

The Interplay of Emotional Intelligence and Morale of University Teachers

Dr. Marium Din
Prof. Dr. Noor Afroze Khuwaja

Abstract

A study was conducted to find out the relationship between emotional intelligence and morale. All the teachers teaching at university level in Islamabad were taken as population of the study whereas sample was drawn from two public and one private sector university. Stratified random sampling technique was used to draw the sample. Three strata were social sciences, management sciences and computer sciences. In the social sciences five disciplines were selected which were Education, Psychology, Mass communication, Economics and International Relations. The total sample size was 134. Two standardized questionnaires were used for data collection. One was The Schutte Self Report Emotional Intelligence Test (SSEIT) and for the measurement of morale Dr. Ramesh Mehay's questionnaire adapted from Nolan's morale questionnaire developed at Schefffield University. Pearson correlation, mean, standard deviation and One-way ANOVA were used as statistical tests for data analysis. It was concluded that there was a significant relationship between emotional intelligence and morale. It was also concluded that there was significant differences in morale and emotional intelligence level of different disciplines' teachers.

Key Words: Emotional Intelligence; Morale.

1. Introduction

Emotional intelligence and morale are two important constructs. They are considered very much significant for the success of individuals and organizations. The employees with high emotional intelligence and high morale have proved to be valuable asset for any organization. The term emotional intelligence is somehow a recent but the concept of emotional intelligence is quite old. This is a concept that is emphasized by various psychologists with different names. Emotional Intelligence involves using one's understanding of emotions to guide decision making. Emotional intelligence involves understanding one's own emotions and others emotions, understanding others' emotions and managing relationships with other people. It is some ability to perceive the emotions quickly and accurately, generating emotions monitoring the emotions and to regulate emotions in a way to lead successful interpersonal and intrapersonal relationships.

Morale is a term that is emerged as a concept from the military setup. It gained some hype or prominence in the post-world war II period. It is defined in terms of mental, emotional and spiritual state of the individual. (US Army, 1983). The adjectives of happy, confident, appreciated are used to describe high morale whereas sad, depressed, and unrecognized are used to relate it with low morale. In spite of the fact that this is a term that is poorly defined and vaguely described, this is commonly used in the professional life as well as in the general life. Some time it is mixed up with the satisfaction and some time it is related with enthusiasm, motivation, energy and zeal. It is something that is considered very essential for the successful life. It is some boosting mechanism or a reservoir of energy that activates the individual and motivates it to strive for the goals' achievements. This is something that results in creativity and engagement in the activity to do something positive.

Various studies have been conducted on emotional intelligence and morale independently and their relationship with/ its impact on organizational factors like job

satisfaction, productivity, motivation, diversity but no research was found on relationship of emotional intelligence and morale. As both terms are highly positive and felt important for the success of organizations and the individuals. Therefore the need was felt to study that whether any relationship between emotional intelligence and morale does exist or not.

1.1 Statement of the problem

Emotional intelligence and morale have significant impact on one's social and psychological wellbeing, productivity and other aspects of life.

The present study was aimed at exploring the relationship between emotional intelligence and morale.

1.2 Research Objectives

Following were the objectives of research study.

1. To find out the level of emotional intelligence of university teachers.
2. To explore the level of morale of university teachers.
3. To investigate the relationship between emotional intelligence and morale of university teachers.

1.3 Research Hypotheses

Following null hypotheses were made to initiate the research.

- H₀₁ There is no significant difference of emotional intelligence of Education, Psychology, Mass Communication, Economics, International Relations, Management Sciences and Computer Sciences university teachers.
- H₀₂ There is no significant difference of emotional intelligence of Social Sciences, Management Sciences and Computer Sciences university teachers.
- H₀₃ There is no significant difference of morale of Education, Psychology, Mass Communication, Economics, International Relations, Management Sciences and Computer Sciences university teachers.
- H₀₄ There is no significant difference of morale of Social Sciences, Management Sciences and Computer Sciences university teachers.
- H₀₅ There is no significant relationship between emotional intelligence and morale of university teachers.

2. Literature Review

2.1 Emotional Intelligence

Emotional Intelligence refers to a generalized ability to regulate one's emotions, which theoretically influences most of our behaviors at some level. Emotional Intelligence is best thought of as a generalized distal ability (Salovey & Mayer, 1995, p.5). Emotional intelligence is related to sound judgments and reasoning to decide feeling or emotional responses to different situations. It is somehow a measure of determining the worth of emotions by applying cognitive intelligence (Elder, 1996)

Numerous researches have been conducted to explore the relationship of emotional intelligence with job satisfaction. A study was conducted by Mohammad Ashraf, research scholar in Indus University Pakistan and his associates, published in International Journal of Innovative Research & Development in May, 2014. It was concluded that emotional intelligence has a significant impact on job satisfaction. And it is something more important than Intelligence quotient.

High emotional quotient is associated with knowing personal strengths and weaknesses. Those who are high in emotional intelligence know where and how to pay attention, are curious to know the people they do not know, good in reading facial expressions, are more helpful, good and moral. They can quickly overcome their problems as they are self-motivated trust their gut feelings.

2.2 Morale

Morale is defined as the degree to which an employee or a worker feels good about his/her work and work environment (McKnight, 2001).

Ben Hardy (2009) perceives morale as a phenomenon that has three dimensions which are affective, future/goal and interpersonal. He believes that this phenomenon is a single and generalizable across situations and has its roots in the individual. The zeal with which the tasks are carried out, engagement and creativity are considered the consequences of morale.

Different researches have been conducted on the morale, like relationship of morale with job satisfaction, relationship of morale with productivity and etc. But very few researches have been conducted to find out the definition of morale, and its consequences. Johnsrud et al (2000) says that morale is not a well-defined or precisely measured concept as very few researches has focused on this side of morale. Motowidlo and Borman (1977) describe morale as a 'folk concept'. Some authors like Vandenberg et al (1999) believes that it is of more interest of the practitioners rather than the researchers.

Ushwa Tiwari conducted a study on employees' morale and its impact on employees' efficiency. The results proved a positive impact of morale on employees' efficiency. She relates it with emotions, satisfaction, and overall attitude. It is taken as a persons' overall attitude towards the goals of the organization, organization the co-workers and the work itself (Tiwari, 2014).

Usmani (2015) explored relationship between diversity and customer satisfaction. Employees' morale was studied as mediating variable. It was conducted on the frontline employees of fast-food chains in Pakistan. The study showed positive association between employees' morale and diversity.

Sometime the term morale is used as high or low morale. High morale leads to positive consequences whereas low morale is considered to be passivity and low productivity. Ben hardy (2009) relates high morale with putting extra effort to achieve something as compared to low morale. He also asserts that high morale is agreeable and low morale is unpleasant.

Sirota et al (2005), quotes the wording of the founder of Southwest Airlines Herb Kelleher who calls the morale as one key to stability and profitability. The research findings of Sirota and her associates confirm that those companies which have high morale gain more as compared to those organizations which are average or low morale organizations. According to Baynes (1967) High morale is considered to be a single most important factor for the success in war in the military spheres (Sparkes, 2006).

McFadzean and McFadzean (2005) relate morale with a motivated and positive psychological state. This psychological state can be manifested as loyalty with the organization and feeling a sense of pride in organizational membership and striving for the achievement of the goals of the organization, trust in its leadership, and sharing of purpose of the organization and sincerity with fellow members of the organization.

3. Research Methodology

3.1 Population

All the teachers of Social Sciences, Management Sciences and Computer Sciences faculties of public sector and private sector universities of Islamabad comprised population of the study.

3.2 Sample

Sample was drawn through stratified random sampling technique. As there were three strata selected for this study which were Social Sciences, Management Sciences and Computer Sciences therefore 61 teachers from social sciences, 36 from management sciences, and 37 from computer Sciences were selected from two public sector universities and one private sector university of Islamabad. Total sample size was 134. The stratum of Social Sciences consisted of Education (12 teachers), Psychology (5 teachers), Economics (8 teachers), Mass Communication (16 teachers) and International Relations (20 teachers).

3.3 Instruments

Two standardized instruments were used for data collection.

The Schutte Self Report Emotional Intelligence Test (SSEIT) was used to explore the emotional intelligence of teachers that is based upon Salovey and Mayer (1990) model of emotional intelligence. It relates to three aspects of emotional intelligence which are appraisal and expression of emotion, regulation of emotion and utilization of emotion.

The morale of teachers was explored through Staff morale questionnaire adapted by Dr. Ramesh Mehay (2010) from "The assessment of work environment schedule (AWES) developed by Nolan (1998) at Sheffield University.

4. Data Analysis and Discussion

Data was analyzed by Pearson correlation, Mean, standard deviation, and One-way ANOVA and.

Table 1: Mean difference in emotional intelligence of different disciplines' teachers

Disciplines	Mean	N	Std. Deviation
Education	1.4167	12	.51493
Psychology	1.4000	5	.54772
mass communication	1.4375	16	.51235
Economics	2.0000	8	.00000
International Relations	1.7500	20	.44426
Management Sciences	1.2778	36	.45426
Computer Sciences	1.5405	37	.50523
Total	1.5000	134	.50188

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	5.284	6	.881	3.964	.001
Within Groups	28.216	127	.222		
Total	33.500	133			

The null hypothesis that there is no significant difference of emotional intelligence of Education, Psychology, Mass Communication, Economics, International Relations, Management Sciences and Computer Sciences university teachers is rejected. One-way analysis of variance shows that there is a significant difference in emotional intelligence of different disciplines' teachers. F value (3.964 is significant at 0.05 level of significance. The mean of emotional intelligence of teachers from Discipline of Economics is found to be highest.

Table 2: Mean difference in emotional intelligence of different faculties' teachers

Faculty	Mean	N	Std. Deviation
Social Sciences	1.6066	61	.49257
Management Sciences	1.2778	36	.45426
Computer Sciences	1.5405	37	.50523
Total	1.5000	134	.50188

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	2.531	2	1.266	5.354	.006
Within Groups	30.969	131	.236		
Total	33.500	133			

One-way analysis of variance shows that there is a significant difference in emotional intelligence of different faculties' teachers. F value is significant at 0.05 level of significance. Therefore on the basis of this finding the null hypothesis that there is no significant difference of emotional intelligence of social sciences, management sciences and computer sciences university teachers is rejected. The mean of emotional intelligence of teachers from Faculty of Social Sciences is found to be highest.

Table 3: Mean difference in morale of different disciplines' teachers

Disciplines	Mean	N	Std. Deviation
Education	1.7500	12	.45227
Psychology	1.4000	5	.54772
mass communication	1.9375	16	.25000
Economics	1.7500	8	.46291
International Relations	1.8421	20	.37463
Management Sciences	1.5278	36	.50631
Computer sciences	1.8378	37	.37368
Total	1.7368	134	.44201

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	3.376	6	.563	3.164	.005
Within Groups	22.413	127	.178		
Total	25.789	133			

One-way analysis of variance shows that there is a significant difference in morale of different faculties' teachers. F value is significant at 0.05 level of significance. Therefore the null hypothesis that there is no significant difference of morale of education, psychology, mass communication, economics, international relations, management sciences and computer sciences university teachers is rejected. The mean of morale of teachers from Discipline of Mass Communication is found to be highest.

Table 4: Mean difference in morale of different faculties' teachers

Faculty	Mean	N	Std. Deviation
Social Sciences	1.8000	61	.40338
Management Sciences	1.5278	36	.50631
Computer Sciences 3.00	1.8378	37	.37368
Total	1.7368	133	.44201

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	2.190	2	1.095	6.033	.003
Within Groups	23.599	131	.182		
Total	25.789	133			

One-way analysis of variance shows that there is a significant difference in morale of different faculties' teachers. F value is significant at 0.05 level of significance. Therefore on the basis of this finding the null hypothesis that there is no significant difference of morale of social sciences, management sciences and computer sciences university teachers is rejected and it can be said that there is a significant impact of faculties on the morale of university teachers. The mean of emotional intelligence of teachers from Faculty of Social Sciences is found to be highest.

Table 5: Relationship between emotional intelligence and morale of university teachers

		Emotional Intelligence	Morale
Emotional Intelligence	Pearson Correlation	1	.286**
	Sig. (2-tailed)		.001
	N	134	133
Morale	Pearson Correlation	.286**	1
	Sig. (2-tailed)	.001	
	N	133	133

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

Pearson correlation shows that there is a significant correlation between emotional intelligence and morale. Therefore null hypothesis that there is no significant relationship between emotional intelligence and morale is rejected at 0.01 level of significance.

5. Conclusions

The study was conducted to explore the relationship between emotional intelligence and morale of university teachers. The stratified random sampling technique was applied to select the sample from the faculties of Social Sciences, Management Sciences, and Computer Sciences of two public sector universities and one private sector university of Islamabad. There were three objectives of the study. Five null hypotheses were made to achieve these objectives.

The first objective was to find out the emotional intelligence of university teachers. Two null hypotheses were made related to this objective. Null hypothesis number one was; “There is no significant difference of emotional intelligence of Education, Psychology, Mass Communication, Economics, International Relations, Management Sciences and Computer Sciences university teachers” Second null hypothesis was; “There is no significant difference of emotional intelligence of Social Sciences, Management Sciences and Computer Sciences university teachers”. Both null hypotheses were rejected and a significant difference was found in the emotional intelligence of university teachers.

The second objective was to find out the morale of emotional intelligence of university teachers. Two null hypotheses were made related to this objective. Null hypothesis number three was; “There is no significant difference of morale of Education, Psychology, Mass Communication, Economics, International Relations, Management Sciences and Computer Sciences university teachers”. Fourth null hypothesis was; “There is no significant difference of morale of Social Sciences, Management Sciences and Computer Sciences university teachers”. Both null hypotheses were rejected and a significant difference was found in the morale of university teachers.

The third objective was to investigate the relationship between emotional intelligence and morale of university teachers. Null hypothesis number five which was there is no significant relationship between emotional intelligence and morale was made to investigate this relationship. The objective was achieved as the null hypothesis was rejected and it was found that there is a very significant relationship between emotional intelligence and morale.

6. Recommendations

Following recommendations are made on the basis of conclusions.

1. The qualitative study may be conducted to find out the causes behind the significant difference of emotional intelligence and morale of teachers different disciplines and faculties of universities.
2. The universities’ authorities may take valuable steps to improve the emotional intelligence and morale of university teachers.

References

- Ashraf, et al. (2014). Emotional Intelligence and Job Satisfaction among Employees of Service Sector in Pakistan. International Journal of Innovative Research and Development. Vol 3, Issue 5, May 2014.
- Athota, V.S et al. (2009). The Role of Emotional Intelligence and Personality in Moral Reasoning. Australia: Journal of Management Issues, 13 (4)
- Baynes, J.C.M. (1967). Morale: A study of men and courage: the Second Scottish Rifles at the Battle of Neuve Chapelle, 1915. Cassel Publisher
- Elder, L. (1996). Critical thinking and emotional intelligence. Inquiry: Critical thinking across the Disciplines. 16 (2)
- Hardy, Ben. (2009). Morale: Definition, Dimensions and Measurement. Cambridge: Judge Business school
- Johnsrud et al (2000). Understanding the Work and Career Paths of Midlevel Administrators: New Directions for Higher Education.
- McFadzean, F. & McFadzean, E. (2005). Riding the emotional-coaster: A framework for improving nurse morale. Journal of Health Organization and Management 19: 4/5
- Motowidlo, S. & Borman, W.C (1978). Relationship between military morale, motivation, satisfaction, and unit effectiveness. Journal of Applied Psychology, Vol 63 (1), feb 1978
- Tiwari, U. (2014). A Study on employee Morale and its Impact on Employee Efficiency at Jaypee Cement Plant Rewa (MP). Abhinav International Monthly Journal of Research in Management and Technology Vol 13, Issue 11. (Nov, 14)
- Mayer, J.D & Salovey, P (1995). Emotional Intelligence and the construction and the regulation of feelings. Applied and Preventive Psychology 4:197-208.
- Sirota et al . (2005). The Enthusiastic Employee: How companies profit by giving workers what they want . Pearson Education
- Sparkes, A.W. (2006). Talking Politics: A Wordbook. Routledge Publishers
- Usmani, . (2015). Diversity, Employee Morale and Customer Satisfaction: The Three Musketeers". Journal of Economics, Business and Management. Vol3, No. 1, January 2015.
- US Army (1983). Field Manual on Leadership". Department of the Army, Washington. DC
- Vandenberg et al (1999). The Impact of high involvement work processes upon organizational effectiveness: A 2nd order latent variable approach. Group and Organization Management, 24, 300-339