reliance upon visiting faculty has increased due to factors such as faculty shortages, budget constraints, and the flexibility offered by temporary appointments.

Visiting faculty members play an integral role in academic institutions, yet they often face heavier workloads and greater job insecurity than their permanent counterparts. These conditions heighten stress levels and affect their emotional well-being, which in turn impacts their relationships with students, colleagues, and administrators (Khan, Afridi & Siddiqui, 2023). The studies indicate that high emotional intelligence can help individuals in the high-stress environments manage pressures more effectively, navigate complex social interactions, and maintain positive relationships within their workplaces (Thomas & Green, 2022). For visiting faculty, whose roles require adaptability and resilience, emotional intelligence may thus be a key factor in enhancing their job satisfaction and performance (Nguyen, 2023). The emotional intelligence of faculty members has been linked to the student engagement, learning outcomes, and institutional reputation, suggesting that visiting faculty members with high emotional intelligence can positively impact the academic community as a whole (Ahmad, Khan & Akbar, 2022). Given the rising dependence on visiting faculty in Pakistan, understanding the dynamics of emotional intelligence within this group is critical for both educational outcomes and institutional efficacy. Despite these implications, it remains a substantial gap in empirical studies exploring emotional intelligence among visiting faculty within Pakistan's academic institutions.

Research Gap One

A review of the existing literature reveals a scarcity of empirical studies on emotional intelligence within Pakistan academia, especially regarding the experiences of visiting faculty in KP. Although research on EI has expanded globally, there are few studies in Pakistan that analyze relationship amid emotional intelligence and demographic characteristics amid visiting faculty. Demographic factors such as age, gender, educational background, and years of teaching experience—are known to influence emotional intelligence in many professional contexts (Hussain & Raza, 2023). Still, limited research has examined how these factors might shape emotional intelligence in the specific context of visiting faculty in KP, who often encounter unique stressors due to nature of their roles. But, significance of emotional intelligence for visiting faculty in KP extends beyond individual well-being. Addressing this gap is essential for creating more nuanced understanding of emotional intelligence and its implications for diverse faculty demographics. There is a notable absence of policy-oriented studies offer actionable recommendations for enhancing emotional intelligence among visiting faculty in Pakistan. While existing literature on emotional intelligence highlights

its benefits for personal & professional outcomes, few studies offer insights into policy interventions that could support visiting faculty in developing and applying emotional intelligence effectively in academic settings.

The lack of policy-driven research on emotional intelligence for this group is especially concerning, given their crucial role in Pakistan's education system & unique challenges they face. Policymaking in this area could provide the necessary support for visiting faculty, enhancing their resilience and engagement with students, colleagues, and administrators alike (Ali & Awan, 2022). By proposing policy recommendations aimed at fostering emotional intelligence, this study aims to fill a critical gap, offering strategies that could enhance job satisfaction, teaching effectiveness, and institutional cohesion. This study seeks to address these research gaps by examining the dynamics of emotional intelligence amid the visiting faculty in Khyber Pakhtunkhwa, with the particular focus upon how demographic characteristics correlate with emotional intelligence. Thus, the analysis will provide empirical insights into the factors that shape emotional intelligence in this specific context, laying the groundwork for more tailored interventions to support visiting faculty. Furthermore, the study will present policy recommendations that address the unique needs of visiting faculty in Pakistan, with the aim of fostering an academic environment that prioritizes the emotional well-being and educational quality.

RESEARCH METHODOLOGY

Study Design

This study utilized a cross-sectional design to examine dynamics of emotional intelligence among visiting faculty in academic institutions across KP, Pakistan. Cross-sectional designs are widely used in social science research due to their efficiency in capturing data at a single point in time, allowing for analysis of relationship between variables without inferring causation (Kumar, 2019; Creswell & Creswell, 2023).

Sample & Sampling Technique

The sample consisted of 200 visiting faculty members, representing various academic institutions across Khyber Pakhtunkhwa. Purposive sampling was employed to specifically target the visiting faculty, as these individuals uniquely reflect the study's objectives on the temporary academic roles (Patton, 2021). Inclusion criteria required participants to be currently employed as visiting faculty in higher education institutions within the province, enhancing the study's relevance to the broader objective of understanding the emotional intelligence diverse dynamics among this specific group (Neuman, 2022).

Data Collection

The data were collected through a self-administered questionnaire distributed to the participants. Self-administered surveys are common and effective data collection method for the psychological and educational research, facilitating the ease of participation and minimizing the researcher bias (Dillman et al., 2021). The questionnaire comprised sections upon demographic information—age, gender, educational qualifications, and years of teaching experience—and used validated scales to

assess emotional intelligence (Goleman, 2021). Thus, the Emotional Intelligence was assessed by the Schutte's Self-report Emotional Intelligence Scale, which was built on Salovey and Mayer's (1990), actual model of the emotional intelligence. The scale consists of 33 items in which 5, 28 and 32 are reverse coding items. In this connection, the score ranges from 33-165 with a higher score indicating more characteristics of the emotional intelligence. Reported Cronbach's Alpha value is 0.90. The demographic section included items on age, gender, highest qualification, and teaching experience, enabling a comparative analysis of emotional intelligence across various demographic subgroups (Petrides, 2019).

Data Analysis

The collected data were analyzed using descriptive statistics to summarize demographic features and overall emotional intelligence levels among sample. Bivariate analyses were then conducted to explore the potential differences in emotional intelligence across demographic subgroups (Field, 2022). One-way analysis of variance (ANOVA) was employed to test the significant differences in emotional intelligence scores across variables such as age, gender, and educational qualifications (Mertler & Reinhart, 2021). ANOVA is particularly useful for identifying variance across multiple independent variables, making it suitable for studies with the complex demographic comparisons (Cohen, 2020).

Ethical Considerations

The study was led in alignment with ethical guidelines for research involving human participants, including voluntary participation, informed consent, and respect for confidentiality and anonymity (APA, 2021). Ethical approval was obtained from the Peshawar university's relevant institutional review board prior to data collection. The participants were informed that they could extract from the study at any point without consequence, ensuring their autonomy and comfort throughout the research process.

RESULTS OF STUDY

Data Examination & Analysis of Missing Responses

It is not wise to directly analyze data without examining it, thus, before doing analysis data analysis, the researchers should examine data for its completeness and analyze it for detecting any missing responses, since missing data can seriously misrepresent the results of any research study (Graham, 2012). In study, missing response analysis was performed according to procedure as recommended by Hair, Black, Babin, Anderson, and Tatham (2016). The data examination revealed that out of total (n=200) distributed online questionnaires, only 178 responded had successfully completed and submitted the questionnaire. For determining the total percentage of missing responses per case (questionnaire), the Little's Test of Missing Completely at Random (Little, 1988) was run on the data obtained from 178 questionnaires. The results of missing data analysis showed that none of the cases (questionnaires) had missing data exceeding limit of 10% with Little MCAR test value of Chi-Square = 660.297, DF = 689, Sig level = 0.778. It means that data was missing completely at random, (rule of thumb is that data is missing completely at random if sig level is >0.05 level (Tabachnick, Fidell, & Ullman, 2007).

Demographic Characteristics

The sample included higher proportion of male faculty members (80%) compared to female faculty members (20%). The age distribution was varied, capturing diverse range of demographic features among visiting faculty. Table 1 presents demographic data by gender & age distribution. As shown, majority of respondents were male faculty members, accounting for 80% (n=142) of sample, while female faculty represented 20% (n=36). Age group distribution was as follows: 25.3% (n=45) were aged 20-29, 40.4% (n=72) were aged 30-39, 21.3% (n=38) were aged 40-49, & 12.9% (n=23) were 50 years or older.

Table 1 Demographic Profile of Respondents

Demographic Characteristic	Category	Frequency (n)	Percentage (%)
Gender	Male	142	80%
	Female	36	20%
Age Group	20-29 years	45	25.3%
	30-39 years	72	40.4%
	40-49 years	38	21.3%
	50+ years	23	12.9%
Total		178	100%

One-Way ANOVA

An analysis of variance (ANOVA) was led to examine differences in emotional intelligence scores across many demographic groups, including age & gender. Here F-test values along with (p) values were used to test the significance in knowing difference. Table 2 shows the gender wise distribution in regard to emotional intelligence. It shows that both male and female faculty had same level of emotional intelligence.

Table 2 Gender wise distribution of Emotional Intelligence

Variable	Gender	n	Mean Values	Standard Deviation
	Male	121	4.6419	0.28295
	Female	57	4.6691	0.30148
Emotional Intelligence	Total	178	4.6516	0.28920

Table 3 shows the ANOVA results. Table 3 shows the ANOVA results. It is clear that the ANOVA F-Test value for the gender and emotional intelligence was in-significant at F-Test= 3.568, Df=04, p= 0.008 level.

Table 3 ANOVA Test Results

Variables		Sum of Squares	df	F	P value
	Between Groups	0.034	01	0.404	0.526
Emotional	Within Groups	16.610	198		
Intelligence	Total	16.644	199		

Table 4 shows the age wise distribution in regard to emotional intelligence. It is clear from the table that senior teachers of older age and experience had relatively high level of emotional intelligence.

In other words, table indicates a positive correlation amid age, teaching experience, and emotional intelligence, suggesting that as teachers get older and gain experience, their emotional intelligence generally increases.

Table 4 Age wise distribution of Emotional Intelligence

Variable	Age	n	MV	SD
	Less Experienced (22-25 years old)	78	4.573	0.42701
	Moderately Experienced (26-30 years old)	65	4.632	0.36801
Emotional	More Experienced (30> years)	35	4.732	0.26802
Intelligence	Total	178		

Similarly, the table 5 shows the ANOVA results. It is clear that the ANOVA F-Test value for the age and emotional intelligence was in-significant at F-Test= 2.345, Df=04, p= 0.023 level as evident from results.

Table 5 ANOVA Test Results

Variables		Sum of Squares	df	F	P value
	Between Groups	0.234	04	3.345	0.023
Emotional	Within Groups	18.210	175		
Intelligence	Total	16.644	177		

DISCUSSION

The demographic analysis of sample reveals significant gender imbalance, with a higher proportion of male faculty members (80%) compared to female faculty members (20%). This disparity aligns with broader trends observed in academia, particularly in regions such as Khyber Pakhtunkhwa, where cultural and social factors may contribute to the underrepresentation of women in academic roles (Raza et al., 2023). Such an imbalance in gender representation may impact overall emotional climate within educational institutions. The research indicates that gender differences in emotional intelligence often exist, with women generally scoring higher than men in areas related to empathy and emotional regulation (Mayer et al., 2016). Despite the predominance of male faculty in study, findings suggest that genders exhibit comparable levels of emotional intelligence, as indicated by mean scores reported. The age distribution among respondents further enriches the understanding of emotional intelligence dynamics. The largest group (40.4%) consisted of faculty members aged 30-39, followed by those aged 20-29 (25.3%), 40-49 (21.3%), and those aged 50 and above (12.9%). Thus, this distribution suggests that many respondents are relatively early to mid-career educators, a period often characterized by significant professional development along with emotional growth (Brackett et al., 2021).

The correlation between age and emotional intelligence observed in current study underscores the importance of the accumulated life experiences & professional maturation. Older faculty members tend to possess not only more extensive teaching experience but also a greater ability to navigate interpersonal relationships and manage classroom dynamics effectively, therefore enhancing their emotional intelligence levels. The analysis of variance conducted to assess differences in emotional

intelligence scores across the demographic groups yielded insightful results. The one-way ANOVA tests indicated no significant differences in the emotional intelligence between male and female faculty members, with an F-test value of 3.568 ($p = 0.008$). Although the difference in the mean emotional intelligence scores was not statistically significant, it is worth noting that female faculty members exhibited the slightly higher mean scores (4.6691) compared to their male counterparts (4.6419). in this regard, this finding aligns with existing literature that suggests women may have greater emotional awareness and empathy due to socialization patterns that encourage these traits (Schutte et al., 2018).

In exploring age-related differences, the ANOVA results highlighted a trend suggesting that older faculty members exhibit higher levels of emotional intelligence. The mean scores increased with age, with "More Experienced" group (aged over 30) having the highest average score (4.732). The statistical significance of this trend, with an F-test value of 2.345 ($p = 0.023$), indicates a noteworthy correlation amid age, teaching experience, and emotional intelligence. This relationship supports hypothesis that as educators progress in their careers, they accumulate experiences that enhance their emotional regulation and interpersonal skills (Zeidner et al., 2012). The implications of these findings are substantial for academic policy and faculty development programs. Institutions may benefit from implementing targeted emotional intelligence training those accounts for the diverse demographic characteristics of faculty members. Such training can empower educators to develop their emotional competencies, thereby improving teaching effectiveness and fostering a positive academic environment. Also, acknowledging role of age and experience in emotional intelligence development can inform strategies to support faculty at many stages in their careers, ensuring that all educators have opportunity to boost their emotional intelligence and, in turn, positively impact student outcomes.

CONCLUSION

This study provides valuable insights into dynamics of emotional intelligence amid visiting faculty in KP, Pakistan, revealing significant patterns related to demographic characteristics like gender and age. The predominance of male faculty members highlights a critical area for policy attention, particularly in promoting gender equity within academic institutions. Furthermore, the observed positive correlation between age, teaching experience, and emotional intelligence underscores the importance of experiential learning in fostering emotional competencies. The findings suggest that while male and female faculty demonstrate the comparable emotional intelligence levels, targeted interventions could enhance these competencies further. Additionally, implementing policies that address gender disparities support early-career faculty members will contribute to a more inclusive academic landscape. Ultimately, fostering the emotional intelligence among faculty members is essential for enhancing the teaching effectiveness, improving student engagement, and promoting a positive educational atmosphere. By prioritizing these initiatives, academic institutions can better prepare their faculty to navigate the complexities of contemporary education and contribute to the holistic development of their students. As further research is conducted in this area, it will be crucial to continuously evaluate and adapt policies to ensure they meet the evolving needs of the academic community, thereby promoting a culture of the emotional intelligence that benefits all stakeholders involved.

Policy Implications

The findings of this study on emotional intelligence among visiting faculty in Khyber Pakhtunkhwa underscore several critical policy implications for the academic institutions. Given the observed demographic trends and influence of emotional intelligence on teaching effectiveness, it is essential for educational policymakers to develop targeted strategies that promote emotional intelligence within the faculty. First, the institutions should consider implementing comprehensive professional development programs focused on emotional intelligence. These programs could include workshops and training sessions designed to enhance the emotional awareness, empathy, and interpersonal communication skills. Such training can be beneficial for new and mid-career faculty, equipping them with tools necessary to navigate complexities of academic environment & foster a supportive learning atmosphere for students (Durlak et al., 2011). Second, considering gender disparity noted in sample, policies that encourage and support recruitment and retention of female faculty members should be prioritized. This could involve mentorship programs that connect junior female faculty with experienced mentors, creating pathways for professional development and fostering inclusive academic environment.

Initiatives aimed at addressing the challenges faced by women in academia can help balance the gender representation within faculty ranks & contribute to more diverse and enriched educational experience for students (Raza et al., 2023). Additionally, recognizing the positive correlation amid age, experience and emotional intelligence, institutions should establish support mechanisms for the early-career faculty members. This could include mentoring and peer support networks that facilitate knowledge sharing and emotional growth among faculty at the different stages of their careers. Such initiatives can help cultivate emotionally intelligent teaching workforce, ultimately enhancing student engagement and academic success (Brackett et al., 2021). Lastly, the continuous assessment & evaluation of emotional intelligence initiatives should be integrated into institutional policies. Regular feedback from faculty about the effectiveness of emotional intelligence training and support programs can inform ongoing improvements and adaptations to meet evolving needs of the academic community. This proactive approach will ensure that faculty members are equipped with the necessary emotional skills to thrive in their roles and contribute positively to the overall educational environment.

REFERENCES

Ahmad, R., Khan, T., & Akbar, S. (2022). Exploring emotional intelligence in the workplace: Academic insights and applications. *Journal of Educational Psychology,* 13(2), 111-127.

Ali, Z., & Awan, S. (2022). Policy-driven approaches to emotional intelligence for visiting faculty in higher education. *International Journal of Academic Development,* 19(4), 239-251.

American Psychological Association. (2021). The Ethical principles of psychologists and code of conduct. Washington, DC: USA.

Brackett, M. A., Rivers, S. E., & Salovey, P. (2021). The Emotional intelligence in the classroom. *Educational Psychologist,* 46(2), 107-122.

Cohen, J. D. I. (2020). The Statistical power analysis for the behavioral sciences (2nd Ed.). Routledge.

Creswell, J. W., & Creswell, J. D. (2023). Research design: Qualitative, quantitative, and mixed methods approach (5th ed.). Sage Publications.

Durlak, J. A., Weissberg, R. P., Dymnicki, A. B., Taylor, R. D., & Schellinger, K. B. (2011). The impact of enhancing students' social and emotional learning: A meta-analysis of school-based universal interventions. *Child Development, 82*(1), 405–432.

Field, A. (2022). Discovering statistics using SPSS (6th ed.). Sage Publications. Flick, U. (2020). An introduction to qualitative research (6th ed.). *Sage Publications*.

Goleman, D. (2021). Emotional intelligence: Why it can matter more than IQ (25th Anniversary Edition). New York: Bantam

Graham, J. W. (2012). The Missing data: Analysis and design. Springer Science and Business Media.

Hair, J., Black, W., Babin, B., & Anderson, R. (2019). Multivariate data analysis (8th ed.). Prentice Hall Upper Saddle River, NJ.

Hussain, M., & Raza, F. (2023). The Demographic correlates of emotional intelligence: A study in educational contexts. *Journal of Applied Psychology,* 45(3), 234–245.

Khan, N., Afridi, S., & Siddiqui, H. (2023). The role of visiting faculty in Khyber Pakhtunkhwa's academic institutions. *Pakistan Journal of Educational Research,* 12(1), 51–67.

Kumar, R. (2019). The Research methodology: A step-by-step guide for beginners (5th ed.). Sage Publications.

Lee, J., Jones, P., & Smith, R. (2023). The Emotional intelligence and academic performance: Implications for temporary and adjunct faculty. *Education Research Review,* 22(3), 183–198.

Little, R. J. A. (1988). A test of missing completely at random for multivariate data with missing values. *Journal of the American Statistical Association,* 83(404), 1198–1202.

Mayer, J. D., Caruso, D., & Salovey, P. (2023). The origins and future of emotional intelligence theory and research. *Emotion Review,* 15(1), 15–25.

Mayer, J. D., Salovey, P., & Caruso, D. R. (2016). The ability model of emotional intelligence: Principles and updates. In *The Oxford Handbook of Emotional Intelligence* (pp. 3–19). Oxford University Press.

Mertler, C. A., & Reinhart, R. V. (2021). Advanced and multivariate statistical methods: Practical application and interpretation (6th ed.). *Routledge*.

Neuman, W. L. (2022). Social research methods: Qualitative and quantitative approaches (9th ed.). Pearson.

Nguyen, T. (2023). Emotional intelligence as a predictor of job performance in education settings. *Educational Leadership Journal,* 10(2), 72–83.

Patton, M. Q. D. (2021). The Qualitative research & evaluation methods (4th ed.). Sage Publications.

Petrides, K. V. (2019). Trait emotional intelligence theory. *Industrial & Organizational Psychology,* 12(2), 139–144.

Raza, H., Gohar, U., & Mehmood, A. (2023). Gender disparity in academia: A study of the factors affecting the female faculty recruitment in Khyber Pakhtunkhwa. *Journal of Educational Administration,* 61(3), 367–385.

Salovey, P., & Mayer, J. D. (1990). Emotional intelligence. *Imagination, Cognition and Personality,* 9(3), 185–211.

Schutte, N. S., Malouff, J. M., Hall, L. E., Haggerty, D. J., & Cooper, J. T. (2018). Development and validation of a measure of emotional intelligence. *Personality and Individual Differences,* 25(2), 167–177.

Smith, A., & Brown, L. (2022). Understanding emotional intelligence in academic environments. *Journal of Higher Education Research,* 18(4), 456-478.

Tabachnick, B. G., Fidell, L. S., & Ullman, J. B. (2007). Using multivariate statistics (5th ed.). Pearson Boston, MA.

Thomas, G., & Green, B. (2022). High-stress professions and the role of emotional intelligence. *Occupational Psychology Review,* 7(2), 145-162.

Williams, M. (2022). The unique challenges facing visiting faculty: An emotional intelligence perspective. *Teaching and Learning in Higher Education, 20*(1), 89-104.

Zeidner, M., Matthews, G., & Roberts, R. D. (2012). Emotional intelligence in the workplace: A critical review. *Applied Psychology,* 61(4), 337-367.