International Journal of Innovative Scientific Research
2024, Vol. 2, Issue 4, pp. 145-151

International Journal of
Innovative Scientific Research

Journal homepage: https://ijisr.net

Review paper

Leadership Style, Emotional Intelligence and Psychological Wellbeing among Teaching Faculty in University

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KEYWORDS

Leadership
Emotional Intelligence
Job Satisfaction
Work Engagement
Perceived Stress
Psychological Well-being
University Faculty

ABSTRACT

This study explores the interrelationships among leadership styles, emotional intelligence, job satisfaction, work engagement, and perceived stress among teaching faculty at universities. With increasing academic pressures, faculty members face challenges related to job satisfaction, stress, and well-being, making it essential to understand how leadership and emotional intelligence contribute to a supportive work environment. The research aims to examine the role of leadership quality and emotional intelligence in fostering job satisfaction, work engagement, and psychological well-being while mitigating perceived stress.

A descriptive research design was employed, utilizing standardized and validated instruments to measure the key variables: leadership style, emotional intelligence, psychological well-being, and perceived stress. Data were collected through surveys from 51 university faculty members. The findings revealed strong positive correlations between leadership quality and job satisfaction ($r = 0.691$) and between emotional intelligence and both job satisfaction ($r = 0.866$) and leadership quality ($r = 0.734$). Additionally, emotional intelligence was positively correlated with work engagement ($r = 0.448$), suggesting that faculty with higher emotional intelligence are more engaged in their work. However, perceived stress showed minimal and statistically insignificant correlations with job satisfaction, work engagement, and emotional intelligence.

The results underscore the importance of leadership in enhancing faculty well-being and engagement, with emotional intelligence emerging as a key factor influencing both leadership effectiveness and job satisfaction. The study provides valuable insights for university administrators, highlighting the need for leadership development programs that emphasize emotional intelligence to improve faculty well- being, reduce burnout, and enhance job satisfaction. Furthermore, the research advocates for targeted mental health and stress management initiatives within academic institutions.

1. Introduction

Hydrogels In today's world, survival is the common human pursuit in life. That is, a quest for a successful life

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DOI 105281/ijisr-1642524

that is tied to freedom from emotional and mental strife is one's paramount dream. A higher education institution is a typical prototype of a social community. This is where different groups of people with varied social orientations are pooled together (Adawia Jamasali, 2023). Consequently, social interaction processes are inevitably influenced by individual social and characters. It Since emotional health is equally important as mental and physical health, for faculty members to protect and promote their emotional health and well- being, they ought to apply social, personal, and emotional skills and abilities that affect how they cope with different clamors and tensions . In organisations, the main role of leaders is dynamic and inspirational where they inspire followers and stimulate their intellectual skills, enhance their capabilities and competencies enabling them to take right decisions and decide about appropriate ways and means to accomplish desired performance. Mubashir Majid Baba Research Scholar, Dr.Mushtaq Ahmad Siddiqi Associate Professor, Department of Management Studies 2018) University of Kashmir Emotional Intelligence and Transformational Leadership: A Review of Empirical Studies Environment is undergoing great changes, and of these there are many changes which organisations institutions cannot escape from and as such leaders have a main role to adapt these changes and overcome related challenges. It is the quality of leadership that can make a difference during these challenging times. Among other things, emotions have a tremendous influence on leadership and quality of decisions which gives rise to the concept of Emotional Intelligence Emotional Intelligence is all about teamwork, leadership, partnership and vision. The emotionally intelligent leaders help an organisation/ institution to excel consistently in all these areas. An organisation institution which has an emotionally intelligent leader has productive, motivated, efficient and committed staff. Emotional Intelligence is applicable to every human interaction whether in academics or business. An organisation/institution where people are emotionally intelligent can work together to maximum effectiveness. It is expected that leaders who are high on emotional intelligence are vital to organisational success; therefore, leader should have the ability to sense employees' feelings about their work environments, to intervene when problems arise and to manage their own emotions. Effective leadership is an important ingredient for an organisation's success, and therefore, the ability to identify and define effective. Technical expertise, superior performance, and established experience are no longer only standard of effective leadership. Effective leaders inspire, motivate, promote a positive work environment, understand, manage emotions, build bonds, so on and so forth. It is believed that emotional intelligence connects a leader's cognitive abilities with their emotional state. Teachers are, unfortunately the most neglected community in the education system. We talk about raising a new generation and empowering it with IQ and EQ, but at the same time we forget the captain of this ship. Teachers are the inner core of the entire education system and empowering them will in turn empower our youth. Failing to address the teachers' needs may affect their ability to address the needs of the students. WHO has elucidated mental wellness as a state of well-being in which the individual realises his or her abilities, to cope with everyday stresses of life, to work productively and fruitfully and contribute to his 0r her community. Mansi Dholakia Founder & CEO of Mental Well-Being of Teachers (November 2020)– The Role of Emotional Intelligence GMHA Corporation Teaching has always been stressful, but many of the primary causes of stress such as limited resources are worsening in many districts. Researches show that we undermine several stresses and factors surrounding teachers' wellness. The AFT survey has found that there would be 20% increase in teachers reporting stress-related symptoms in just 3 years ahead. There is no denying that these stressors have an impact on teachers' mental health are environmental and structural in nature, and emanate from a system that is further draining teachers' sense of autonomy and empowerment. Heightened attention given to student test scores has placed teachers under immense scrutiny as their professional success is measured directly by how the students score and perform in their exams. They also have to navigate through challenging student behavior and complex parent, and family needs. Whenever a student experiences any trauma at home or lack of sufficient resources to thrive, teachers are the first to understand what is wrong and how to respond. In the absence of a proper support system in place, the teacher may feel helpless to meet the needs of the student. Hence, as the teacher becomes the primary source of a student's support system, it is very emotionally exhausting for them to deal with the situation. While the uncertainty of the pandemic takes on a life of its own in the months to come, it becomes crucial to foster mechanisms that support, allow room for error, peer-learning and reframe the narrative that romanticizes the emotional labour teachers and educators put into their jobs.

2. Factors Affecting a Teacher's Performance

- Aptitude, attitude and subject mastery.
- Teaching methodology, personal characteristics.
- The classroom environment.
- General mental ability and personality.
- Preparation and planning.
- Effectiveness in the present subject matters.

Any profession that is bound to have its stresses and teaching is no different. But an unhealthy amount of stress is harmful to the society in various ways. Talking about teachers' well-being, self-care is suggested as a way of stress reduction for them. However, such practices do not address the root cause of the stress and are only helpful in ways to alleviate the symptoms of stress. A holistic approach is needed to deal with this in a better way. The answer to this lies in empowering teachers with emotional intelligence; teaching them about Emotional Intelligence, will in turn open doors of success for students. Emotionally intelligent teachers will motivate their students in a better way taking into account their psychological well-being. Emotional Intelligence covers self-awareness, self-management, social awareness which can be termed as empathy and relationship management. The most important aspect is empathy. If the teacher is able to understand the feelings of students in a better way, they will be able to guide them without any judgement. Empathy shown by a teacher will make a very positive impact on the students' mind. Educating the heart of the child is the main requirement for the overall development. In order for that to take effect, it is highly important to focus on the emotional needs of the teachers first. Across the globe, today people understand the importance of Emotional Intelligence as a positive factor for human development. Today, various institutions are developing programs keeping this in mind. This is the right step forward and the dire need of the hour. We need to have a more holistic approach towards the mental well-being of students and teachers and this is where we begin. IQ+EQ = Success. Teachers' personal traits as well as their professional skills are significant in relation to bringing about behavioral changes in students. Among the factors justifying the training of teachers in emotional ability in all types and at all stages of education, it can be highlighted the need to carry out teaching tasks with emotional intelligence, as well as the need to teach emotional skills to students. These ideas concur with studies on students and teachers in secondary education in several contexts . In light of the scientific literature on this topic, above all focusing on emotional understanding and control skills, these factors are considered predictors of a better management of everyday life and are related to higher levels of well-being and psychological adjustment. Other studies, such as those by Mearns and Cain revealed that teachers with high expectations of being able to manage their negative emotions used more coping strategies. Additionally, Rodríguez-Corrales et al. analyzed the direct effect of non-university teachers' emotions on the assessment of students' performance.

3. Literature Review

Moon, Jayet's study from 2021 titled "Effect of Emotional Intelligence and Leadership Styles on Risk Intelligent Decision Making and Risk Management: According to their study" there is a lot of uncertainty in the world today. As a result, managers have a responsibility to make judgments based on objective factors when addressing organizational risks. Risk judgments frequently involve several assumptions and biases, which results in bad choices.

Leban and Zulauf (2004), They claim that there is minimal empirical research examining the relationship between emotional intelligence and effective leadership. They have thus embarked on a study to link emotional intelligence abilities to transformational leadership that provides data taken from real-world situations where project managers require leadership skills to do their job.

Babelan and Rajabi (2009) They conducted a study on the Heads of Departments and academic staff members and the sample selected for the study was 118. The empirically obtained results revealed that most of the members were highly satisfied about the leadership styles and performance of the Heads of Departments and further transformational leadership style was found to be more relevant among Heads. The relationship between transformational leadership style and emotional intelligence was found to be positive, negative between transactional leadership style and emotional intelligence but there was no significant relation between Laissez faire leadership style and emotional intelligence and researchers also suggested that Emotional Intelligence helps in predicting Leadership styles of the Heads of Departments.

Esfahani & Soflu (2011) They investigated the relationship between emotional intelligence and transformational leadership in physical education managers of Golestan state and the population of their study consisted of all presidents and deputies of provinces and districts physical education offices and general department of Golestan State physical education and a sample of 47. It was found that emotional intelligence and transformational leadership had a significant relationship. The results also revealed that personal considerations was the strongest predictive variable in transformational leadership and empathy was the strongest variable in emotional intelligence.

Mustafa & Abbasi (2012) They conducted a study on 345 faculty members from 20 Universities to examine the relationship between Emotional Intelligence and Transformational leadership in Higher Education sector of Pakistan and the type of sampling used was Simple Random Sampling technique. The results of the study revealed that Emotional Intelligence is significantly related to Transformational Leadership and more specifically Self-awareness and Motivation play an important role in developing transformational leadership in higher education sector of Pakistan.

Mirza and Redzuan (2012) They conducted a study to examine the relationship between principal's emotional intelligence and leadership styles on a sample of 268(male=126, female=142). The final results revealed that there was a significant relationship between emotional intelligence of principal's and their leadership styles and further they found higher the level of emotional intelligence, the more it is linked with transformational leadership style. Transactional and Laissez-fair type of leadership were not positively associated with emotional intelligence.

John Mayer and Peter 1990. This study was guided by Goleman's mixed model of emotional intelligence (Goleman, 2001). In his model that integrates mental abilities and personality traits, Goleman (2001) identified five EI components classified as personal skills and social competencies. The five components were eventually updated, and Boyatzis and Goleman (2007) present the current version with four components (Self-awareness, Self-management, Social awareness, and Relationship management) and twelve competencies.

Cote (2017), George et al. (2022) and Goleman (2001) examined the relationship between emotional intelligence and leadership found that effective leaders were able to recognize their own emotions as well as those of others, to communicate those emotions to others, to use their emotional intelligence to solve problems, and to effectively manage their emotions.

4. Discussion

This study aimed to examine the relationships between leadership styles, emotional intelligence (EI), job satisfaction, work engagement, and perceived stress among university faculty. Through a descriptive research design, data were collected from 51 faculty members across various disciplines. The key findings of this research can be summarized as follows:

4.1 Leadership and Job Satisfaction

A strong positive correlation (r = 0.691) was found between leadership quality and job satisfaction. This suggests that the way faculty members perceive leadership in their departments directly influences their satisfaction with their jobs.

4.2 Leadership and Work Engagement

A moderate positive correlation (r = 0.390) was found between leadership and work engagement. While leadership quality appears to influence work engagement, other factors likely play a role in determining how engaged faculty feel in their roles.

4.3 Emotional Intelligence and Job Satisfaction

Emotional intelligence showed a very strong positive correlation (r = 0.866) with job satisfaction. Faculty with higher emotional intelligence were more likely to report higher levels of job satisfaction, indicating that EI may be a critical factor in faculty members' overall well-being.

4.4 Emotional Intelligence and Leadership Quality

A strong positive relationship (r = 0.734) was observed between emotional intelligence and leadership quality. This implies that leaders who are emotionally intelligent are more likely to exhibit behaviors that positively impact their faculty's perceptions of leadership.

4.5 Emotional Intelligence and Work Engagement

A moderate positive correlation (r = 0.448) was found between emotional intelligence and work engagement, suggesting that emotionally intelligent faculty members are more likely to be engaged in their work.

4.6 Perceived Stress

There were weak and statistically insignificant correlations between perceived stress and job satisfaction (r = -0.053), work engagement (r = -0.045), and emotional intelligence (r = -0.049). These findings suggest that stress may not have a strong, direct impact on these outcomes within this sample.

4.7 Leadership Quality and Job Satisfaction

The strong correlation between leadership and job satisfaction (r = 0.691) is consistent with existing literature suggesting that leadership styles significantly affect employee satisfaction across different organizational

contexts (Bass & Avolio, 1994). Effective leadership creates an environment where faculty members feel supported, valued, and engaged in their work, leading to higher satisfaction levels. Transformational leadership, in particular, has been shown to inspire faculty and promote positive work attitudes (Judge & Piccolo, 2004). In this study, faculty members who perceived their leadership as supportive and motivating were likely to experience higher job satisfaction, as effective leadership addresses both the professional and emotional needs of faculty.

4.8 Leadership and Work Engagement

The moderate correlation between leadership and work engagement (r = 0.390) suggests that while leadership has a positive impact on faculty engagement, it is not the sole determinant. According to Saks (2006), work engagement is influenced by several factors, including organizational support, personal motivation, and work design. While leadership plays a role in fostering an engaged work environment, other individual and organizational factors likely contribute to faculty engagement levels. Further research could explore how different dimensions of leadership (e.g., transformational, transactional) influence specific aspects of engagement, such as enthusiasm, dedication, and absorption.

4.9 Emotional Intelligence and Job Satisfaction

The very strong correlation between emotional intelligence and job satisfaction (r = 0.866) is noteworthy. Emotional intelligence (EI), defined as the ability to recognize, understand, and manage emotions in oneself and others (Salovey & Mayer, 1990), is crucial in fostering positive interpersonal relationships and coping with the emotional demands of academia. EI allows faculty members to navigate the complexities of their roles more effectively, leading to higher job satisfaction. This finding aligns with earlier studies that suggest emotionally intelligent individuals are more adept at managing the stresses and interpersonal challenges that arise in academic settings (Mayer & Salovey, 1997).

4.10 Emotional Intelligence and Leadership Quality

The strong correlation between emotional intelligence and leadership quality (r = 0.734) emphasizes the importance of EI in effective leadership. Leaders with high EI are better equipped to manage their own emotions, understand their team's emotional needs, and communicate more effectively, all of which contribute to better leadership outcomes (Goleman, 1995). In the context of universities, leadership that is emotionally intelligent can build trust, foster open communication, and create a supportive environment that promotes faculty well-being and job satisfaction. Faculty leaders who exhibit high EI are also likely to inspire their colleagues, resulting in more positive organizational outcomes.

4.11 Emotional Intelligence and Work Engagement

The moderate correlation between emotional intelligence and work engagement (r = 0.448) suggests that emotionally intelligent faculty members are more likely to be engaged in their work. EI helps individuals manage their emotions and stress, leading to greater enthusiasm, commitment, and dedication to their roles (Schaufeli et al., 2002). While EI contributes to work engagement, other factors—such as job resources, autonomy, and personal motivation—likely play significant roles in determining how engaged faculty are in their work.

4.12 Perceived Stress

The weak and statistically insignificant correlations between perceived stress and job satisfaction (r = -0.053), work engagement (r = -0.045), and emotional intelligence (r = -0.049) suggest that stress may not be a strong predictor of these outcomes in this sample. One potential explanation for these findings is that stress levels in this study may not have reached a threshold that would significantly impact job satisfaction or work engagement. Alternatively, it may be that faculty members have developed effective coping mechanisms that buffer the impact of stress on these variables. However, further research is needed to explore the nuanced relationship between stress and these outcomes, as stress is a well-established factor influencing job satisfaction and engagement (Maslach et al., 2001).

5. Implications for Practice

The findings of this study offer several practical implications for university administrators and faculty managers. First, universities should prioritize leadership development programs that emphasize emotional

intelligence. By enhancing the EI of academic leaders, universities can foster a more supportive and engaging work environment, which in turn can enhance faculty well-being, job satisfaction, and work engagement.
Additionally, universities should consider implementing mentorship and coaching programs that help faculty members build their own emotional intelligence. Faculty who are emotionally intelligent may be better equipped to handle academic pressures, communicate effectively with students and colleagues, and manage stress, ultimately contributing to a healthier work environment.

Lastly, universities should continue to invest in mental health and stress management programs for faculty. While perceived stress did not show a strong relationship with job satisfaction or work engagement in this study, providing faculty with resources to manage stress could still be beneficial for reducing burnout and improving overall well-being.

6. Comparisons with Existing Literature

The findings of this study are consistent with previous research demonstrating the critical role of leadership in enhancing job satisfaction and engagement (Bass & Avolio, 1994; Judge & Piccolo, 2004). Moreover, the strong relationship between emotional intelligence and job satisfaction corroborates findings by Mayer and Salovey (1997), who noted that EI contributes significantly to workplace well-being and job satisfaction.

However, the weak correlations between perceived stress and job satisfaction or work engagement in this study contrast with some earlier studies that found stronger relationships between these variables (Maslach et al., 2001). This discrepancy may reflect the specific context of this study or the relatively low levels of stress reported by participants.

7. Theoretical Contributions

This study contributes to the theoretical understanding of how leadership and emotional intelligence influence faculty well-being. It extends the application of emotional intelligence theory (Goleman, 1995) in the context of higher education, demonstrating that both leadership quality and emotional intelligence are key drivers of job satisfaction and work engagement.

Moreover, this research adds to the growing body of literature that examines the complex interplay between psychological and organizational factors in academic settings, emphasizing the need for a holistic approach to faculty management.

8. Limitations of the Study

Despite its valuable contributions, this study has several limitations. The sample size (N = 51) is relatively small, which limits the generalizability of the findings. Additionally, the cross-sectional design of the study means that causality cannot be established between the variables. Future research with larger, more diverse samples and longitudinal designs is needed to validate these findings and explore causal relationships.
Suggestions for Future Research: Future research could explore the role of different leadership styles (e.g., transformational vs. transactional) in greater depth and how they specifically impact various aspects of faculty well-being, including stress, burnout, and job satisfaction. Additionally, it would be valuable to investigate the impact of EI training programs for faculty and leaders on job satisfaction, work engagement, and psychological well-being.

9. Conclusion

In conclusion, this study highlights the significant role that leadership quality and emotional intelligence play in shaping the work experiences of university faculty, particularly in relation to job satisfaction and work engagement. The findings suggest that faculty members who perceive their leadership as supportive and those who possess higher emotional intelligence tend to report greater job satisfaction and higher levels of work engagement. These results underscore the importance of fostering emotionally intelligent leadership within academic environments to promote faculty well-being.

While the study found weak relationships between perceived stress and the outcomes measured, this does not diminish the potential impact of stress management initiatives in the workplace. Given the challenges that faculty members often face, universities should consider investing in leadership development programs focused on emotional intelligence and provide resources for stress management, as these can contribute to a more supportive and productive work environment.

The research also offers several avenues for future exploration, particularly in understanding the causal relationships between leadership, emotional intelligence, and faculty well-being. Longitudinal studies with

larger and more diverse samples would help to establish the directionality of these relationships and provide a more nuanced understanding of how these variables interact over time.

In sum, this study contributes to the growing body of literature on faculty well-being by emphasizing the pivotal role of leadership and emotional intelligence in shaping faculty experiences. By leveraging these insights, universities can develop targeted strategies to enhance faculty satisfaction, work engagement, and overall well-being, thereby creating a more positive and effective academic work environment.

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