

# Unleashing the Power of Self - Esteem : Focus on Emotional Intelligence and Self - Efficacy

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## Abstract

Good teaching requires emotional power more than brain power. It is one of the powerful elements of personality that was not recognized by many of the teaching professionals over the years. Researchers have found that emotional quotient is more important than the intelligence quotient in one's day- to-day work performance and achievements. It contributes to the performance of work duties and improves the attitude of a person as well as also improves the self confidence in one's state of mind. Therefore, this study aimed to combine the psychological factor of Emotional Intelligence along with Teaching Efficacy in order to determine the Self-Esteem of teaching professionals working in various colleges. The method used in the study was descriptive method. Primary data were collected using an online survey from teaching professionals from all Engineering, Arts and Science, Polytechnic, and Bachelor of Education colleges in India. In this study, statistical tools like structured equation modeling, MANOVA, ANOVA, correlation and regression analysis, factor analysis, and discriminant analysis were used. From the analysis made on the impact of demographic factors on attitude measures like Emotional Intelligence, Teaching Efficacy, and Self Esteem, it was found that the socioeconomic factor : gender had a significant impact on the attitude measures. The results also revealed that there was a positive and significant combined effect of Emotional Intelligence measures and Teaching Efficacy measures in determining and enhancing the self - esteem of teaching professionals.

**Keywords :** emotional intelligence, self-efficacy, self esteem, attitude

**JEL Classification Codes :** C3, C12, J24, O15

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Emotional intelligence is one of the most notorious factors or the elements in the field of behavioural and social sciences that has gained acceptance in the recent years for its contribution in personal and professional success. Goleman (1995) stated that emotional intelligence is liable for about 80% of a person's success in life. There is a famous saying that only the fittest can survive in this competitive world, and a person requires emotional intelligence to be fit among competitors. It contributes to the performance of work duties and improves the attitude of a person. It also improves the self confidence in one's state of mind. Teaching efficacy refers to the teacher's confidence in his/her capacity to achieve the desired performance. Self esteem refers to how a person gives credit worthiness to himself/herself. The teaching profession is multifaceted, and the teachers need a lot of liveness and rapport towards the students, which again requires emotional intelligence. Therefore, this study was conducted to combine the psychological factors of emotional intelligence along with teaching efficacy in order to determine the self - esteem of teaching professionals working in colleges.

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The origin of emotional intelligence can be drawn back to the 17<sup>th</sup> century when Thorndike (1920) emphasized the concept of social intelligence which had two elements of intelligence, which includes emotional intelligence and motivational intelligence. He also emphasized that social intelligence is required for the success of an individual. Wechsler and Thorndike also initiated two theories related to the concept of emotional intelligence and Wechsler's adult intelligence scale (WAIS) which was used to measure the psychology of adults. Leeper (1948) stimulated that emotional thoughts will definitely lead to logical and practical applications. However, the research in the 17<sup>th</sup> century focused mainly on the organizational performance.

## **Review of Literature**

Das (2011) analyzed the relationship between emotional intelligence and students pursuing professional and non-professional courses using correlation and regression analysis. The results inferred that female non-professionals had more emotional intelligence than male professionals.

Dhani and Sharma (2017) tried to explore the relationship between nine traits of personality and emotional intelligence, where the hypotheses were partially accepted. The correlation and regression analysis revealed that six out of nine traits were found to be related.

Goleman (1998) reviewed many research studies on emotional intelligence. He conducted a research on 500 companies worldwide and concluded that the leaders had more emotional intelligence because they were the people who had initiated the company to the public, interacted with the internal & external people of the organization, and set strategies for performance. He also made a research from 121 companies for 181 job positions.

Hans, Mubeen, and Rabani (2013) made an analysis using descriptive statistics, which revealed that the private educational institutions' teachers in Sultanate of Oman had fairly high level of emotional intelligence.

Indoo and Ajeya (2012) analyzed 239 faculty members using the emotional intelligence scale and organizational stress index. The correlation revealed that there was a relationship between these two factors, and it was also found that the engineering college faculty members scored more on emotional intelligence than the medical college faculty members.

Singh and Jha (2012) analyzed how emotional intelligence (EI - job commitment and performance) increased the individual's job performance of faculty members at medical and engineering colleges. Finally, it was concluded that emotional intelligence with job commitment and job satisfaction had an impact on the teaching performance and also on the emotional intelligence scores of engineering faculty members, which were more than that of the medical faculty members.

Jorfi, Yacoo, and Shah (2012) measured the emotional intelligence level of managers and employees of Iran University and whether EI was related to job performance effectiveness. The analysis revealed that female managers and employees scored more on emotional intelligence than the male respondents. Finally, the study concluded that there was a relationship between communication and job satisfaction.

Jyothi Sree and Jyothi (2012) measured emotional intelligence using 17 dimensions and role efficacy using 10 dimensions with the sample of 63 career women in Andhra Pradesh, India and their relationship was tested using correlation and regression analysis, which proved to be significant.

Khalili (2012) made a review on the historical developments of EI, theories, and journals on EI where he found that the factors : self-assessment and conflict management contributed more towards emotional intelligence. The emotional intelligence factors were different for different organizations. Empathy was required more for salesmen, self-discipline was required more for painters, motivation was required more for the teaching profession, patience was required more for doctors, & so on. EI was also found to be one of the important factors for determining the loyalty of the individuals.

Mohanty and Das (2017) examined the contribution of Kautilya in his ancient Indian works about an

emotionally intelligent king acting as an effective administrator of the state. They tried to bring out the contemporary management thoughts based on the literature.

AlHashmei and Hajee (2013) examined the relationship between leadership styles and emotional intelligence. The data were collected from executives, which exhibited a moderate level of emotional intelligence.

Tobin, Muller, and Turner (2006) examined predictors of self - efficacy from the sample of 679 teachers. Organizational learning factors were proved to be an important and powerful predictor of self - efficacy ; whereas, organisation climate did not prove to be the predictor for self-efficacy of the teachers.

Wolters and Daugherty (2007) made an examination of the relationship between teacher efficacy and experience of academic level. Teachers' sense of efficacy was associated with teaching experience and goal structure was associated with academic levels.

## **Research Gap**

There are many research studies available to analyze the impact of emotional intelligence on the behaviour of individuals in all aspects of life. A huge amount of research has been made on analyzing the emotional intelligence of managers and leaders. However, research on analyzing the emotional intelligence of teachers is scanty. In the same way, plenty of research has been conducted on analyzing the relationship between teaching efficacy and self - esteem of school teachers. Therefore, this study aimed to combine the psychological factor of emotional intelligence along with teaching efficacy in order to determine the self - esteem of teaching professionals working in colleges.

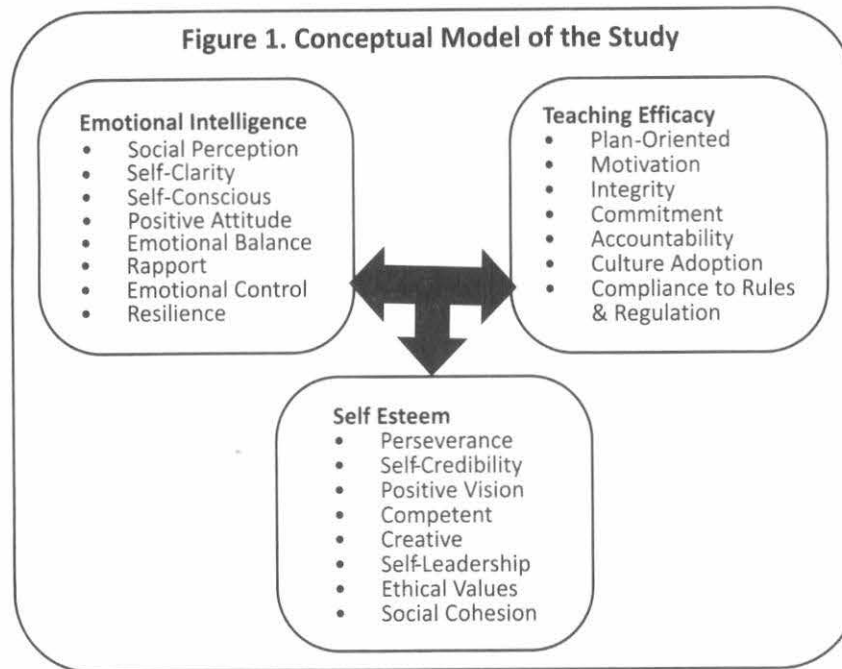
## **Objectives of the Study**

- (1) To study the effect of socioeconomic variables on the attitude measures (emotional intelligence, teaching efficacy, and self - esteem) of teaching professionals.
- (2) To find out the level of attitude measures of teaching professionals in different categories of educational institutions.
- (3) To analyze the impact of emotional intelligence and teaching efficacy in enhancing the self - esteem of teaching professionals.

## **Research Methodology**

Descriptive method was used in this study and the primary data were collected in the form of an online survey using a questionnaire from teaching professionals of Engineering, Arts, and Science, Polytechnic, and Bachelor of Education colleges in India with more emphasis towards South India. The study was conducted during the time frame of 2017 to 2018. Five hundred and twenty teaching faculties were selected for the study. The study sample size was determined with 99% confidence level and 5% margin of error. Stratified proportionate random sampling method was used to categorize the samples based on the type of courses offered. Statistical tools like structured equation modeling, MANOVA, ANOVA, correlation and regression analysis, factor analysis, and discriminant analysis were used. The Figure 1 shows the conceptual model of the study.

Reliability of each of the factors and sub - factors was tested using Cronbach's alpha test, which reported that Emotional Intelligence, Teaching Efficacy, and Self Esteem scored .94, .96, and .91, respectively. Further, the measurement instrument was validated and accepted using measurement model confirmatory factor analysis and was considered to be the valid measures of all the factors.



## Data Analysis and Results

(1) **MANOVA** : To study the effects of socioeconomic variables on each of the components of Emotional Intelligence, Teaching Efficacy, and Self - Esteem, MANOVA test was carried out.

↪  $H_{o1}$ : There is no multivariate effect of fixed factors of socioeconomic variables on each of the attitude measures.

↪  $H_{o2}$ : There is no multivariate effect of interaction between socioeconomic variables on each of the attitude measures.

**Table 1. Multivariate Tests - Attitude Measures**

Effect	Value	F	Sig.
Institution	0.017	0.818	0.599
Age	0.001	0.176	0.913
Gender	0.019	2.774	<b>0.041</b>
Marital Status	0.001	0.075	0.973
Type of College	0.007	1.015	0.386
Designation	0.011	0.811	0.561
Experience	0.001	0.134	0.940
Monthly Income	0.019	0.959	0.472
FDP Status	0.005	0.721	0.540
Book Publication Status	0.001	0.207	0.892
Institution * Gender	0.017	0.825	0.593
Institution * Marital Status	0.006	0.290	0.978
Institution * Type of College	0.001	0.148	0.931

Institution * Designation	0.056	1.687	<b>0.048</b>
Institution * Monthly Income	0.042	2.070	<b>0.029</b>
Institution * FDP Status	0.015	0.735	0.677
Institution * Book Publication	0.004	0.283	0.945
Institution * Age * Gender	0.064	1.603	0.052
Institution * Age * Marital Status	0.007	0.534	0.782
Institution * Gender * Marital Status	0.013	0.978	0.439
Institution * Age * Designation	0.047	1.732	0.055
Institution * Gender * Type of College	0.003	0.404	0.750
Institution * Gender * Designation	0.075	1.887	<b>0.014</b>
Institution * Age * Monthly Income	0.038	1.885	0.050
Institution * Gender * Monthly Income	0.049	2.432	<b>0.010</b>

Source: MANOVA results calculated using SPSS Software Package.

MANOVA results on testing both the interaction and main effects of demographic factors on the attitude measures are depicted in the Table 1.

From the Table 1, the rule of high  $F$  - values and very low  $p$  - values ( $< .05$ ) for all the main effects and interaction effects verifies that the main effects gender alone have a significant impact on the dependent variables of attitude measures. The two way interaction of institution & designation and institution & monthly income and three way interaction of institution, gender, & designation and institution, gender, & monthly income also has a significant impact on the attitude measures. Hence,  $H_{01}$  and  $H_{02}$  are partially rejected with reference to the above results.

**(2) Factor Analysis :** Factor analysis is used to transmute a set of variables into a less number of linear composite variables, which have maximum correlation with the original variables.

The Table 2 represents the rotated component matrix in which two components are extracted. Factor 1 includes the variables: self - perception, social perception, self - clarity, social consciousness and is named as Self and

**Table 2. Rotated Component Matrix - Emotional Intelligence**

Factors	Variables	Component (Factor Loading)	
		1	2
<b>EI-1</b> <b>(Self and Social Awareness)</b>	Self - perception	.063	.679
	Social perception	.052	.769
	Self-clarity	.133	.785
	Social consciousness	.414	.622
<b>EI-2</b> <b>(Emotional Spirit)</b>	Positive attitude	.598	.100
	Emotional balance	.694	.185
	Rapport	.550	.096
	Emotional control	.676	.063
	Resilience	.759	.133
	Self-drive	.560	.072

Extraction Method: Principal Component Analysis using SPSS.

Rotation Method: Varimax with Kaiser Normalization.

<sup>a</sup> Rotation converged in 3 iterations calculated using SPSS Software.

**Table 3. Rotated Component Matrix : Teaching Efficacy**

Teaching Efficacy		Component (Factor Loading)	
Factors	Variables	1	2
<b>E - 1 (Liability)</b>	Plan orientation	.432	.058
	Motivation	.789	.034
	Integrity	.825	.132
	Commitment	.850	.050
	Accountability	.750	.112
<b>TE - 2 (Liberty)</b>	Culture adoption	.376	.504
	Compliance to rules and regulations	.144	.705
	Communication	.074	.688
	Trust	.046	.729
	Freedom in thought and service mindedness	-.038	.630

Extraction Method : Principal Component Analysis using SPSS.

Rotation Method : Varimax with Kaiser Normalization.

\* Rotation converged in 3 iterations.

Social Awareness (EI - 1). The Factor 2 includes the variables: positive attitude, emotional balance, rapport, emotional control, resilience, and self-drive and is named as Emotional Spirit (EI - 2).

The Table 3 represents the rotated component matrix in which two components are extracted. The Factor 1 comprises of variables : plan orientation, motivation, integrity, commitment, and accountability and this factor is named as Liability (TE-1). Factor 2 comprises of the variables : culture adoption, compliance to rules and regulations, communication, trust, and freedom in thought and service mindedness and this factor is named as Liberty (TE-2).

The Table 4 represents the rotated component matrix in which four factors are extracted. Factor 1 comprises of variables : self leadership, ethical values, and social cohesion and this factor is named as Determination (SE - 1). Factor 2 comprises of the variables : competency and creativeness and is named as Aptitude (SE - 2). Factor 3 comprises of the variables of perseverance, self - credibility, and positive vision and is named as Virtuous (SE -3). Factor 4 comprises of the variables of self realization and time & pressure management and this factor is named as Insight (SE - 4).

**Table 4. Rotated Component Matrix : Self - Esteem**

		Component (Factor Loading)			
Factors	Variables	1	2	3	4
<b>SE - 1 (Determination)</b>	Perseverance	.190	-.020	.692	.012
	Self - credibility	.169	.116	.742	-.119
	Positive vision	-.226	.292	.600	.322
<b>SE - 2 (Aptitude)</b>	Competency	.026	.744	.202	.177
	Creativeness	.141	.816	-.006	-.073
<b>SE - 3 (Virtuous)</b>	Self - leadership	.573	.435	.120	-.023
	Ethical values	.759	.074	.094	.056
	Social cohesion	.652	-.010	.101	.270
<b>SE - 4 (Insight)</b>	Self - realization	.018	.033	.016	.843
	Time & pressure management	.267	.035	-.010	.645

Extraction Method : Principal Component Analysis using SPSS.

Rotation Method : Varimax with Kaiser Normalization, converged in 6 iterations.

**Table 5. Correlation Between Study Variables (Emotional Intelligence)**

Variables	1	2	3	4	5	6	7	8	9	10	11
1. Self - esteem	1.000										
2. Self - perception	0.174	1.000									
3. Social perception	0.153	0.368	1.000								
4. Self - clarity	0.233	0.329	0.464	1.000							
5. Social consciousness	0.297	0.319	0.340	0.499	1.000						
6. Positive attitude	0.099	0.121	0.109	0.121	0.331	1.000					
7. Emotional balance	0.251	0.142	0.185	0.253	0.327	0.378	1.000				
8. Rapport	0.208	0.145	0.115	0.121	0.240	0.213	0.366	1.000			
9. Emotional control	0.251	0.109	0.131	0.153	0.267	0.259	0.342	0.286	1.000		
10. Resilience	0.271	0.158	0.153	0.209	0.356	0.336	0.447	0.260	0.474	1.000	
11. Self - drive	0.121	0.101	0.124	0.140	0.224	0.211	0.256	0.189	0.248	0.404	1.000

**Table 6. ANOVA (Emotional Intelligence)**

Model	Sum of Squares	Df	Mean Square	F	Sig.
5 Regression	4.535	5	0.907	17.744	0.00
Residual	26.273	514	0.051		
Total	30.808	519			

### (3) Correlation and Regression Analysis

#### (i) Regression Model for Emotional Intelligence on Self Esteem

↳  $H_{03}$  : There is no significant combined effect of emotional intelligence measures on the determination of self-esteem.

It can be observed from the Table 5 that there is a significant correlation among most of the variables. This may pose the problem of multicollinearity when included in a regression model on various factors of decision making. Hence, it was decided to go for stepwise regression to take care of the problem of multicollinearity, and multiple regression analysis is used to determine the impact of the independent variables on the dependent variable : self-esteem.

From the Table 6, it is inferred that the high value of  $F = 17.744$  with a very low  $p$  - value ( $<.001$ ) verifies that the model is highly significant in explaining variations in self-esteem.

The fitted model for the dependent variable self-esteem on the independent variable of Emotional Intelligence is expressed by the equation (1) :

$$\text{Self-Esteem} = 3.171 + .068 \text{ Social consciousness} + .050 \text{ Emotional control} + .039 \text{ Emotional balance} + .042 \text{ Self clarity} + .041 \text{ Resilience} \dots (1)$$

It is observed that all of the five independent variables are significant in explaining variations in self-esteem (with high  $t$  - values and very low  $p$  - values  $<.01$ ) except emotional balance. Hence, the hypothesis  $H_{03}$  is rejected. It may be concluded that the variables : social consciousness, emotional control, self - clarity, and resilience have a

**Table 7. Correlation Between Study Variables (Teaching Efficacy)**

Variables	1	2	3	4	5	6	7	8	9	10	11
1. Self - esteem	1.000										
2. Plan orientation	0.142	1.000									
3. Motivation	0.098	0.320	1.000								
4. Integrity	0.131	0.240	0.602	1.000							
5. Commitment	0.150	0.235	0.573	0.677	1.000						
6. Accountability	0.163	0.215	0.426	0.520	0.585	1.000					
7. Culture adoption	0.215	0.125	0.216	0.281	0.269	0.373	1.000				
8. Compliance to rules	0.175	0.100	0.127	0.170	0.132	0.165	0.480	1.000			
9. Communication	0.209	0.060	0.136	0.144	0.132	0.107	0.213	0.357	1.000		
10. Trust	0.169	0.079	0.094	0.163	0.111	0.100	0.221	0.316	0.408	1.000	
11. Freedom in thought	0.177	0.057	0.017	0.125	0.023	0.060	0.139	0.248	0.262	0.374	1.000

significant positive effect on the determination of self-esteem, and the variable emotional balance has a low impact on the dependent variable self-esteem.

The standardized beta coefficients in the equation (1) indicate that self-esteem is highly influenced by the variable social consciousness ( $\beta = .068$ ) followed by emotional control ( $\beta = .050$ ), self-clarity ( $\beta = .042$ ), etc.

**(ii) Regression Model for Teaching Efficacy on Self Esteem**

↳  $H_{04}$  : There is no significant combined effect of teaching efficacy measures on the determination of self-esteem.

It can be observed from the Table 7 that there is a significant correlation among most of the variables. This may pose the problem of multicollinearity when included in a regression model on various factors of decision making. Hence, it was decided to go for stepwise regression to take care of the problem of multicollinearity, and multiple regression analysis is used to determine the impact of the independent variables on the dependent variable : self-esteem.

From the Table 8, the high value of  $F = 14.007$  with a very low  $p$ -value ( $< .001$ ) verifies that the model is highly significant in explaining variations in self-esteem.

The fitted model for the dependent variable self-esteem on the independent variable of teaching efficacy is expressed by the equation (2) :

$$\text{Self - Esteem} = 3.054 + .082 \text{ Culture adoption} + .065 \text{ Communication} + .058 \text{ Freedom in thought and service mindedness} + .058 \text{ Plan Orientation} \dots (2)$$

It can be seen that all of the four independent variables are significant in explaining variations in self-esteem (with high  $t$ -values and very low  $p$ -values  $< .01$ ). Hence, the hypothesis  $H_{04}$  is rejected. It may be concluded that

**Table 8. ANOVA (Teaching Efficacy)**

Model	Sum of Squares	Df	Mean Square	F	Sig.
4 Regression	3.023	4	0.756	14.007	0.000
Residual	27.786	515	0.054		
Total	30.808	519			



**Table 9. Correlation Between Study Variables (Self - Esteem)**

Variables	1	2	3	4	5	6	7	8		
1. Perseverance	1.000									
2. Self - credibility	.276**	1.000								
3. Positive vision	.162**	.259**	1.000							
4. Competency	.161**	.173**	.295**	1.000						
5. Creativeness	.116**	.177**	.095*	.366**	1.000					
6. Self - leadership	.164**	.195**	.137**	.222**	.304**	1.000				
7. Ethical values	.141**	.136**	0.057	.194**	.095*	.310**	1.000			
8. Social cohesion	.106*	.141**	0.079	.112*	.108*	.246**	.307**	1.000		
9. Self realisation	0.064	-0.019	.169**	.106*	0.032	0.074	0.055	.215**	1.000	
10. Time and pressure management	.094*	0.060	0.056	.122**	0.066	.128**	.192**	.144**	.284**	1.000

**Note.** \*\*. Correlation is significant at the 0.01 level (2-tailed).

\*. Correlation is significant at the 0.05 level (2-tailed).

the variables : culture adoption, communication, freedom in thought and service mindedness, and plan orientation have a significant positive effect on the determination of self - esteem.

### (iii) Correlation Analysis (Self - Esteem)

↳  $H_{05}$ : There is no significant relationship among the self - esteem variables.

The degree of relationship between the variables under self-esteem is measured through the correlation analysis for both .05 significant levels and .01 significant levels, and the results are depicted in the Table 9.

It is observed from the Table 9 that there is a significant correlation among most of the variables. Perseverance has high correlation (.01 significant levels) with self credibility, positive vision, competency, creativeness, self - leadership, and ethical values. Self - credibility has high correlation with positive vision, competency, creativeness, self-leadership, ethical values, and social cohesion at the .01 significance level. Positive vision has high correlation with competency, self - leadership, and time & pressure management. Competency has high correlation with creativeness, self - leadership, ethical values, and time and pressure management. Creativeness has high correlation only with self - leadership. Self-leadership and ethical values are correlated with each other and have high correlation with social cohesion and time & pressure management. Social cohesion has high correlation with self-realization and in turn, both have high correlation with time and pressure management at the .01 significant levels. Self realization has no significant correlation with perseverance, self - credibility, creativeness, self - leadership, and ethical values. Hence the hypothesis  $H_{05}$  is partially rejected.

### (iv) Relationship Among the Attitude Measures

↳  $H_{06}$ : There is no significant correlation between the attitude measures.

It is observed from the Table 10 that all the three variables have a correlation at the 99% confidence level. Emotional Intelligence has a positive correlation with Teaching Efficacy (.120) and with Self - Esteem (.362) at the .01 significance level and vice versa. Teaching Efficacy and Self-esteem are correlated with each other (.290) at the .01 significant levels. Hence, the hypothesis  $H_{06}$  is rejected.

**Table 10. Correlation Between Study Variables : Attitude Measures**

Variables	Emotional Intelligence	Teaching Efficacy	Self - Esteem
Emotional Intelligence	1.000	.120**	.362**
Teaching Efficacy	.120**	1.000	.290**
Self-esteem	.362**	.290**	1.000

**Note.** \*\*. Correlation is significant at the 0.01 level (2-tailed).

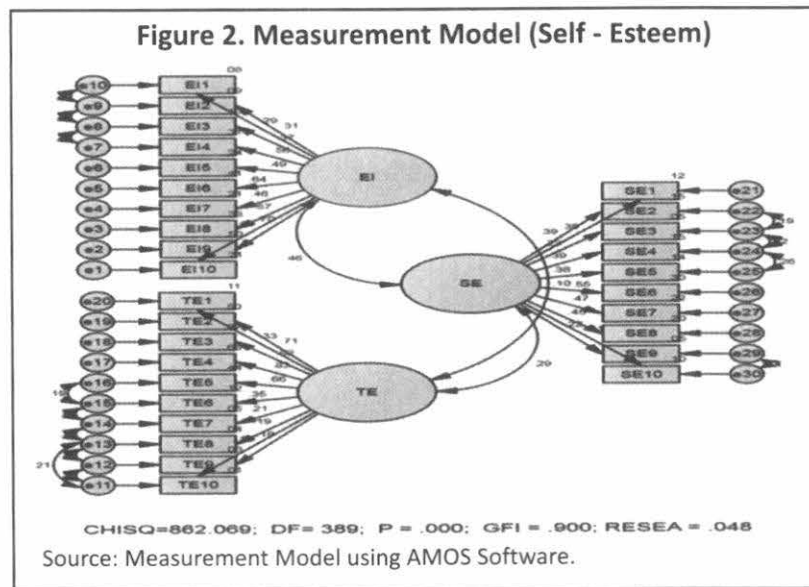
**(4) Discriminant Analysis :** Discriminant analysis is used to predict group membership. This technique is used to classify individuals/objects into one of the alternative groups on the basis of a set of predictor variables. The following equation shows the canonical discriminant function coefficients equation, which gives an unstandardized coefficient and a constant value for the discriminant equation. The discriminant equation can be written as :

$$D = -2.290 - 2.516 (age) + 1.040 (gender) + .346 (marital\ status) + 1.963 (Type\ of\ college) + .792 (Institution\ in\ working) + 2.028 (Number\ of\ years\ of\ Experience) \dots(3)$$

**(5) Structured Equation Modelling (SEM) :** The individual reliability of the items was evaluated using factor loadings. The factor loadings should not be less than 0.707 to constitute a valid model. However, few researchers were of the opinion that factor loadings to the extent of 0.5 or 0.6 are accepted. From the Figure 2, it is observed that all the factor loadings have the recommended values and it shows the factors having individual reliability.

The results reveal (Table 11) that all the pre - requisites for the acceptance of the measurement model are met. After establishing the individual item reliability of the model, the validity of the model is next tested. However, visual examination of the factor loadings and corresponding values of  $R^2$  of the individual variables reveal that several variables do not satisfy the condition of factor loadings and hence may not contribute to the total variance of the respective factors. These variables have been removed from the analysis and the measurement model is validated again.

A structural model is developed (Figure 3) and tested for its validity explaining Self - esteem through the



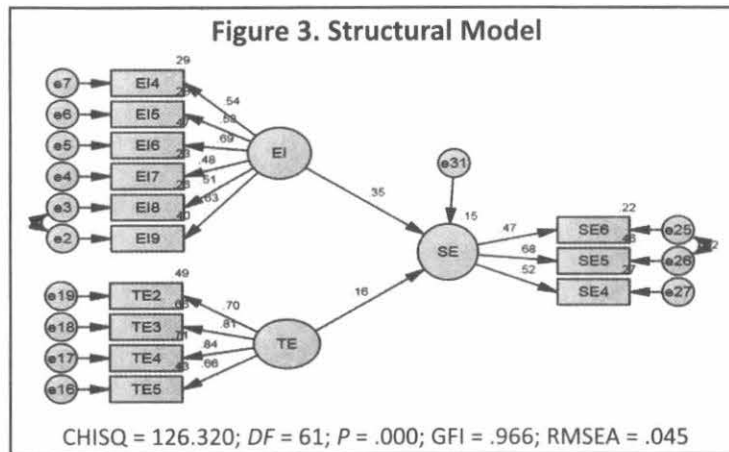
**Table 11. Results of the Confirmatory Factor Analysis - Model Fit**

Chi - Square	Df	P	CMIN/df	GFI	RMSEA
862.069	389	.000	2.216	.900	.048

measured factors tested in the previous section. These results reveal that all the pre-requisites for the acceptance of the model are fully met. It can be seen from the Table 12 that the construct reliability for all the three factors is well above the accepted level of 0.6. Also, the AVEs for the factor Teaching Efficacy (TE) is well above 0.5 and AVE for the other two factors does not meet the criteria of 0.5, but is nearer to 0.5 and also since the sample size (520) is adequately large enough, it is construed that all the measurable items meet the desirable construct reliability without much loss of generality. Also, the minimum requirement for a factor is three to four variables, and hence, AVE for the above model need not be given due importance.

The results of the structural model are tabulated in the Table 13. These results reveal that all the pre - requisites for the acceptance of the model are fully met.

It can be seen from the Table 14 that the relationships between both Emotional Intelligence (EI) and Teaching Efficacy (TE) have a positive impact on Self - Esteem. It can also be observed that Self - Esteem has been significantly explained by the factors - Emotional Intelligence (EI) and Teaching Efficacy (TE), though only 15%



**Table 12. Results of Revised Measurement Model (Confirmatory Factor Analysis)**

Description	Items	Standard Solutions	Factor Estimate	Critical Ratio	Error Variance	R <sup>2</sup>	CR	AVE
<b>EI</b>								
Social consciousness	E14	.535	0.797	9.119	.206	.287	0.901	0.323
Positive attitude	E15	.532	0.763	9.073	.242	.283		
Emotional balance	E16	.687	1.056	10.486	.212	.472		
Rapport	E17	.479	0.677	8.388	.171	.229		
Emotional control	E18	.513	0.794	10.177	.203	.263		
Resilience	E19	.633	1.000	***	.217	.400		
<b>TE</b>								
Motivation	TE2	.698	1.103	13.407	.128	.487	0.9571	.5733
Integrity	TE3	.815	1.297	14.996	.069	.664		

Commitment	TE4	.841	1.304	15.211	.084	.707		
Accountability	TE5	.659	1.000	***	.126	.435		
<b>SELF-ESTEEM</b>								
Competency	SE4	.522	1.176	3.646	.195	.273	0.8444	0.3177
Creativeness	SE5	.678	1.463	6.013	.133	.459		
Self-Leadership	SE6	.470	1.000	***	.186	.221		

**Note.** \* Composite reliability

\*\* Average Variance Extracted

\*\*\* This regression weight was fixed at 1.000, not estimated.

**Table 13. Results of the Structural Model - Model Fit**

Chi - Square	Df	P	CMIN/df	GFI	RMSEA
126.320	61	.000	2.071	.966	.045

**Table 14. Estimates of the Independent Factors in the Model**

Relationships	Estimate	S.E.	Standardized Estimate	C.R.	P	R <sup>2</sup>	Significance
SE <--- EI	.219	.052	0.354	4.246	.000	.150	Significant
SE <--- TE	.115	.046	0.157	2.486	.013		Significant

**Note.** Significant relationships were identified at 5% level of significance.

of variation in Self - Esteem (SE) is explained by these two factors. However, the model is significant as it satisfies the pre - requisites of the model fit. The model for Self - Esteem explained by the contributory factors is expressed by the regression model.

$$\text{Self-Esteem} = 0.04 + 0.22 (EI) + 0.11 (TE) \dots(4)$$

From this equation, it is inferred that the factors Emotional Intelligence (EI) and Teaching Efficacy (TE) have a positive relationship with the explained variable Self - Esteem. The standardized coefficient column in Table 13 implies the order of impact of the variables on the explained variable. The high standardized beta coefficient of 0.354 for the factor Emotional Intelligence (EI) reveals that this factor has a strong positive impact on Self-Esteem than the factor Teaching Efficacy (TE).

It can be observed from the model that both the factors have very low *p* - value (< .05) and are rejected at the 5% level of significance and it is concluded that Emotional Intelligence (EI) has a positive impact on Self - Esteem as well as the other factor : Teaching Efficacy (TE) has a positive impact on Self - Esteem.

## Conclusion

The study concludes that there is an impact of Emotional Intelligence and Teaching Efficacy in enhancing the Self - Esteem of teaching professionals. The teaching professionals who want to increase their self - esteem and achieve utmost success in both professional and personal life must use their maximum potential by increasing both Emotional Intelligence and Teaching Efficacy. The teaching professionals must also try to adopt a new strategic and systematic way to improve the knowledge and skills of the students. The teaching profession must also guide, support, and motivate the students to increase their competency and creativity, which would help them in their future career's success.

## Managerial Implications

Emotional intelligence is a topic of rising interest in every organization like manufacturing and IT companies, schools, colleges, and hospitals. In today's modern era, there is a great use of technology and the risks involved have also increased. People have to struggle a lot to understand the issues and be successful in their careers. Emotional intelligence helps people to adjust according to the situation with tolerance. It also increases the confidence among the people and influences them to increase self - perception, loyalty, and their overall performance.

Emotional intelligence has a stronger influence when the teaching professionals build a rapport towards the students. They should be very flexible towards the expectations of the students. Emotional intelligence requires a momentous amount of patience and dedication towards the profession. The expectations of the students have changed nowadays, and they want the teaching professionals to provide them with broader knowledge rather than the narrow bookish knowledge. In order to cope up with the students' expectations, the teaching professionals must have the potential to teach both technical and practical aspects and satisfy the students which, in turn, requires emotional intelligence and teaching efficacy.

## Limitations of the Study and Scope for Further Research

The research study is limited to popular colleges in India. A lot of time and care was devoted to collect unbiased responses from the respondents. The variables which affect Self-Esteem are limited to Emotional Intelligence and Teaching Efficacy.

This study concentrated only on the Emotional Intelligence and Teaching Efficacy to determine the Self-Esteem of teaching professionals. Future research can consider new aspects or factors related to self-esteem of teaching professionals. The sampling frame can be enlarged to ensure more accuracy and the results can be compared. A periodic study about emotional intelligence and teaching efficacy can also be made to see how the views of these attitude measures change over a period of time. Future research can expand the framework and can include even school teachers and people holding senior positions like principal, director, and dean of the schools and colleges in the sampling frame. Studies can also be conducted for analyzing the emotional intelligence and self - esteem of professionals in other fields like doctors, lawyers, police professionals, managers, and other business professionals. The model can also be expanded to determine the impact of emotional intelligence and teaching efficacy on self - esteem, which further leads to job success and satisfaction.

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