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The Influence of Emotional Intelligence on Professors' Performance in The New Normal

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Abstract

This study investigates the influence of emotional intelligence (EI) on professors' performance according to their gender, age, and field. The study sampled 35 professors specialized in humanities-related fields such as Economics, Law, and Information Technology 'IT,' and 15 professors specialized in scientific fields like medicine and pharmaceutical studies. All 50 professors were given a questionnaire consisting of 5 items within 20 sub-items designed to investigate professors' performances based on their EI levels. The findings indicate that EI highly influences professors' performance, which means that the optimism item has the highest influence on performance. At the same time, the other items, such as employment of emotions, regulation, and assessment of own emotions, got less in their results on performance. Moreover, age does not affect EI performances since there were different ages of professors with various backgrounds. While gender and field do, females are better at expressing their emotions due to their nature of the emotional side. In addition, the field of the humanities is better in (EI) than the science faculties. The study recommends applying the questionnaire to different populations to increase the chance of generalization.

Keywords: *Emotional Intelligence, University Professors, Performance, Collages.*

INTRODUCTION

With the emergence of new trends in the field of teaching, several researchers have attempted to investigate the influence of *Emotional Intelligence* (EI) on education. In the past, there was a focus on the intelligence quotient (IQ), a standard measure of a person's intelligence based on psychological level. Nowadays, *Emotional Intelligence* appears to be more popular than (IQ) as it not only plays a role in determining a person's success but also affects various other essential aspects such as maturity, social life, psychological health, and growth Moon and Hur (2011).

EI stands at the crossroads between the individual's reactions and the reactions of others, namely, how a person deals with the feelings of others as well as their ability to recognize and understand the inner self. Research has shown that EI teaches people how to be true to themselves and gives them more chances of success. For instance, a study by Newman (2010) revealed that people with higher EI levels are more likely to be aware of their feelings than those who enjoy fewer levels of EI. Therefore, they show less depression, happiness, and punctuality.

Goleman (1995) stated that the expression of feelings is considered to be a significant intelligence level. He pointed out that EI has many consequences on performances; for example, the person's ability to articulate their thoughts and ideas would undoubtedly contribute to developing other essential skills such as problem-solving and critical thinking. Moreover, EI has been shown to play a significant role in promoting an individual's creativity, memory, and ability to work well as part of a team Mount (2005).

EI can be defined as the ability to control a man's reactions and others' feelings and emotions (Salovey & Mayer, 1990). According to Goleman (1995), for a person to be emotionally intelligent, they must possess many features, such as emotional literacy, emotional competency, and creativity.

Emotional intelligence has many advantages. First, it creates firm relationships among people and allows them to understand each other fully. Second, providing individuals with a better understanding of their inner selves

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leads to a more relaxed mind and respect towards and from others. Finally, it enhances individuals' careers, performances, and productivity (Mayer, 2000).

According to the second six team (1997), EI gives people the energy to accomplish outstanding results in their lives and relationships. Golis and Chris (2009) stated that EI indicates a person's ability to deal intelligently with emotions to achieve the best results. In other words, EI can be defined as the person's ability to fully understand all the aspects of their inner self first to deal with others and gain satisfactory outcomes effectively.

Baron (1997) explained about the following (EI) items:

Self-Motivation: Individuals with this competence set stimulating tasks and take planned risks, carry on information to decrease doubtfulness, discover ways to do better, and realize how to enhance their performance.

Commitment: Individuals with this competence willingly make personal or group oblation to deal with a larger planned goal and possess a sense of intention in the bigger mission.

Optimism: Individuals with this competence seek aims despite challenges, activating success and looking at challenges as helpful conditions rather than personal cracks.

Empathy: Individuals with this competence are good listeners**,** show empathy, understand others' viewpoints, and deduce other people's needs and feelings.

Influence: Individuals with this competence are skilled at convincing, rely on calm-tune presentations to charm the listener, and use sophisticated strategies like indirect influence to construct support.

Communication: Individuals with this competence effectively compromise, deal with complex cases directly, and listen carefully.

EI begins with understanding people's emotions by identifying non-verbal signals such as body language and facial expressions. Analyzing those signals can be effective as the first step toward reaching higher EI levels Salvoy (1990).

The second step towards EI is employing cognitive abilities to understand why a person feels a certain way. For example, the teacher might feel angry for many reasons, such as students' bad behavior or exam failure. In other words, any reaction, whether happy or sad, is associated with a reason.

The third step is developing emotional management, which means managing your emotions—specifically, being able to control and direct them. Finally, get acquainted with the three levels of emotions: low, moderate, and high. The low level is related to making decisions, and the moderate level is close to the low level. Still, it entails accepting individuals' emotions, and the high level is related to not making any decisions (Golmen, 1995).

Performance

All educational institutions seek to improve and maintain the learning process, which can be achieved through the leaders of the institutions, such as teachers and employees. Many researchers have defined performance in terms of outcomes and learning effectiveness. Halawa (2015) claimed that performance is the tasks and activities to obtain high proficiency results. Arfes (2018) defined it as using the available sources to accomplish the needed goals. Performance can be defined as the ability to obtain results according to the standards.

Knowing about EI can help all parts of society (students, teachers, readers,.) improve their communication skills and build better relationships. This part of life is not optional; nowadays, it can be one of the secret success keys.

Teachers' Role

Teachers play an essential role in the learning process regarding skills and emotions. Hence, testing teachers' EI before hiring them is as important as assessing their degrees and experiences. On the other hand, teachers should understand their students' psychology by studying their emotions, feelings, needs, and personalities.

Nevertheless, this cannot be fulfilled unless teachers can analyze their emotions and feelings Helen and Steve (1996). Being a creative teacher is about possessing the required knowledge in the field and understanding students' attitudes and personalities.

EI is important in online learning, promoting overall success and students' well-being. Online learning conditions miss direct feedback and social interaction in traditional classrooms, which can lead to separation and disunion. However, individuals with high EI can better deal with these obstacles. They have self-awareness and easily express their feelings, making them more motivated and connected with their needs. In addition, they show empathy with their peers and create a positive online vibe. Studies have proved that EI is positively linked to academic achievement and student satisfaction Goleman (1995) Mayer & Saloveuy (1997) Brackett et al. (2011).

The New Educational Trends

Recently, the trends in the teaching field have witnessed many changes and added to the educational practices and approaches. One of the new trends is blended and online learning. With the vast use of technology of digital tools, blended learning, and online learning, the educational process has impacted the academic sector. Blended learning is between face-to-face and online learning, while online learning refers entirely to virtual learning. So, both sides ease the learning process with high flexibility.

The second trend is personalized feedback. This trend focuses on the individual's needs and learning styles. Plus, it gives each student complete guidance based on their strengths and weaknesses. As a result, digital feedback can analyze students' performance and provide suggested points for improvement. These trends reflect student-centered learning, where the focus is on students' needs, instruction, and active engagement, which matches directly with the scope of EI.

LITERATURE REVIEW

A significant body of literature has investigated the role of EI in achieving massive success.

According to the findings of Khaswneh and Qablan (2007), the researchers examined the level of *Emotional Intelligence* among the future vocational workforce in Jordan. They also applied an EI scale (EIS) to vocational students. The results showed that the vocational students have a suitable level of EI in all 5 phases. Moreover, there is no effect on gender and specialization.

Raqad and Abu-Deieh (2012) conducted a study on identifying the behavior of practicing Emotional Intelligence among academic leaders in official Jordanian universities and its relationship with teaching staff organizational citizenship behavior. A survey was distributed among the sample; the results showed that teaching members had a high degree of organizational citizenship behavior in Jordan's official universities. Moreover, there is a clear positive connection of level ($a \leq 0.01$) between leaders practicing emotional intelligence and teaching members and their organizational citizenship behavior and between academic leaders practicing transformational leadership of teaching members and their organizational citizenship behavior of level ($a \leq 0.01$).

Rahmat and Ghalavard (2014) conducted a study about the relationship between EI and the educational performance of faculty members at Urmia University. The method in this study was descriptive and correlative; a questionnaire was used to collect data. The data analysis showed a connection between each item of (EI) and performance, such as self-actualization, self-regard, empathy, and responsibility. Moreover, the findings showed no relationship between gender and academic rank.

Abdlmalek conducted a study (2017) investigating EI as a therapy for higher education students. The data analysis revealed that EI must be integrated into higher education curricula. Fared (2017) examined the performance of physical and sports education professors. The data analysis showed that all EI aspects significantly impacted the professors' overall performance (self-awareness, regulation, emotional management, empathy, and optimism).

Katani (2018) explored the influence of EI on the social and psychological adaptation of Jordan University students. Moreover, a favorable link appeared between EI and social psychological adaptation, where Emotional Intelligence components illustrated (82%) of the total variance in social psychological adaptation. Furthermore, gender did not significantly affect EI at the study's level.

Vilma, Luque, Morales, and Zeballos (2022) attempted to examine EI, resilience, and self-esteem as predictors of life satisfaction among university students. The Wong and Law *Emotional Intelligence* Scale (WLEIS), the Wagnild and Young Resilience Scale (ER-25), the Rosenberg Self Esteem Scale (RSES), and the Diener Satisfaction with Life Scale (SWLS) were all used to analyze these factors. The results showed a significant correlation between Emotional Intelligence, resilience, and self-esteem.

Research has shown that Emotional Intelligence plays a vital role in determining the quality of education. Hence, more light should be shed on the relationship between teachers and emotions. Even though the concept of EI has recently been trending in education, the correct way to integrate it into teaching practices is still lacking, leading to unfavorable educational outputs, such as poor relationships between teachers and students.

In conclusion, the new normal of the increase of using blended and online learning highlights the importance of EI in the learning process. Educators must pay more attention to the role of EI in establishing teacher presence and personalized interactions and focusing on teaching students new and valuable experiences. Further research in the field can reveal the role of EI in teaching environments.

METHODOLOGY

A quantitative research approach was used in this study to evaluate the impact of emotional intelligence on the performance of university professors, as well as the function of gender, age, and field in determining emotional intelligence levels. The participants of this study were from different disciplines and ages. The EI scale (EIS)was the primary tool to check academic EI levels. The (EIS) comprises various sub-scales, including optimism, emotions, and emotional estimation of others.

Data were collected by self-report surveys distributed to sample participants. Statistical analysis was performed to check the levels of emotional intelligence via the different sub-scales, including means and standard deviations. Inferential analysis, such as t-tests and ANOVA, was also used to investigate the impact of gender, age, and significance on emotional intelligence levels. The data analysis findings revealed information about the relationship between EI and professor performance, plus the effect of demographic characteristics on emotional intelligence levels.

This study aims to investigate the influence of emotional intelligence on Jordanian university professors' performance. It seeks to determine whether their EI levels have affected teachers' performances. In addition, it attempts to examine whether gender, age, and field affect EI level. The present study aims at answering the following questions:

The first is to what extent Emotional Intelligence influences university professors' performance, and the second is whether there are any statistically significant differences in the Emotional Intelligence levels of university professors based on their gender, age, and field.

Methods and Procedures

Study Participants

The study sampled 35 Jordanian university professors specialized in humanities-related fields such as Economics, Law, Education, and Information Technology (IT) and 15 professors specialized in scientific fields like Nursing, Medicine, and Pharmaceutical Studies. Their ages varied from 31 to 65. The sample was selected from universities such as Yarmouk University, Irbid National University, Applied University, and the University of Jordan. In addition, the participants were from different ranks (associate, assistant, and full professor).

Study Selection Procedures

A questionnaire consisting of 5 items within 20 sub-items was designed to investigate professors' performances based on their EI levels. Professors were asked to react to each statement by deciding whether they strongly agreed, agreed, moderated, disagreed, or strongly disagreed. The questionnaire was distributed online among the professors; each took 7 minutes to fill in the answers.

Many efforts were made to check the validity and reliability of the questionnaire. First, after reviewing the study literature on EI and its effect on performance, the questionnaire items were produced to evaluate many aspects of university professors' performances, such as problem-solving ability, expressing their feelings, and believing in their talents. Second, a pilot test was applied with a small university professor sample that was not included in the actual sample; it was only to check the reliability of the questionnaire. In addition, this test was made to check the clarity of all the items, the time needed to complete the questionnaire, and any other side issues. As a result, some minor changes were made.

The final version of the questionnaire has five main items, each with twenty sub-items. On a five-point Likert scale ranging from strongly agree to strongly disagree, professors were asked to score their agreement with each statement. Using a Likert scale allowed professors' replies to be quantified, allowing for a more accurate investigation of their perceptions and attitudes toward their performance concerning their emotional intelligence levels.

The questionnaire was delivered online, utilizing a secure and user-friendly platform to ensure accessibility and ease of data collection. Professors were given a unique URL to complete the questionnaire, and they were informed of the expected time for completion (about 7 minutes). The online method made collecting data from a geographically diversified sample of professors easier.

Overall, the questionnaire's design and administration aimed to collect complete and trustworthy data on academics' performance based on their emotional intelligence levels. The meticulous creation and review process and the pilot testing contributed to the questionnaire's validity and reliability, ensuring it effectively measured the components of interest.

RESULTS

The following section contains the needed analysis to address the findings of this paper.

Table (1): Frequencies and Percentages According to the Study Variables

Variable	Category	Frequency	%
Gender	Male	32	64.0
	Female	18	36.0
Age	30-40	25	50.0
	41-50	14	28.0
	51 above	11	22.0
Major	Humanitarian colleges	35	70.0
	Scientific colleges	15	30.0
	Total	50	100.0

Construct Validity

To obtain construct validity, correlation coefficients between the Items and the total score through a pilot sample of (20) teachers. The correlation coefficient of each item was calculated, as the correlation value indicates validity significance for each item since it indicates the correlation value between the item and the total score on the one hand and between each domain and the total score on the other hand. The correlation coefficient of the items and the total score ranged between (0.46-0.93), and with the domain (0.64-0.97), as shown in the following table.

Table (2): Correlation Coefficients between the Items, the Total Score, and the Domain to which they belong

Item	correlation coefficients to the domain	correlation coefficients to the instrument	Item	correlation coefficients to the domain	correlation coefficients to the instrument	Item	correlation coefficients to the domain	correlation coefficients to the instrument
1	**.81	**.90	8	**.93	**.87	15	**.89	**.93
2	**.79	**.92	9	**.95	**.92	16	**.64	.46(*)

3	**.80	**.60	10	**.93	**.89	17	**.95	**.92
4	**.75	.49(*)	11	**.94	**.91	18	**.82	**.76
5	**.93	**.86	12	**.90	**.87	19	**.93	**.88
6	**.97	**.92	13	**.90	**.92	20	**.90	**.82
7	**.96	**.92	14	**.89	**.91			

* Significant at (0.05)

** Significant at (0.01)

All the correlation coefficients were expected and significant, so none of the scale items have been deleted.

The Instrument Reliability

To verify the instrument's reliability, The test-retest method was used by administrating It and re-administering it after two weeks on a sample consisting of (20) selected from the same population and out of the original sample. Pearson's correlation factor was calculated between their responses in both times. Then, the Pearson Correlation was calculated between their scores on the scale.

Furthermore, the Cronbach Alpha Coefficient for internal consistency reliabilities was calculated. Table (3) shows internal consistency reliabilities for the individual domains and the total instrument. These values are appropriate to achieve the study's objectives.

Table (3): Cronbach Alpha Internal Consistency Reliabilities for Individual Domains and Total Instrument

Domain	Test-Retest Reliability	Internal Consistency Coefficient
Assessment of others' emotions	0.85	0.77
Assessment of own emotions	0.83	0.70
Regulation	0.80	0.71
Employment of emotions	0.84	0.79
Optimism	0.82	0.80
Total score	0.86	0.83

Table (3) shows that the internal consistency coefficient ranged between (0.70-0.83), while test-retest ranged between (0.81-0.86).

Statistical Standard

A 5-point Likert scale (Strongly agree = 5, agree = 4, neutral = 3, disagree = 2, strongly disagree = 1) was employed by giving each item a score ranging from strongly disagree to strongly agree. The following scale was adopted to analyze the results:

-1.00–2.33 low

-2.34–3.67 Moderate

-3.68–5.00 High

By using the following equation:

$$\frac{\text{The higher limit (5)} - \text{the lowest limit (1)}}{\text{Number of categories (3)}}$$

$$\frac{1-5}{3} = 1.33$$

And adding (1.33) to the end of each category

Results related to the first question: " To what extent does the university professor's emotional intelligence influence their performance?

To answer the first question of the study, "To what extent does the university professors' emotional intelligence affect their performance?", means and standard deviations of the university professor's emotional intelligence effect on their performance were computed as presented in the following tables:

Table (4):Means and standard deviations of the university professors' emotional intelligence effect on their performance, ranked in a descending order

Rank	N	Domain	Mean	Std. Deviation	
1	5	Optimism	4.14	.528	high
2	2	Assessment of own emotions	4.07	.492	high
3	3	Regulation	3.89	.637	high
4	4	Employment of emotions	3.77	.389	high
5	1	Assessment of others' emotions	3.26	.361	moderate
		Total score	3.82	.295	high

Table 4 - shows that "Optimism " receives the highest mean (4.14), while "Assessment of others' emotions" was ranked last with a mean (3.26). This table also shows that the total mean is (3.82).

Table (5): Means and standard deviations of the university professor' emotional intelligence effect on their performance

N	Item	Mean	Std. Deviation
1	By looking at students' faces, I can recognize their feelings.	4.10	.814
2	It is not easy to understand the feelings of others.	4.32	.768
3	I cannot understand the non-verbal messages (ex. facial expressions)	2.40	.990
4	I can understand the tone of the voice	2.22	.910
5	I understand all of my emotions.	3.88	.918
6	I know why my emotions are changeable.	4.16	.817
7	I am aware of my non-verbal messages (ex. Body language)	4.20	.670
8	I can overcome obstacles when I face them.	4.02	.769
9	I can control my emotions.	4.26	.853
10	I create such activities which make me happy.	3.90	.839
11	I can motivate myself.	3.68	.868
12	I can choose the right time to express my feelings.	3.72	.970
13	When my mood swings, I can have new chances.	4.20	.808
14	I can last the happy emotions	4.02	.769
15	When I am cheerful, I can create good ideas.	4.50	.678
16	I am aware to keep my positive. mood	2.34	1.255
17	Emotions are an essential part of life.	4.34	.688
18	I give up easily when I face a problem.	4.26	1.121
19	I expect good things to happen.	3.98	.685
20	I believe in my abilities	3.98	1.134

Results related to the second question: " Are there any statistically significant differences in the university professor' emotional intelligence effect on their performance due to Gender, Age, and Major variables? "

To answer the study's second question means and standard deviations of the university professor's emotional intelligence effect on their performance due to Gender, Age, and Major variables were computed as presented in tables -.

Table (6): Means and standard deviations of the university professor' emotional intelligence affect their performance due to Gender, Age, and Major variables

		Mean	Std. Deviation	N
Gender	Male	3.75	.274	32
	Female	3.96	.286	18
Age	30-40	3.78	.308	25
	41-50	3.84	.275	14
	51 above	3.91	.291	11
major	Human colleges	3.95	.232	35
	Scientific colleges	3.54	.221	15
	Total	3.82	.295	50

Table 6 shows a slight variance in students' means of the university professor's emotional intelligence affects their performance due to Gender, Age, and Major variables. A three-way ANOVA was conducted to determine whether these means have statistically significant differences, and the results are shown in tables.

Table (7): Three-way ANOVA results of the university professor' emotional intelligence affect on their performance due to Gender, Age, and Major variables

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Gender	.463	1	.463	10.165	.003
Age	.009	2	.005	.099	.906
Major	1.416	1	1.416	31.049	.000
Error	2.052	45	.046		
Corrected Total	4.251	49			

Table (7) shows the following:

- There are statistically significant differences at (= 0.05) due to Gender variables in favor of Females.
- There are no statistically significant differences at (= 0.05) due to Age variable in
- There are statistically significant differences at (= 0.05) due to Major variables favoring Human science.

DISCUSSION

The first study question was regarding the influence of EI on university professors' performances. The data analysis showed that optimism recorded the highest mean (4.14), which means that professors are better at expecting good things to happen, believing in their abilities, having emotions as an essential part of life, and not giving up when they face problems. Assessment of others' emotions was ranked last with a mean (3.26).

The development of professors' overall EI levels can be attributed to various factors, like feelings expression, which allows professors to understand themselves first and then others (students). Activating social skills can effectively learn more about others' lives, resulting in better communication. This variation indicates that enjoying high EI levels positively influences professors' performance. This study's results align with those of other studies that have proved that EI has a remarkable impact on performance, such as Katani's (2018) study.

The second study question was whether gender, age, and field play a role in determining EI levels among university professors. The study showed that gender significantly affects EI levels, as females have shown higher

EI levels than males. This can be attributed to females being better at expressing their feelings or more comfortable dealing with emotions. In addition, the teaching field also seemed to play an essential role in determining EI levels; professors specialized in humanities-related fields appeared to enjoy higher EI and flexibility levels than those specialized in scientific fields. In addition, they were shown to use body language and facial expressions more.

Taking the practical of EI implications for universities and educators aside, it can be done in several ways. For example, EI training programs at universities have many merits for professors because they will know the meaning of EI and how it is essential to follow all the skills to achieve great results inside and outside the class. It can also be done by having a supportive learning environment, making EI a norm among all professors, and letting them express their feelings completely. Another way that can be effective is mentorship, which can be done by connecting them with an EI specialist to check their development and updates. In addition, EI can be merged into the curriculum in many disciplines.

IMPLICATIONS

According to the results above, policymakers must consider the importance of the types of EI and their use in the learning process. Due to the recent changes in COVID-19, there are various kinds of learning. Some students prefer the online format, and others prefer the face-to-face format, which should lead teachers to be aware enough to use the EI types in all formats of the learning process. As a result, professors must know how to deal with students' personalities whether they teach face-to-face or online.

CONCLUSION

This study emphasizes the importance of EI as a significant factor in determining the success of the educational process and achieving the sought-after teaching outcomes. The use of a questionnaire has helped in analyzing the data. The findings indicate that EI highly influences professors' performance, which means that the optimism item has the highest influence on performance. At the same time, the other items, such as employment of emotions, regulation, and assessment of own emotions, got less in their results on performance. Moreover, age does not affect EI performances since there were different ages of professors with various backgrounds. While gender and field do, females are better at expressing their emotions due to their nature of the emotional side. In addition, fields with the humanities faculties are better in (EI) than the science faculties. Similar studies are done on larger samples to arrive at specific results.

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