

Mediation of Emotional Intelligence between Psychological Capital and Teacher Effectiveness: Evidence from Women Primary Teachers in Odisha

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Abstract: The study was carried out to examine the impact of psychological capital and emotional intelligence independently on teacher effectiveness and also the mediating role of EI between PsyCap and teacher effectiveness. The sample consisted of 100 college students who rated their 200 primary school teachers on a teacher effectiveness scale and the same 200 teachers evaluated them for EI and PsyCap through self-administered tests. The data were analyzed using correlations, confirmatory factor analysis and structural equation modeling. The results of correlational analyses pointed out that emotional intelligence and teacher effectiveness are positively correlated with each domain of psychological capital besides having significant positive correlation between them. Hence, hypotheses predicting positive relationships among the variables were accepted. As all the correlation coefficients in the matrix were less than 0.75, the possibility of multicollinearity among the variables was ruled out and CFA having minor revision in the data pointed to a reasonable model fit. Finally, the results of structural equation modeling showed that each of the PsyCap measures significantly predicted teacher effectiveness directly and also indirectly through emotional intelligence. Hence, the conclusions were arrived that EI partially mediates each of the PsyCap to further teacher effectiveness.

Key words: Psychological Capital, hope self-efficacy, resilience, optimism, structural equation modeling

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I. INTRODUCTION

Based on the idea of positive psychology (28), the construct of psychological capital was first introduced by Luthans, and his associates in 2002. Luthans, Luthans, Hodgetts, & Luthans (12) suggested that the focus in the field of organizational behavior should center on positively oriented psychological resources, which could be measured, developed and managed to enhance the performance of the employees. Luthans, Youssef, & Avolio (14) reported that hope, self-efficacy, resilience, and optimism are such positive psychological characteristics which strongly influence human behavior and performance and hence, those were named as Psychological Capital. On the other hand, studies have also examined that some people deal with their emotions more effectively than others, benefiting their social and cognitive processes. This idea resulted in the concept of Emotional Intelligence (6), defined as a set of skills for processing information about one's own and other's emotions and to use this information in guiding their cognitions and behaviors (22). Both these constructs of human efficiency, psychological capital and emotional intelligence have been variously examined in the research literature during the past two decades. Some studies have reported strong positive relationship between EI, performance, and individual's career success (e.g., 4), while other studies have reported strong positive relationship between emotional intelligence and psychological capital; and some others reported mediating role of emotional intelligence between psychological capital and work efficiency (e.g., 24). Luthans et al., (14) pointed out that the demands of educational system are definitely increasing in complexity and multiplicity and hence, constructs like emotional intelligence and psychological capital need to be studied in reference to the process of education and educational behavior of the students. Although volumes of research were carried out in this field, relating both psychological capital and EI to teacher effectiveness is most likely a new thinking on the topic which is the concern of the present study.

1.1 Psychological capital

Luthans and his colleagues (12) identified the four psychological capacities like hope, self-efficacy, resilience and optimism to be dimensions of psychological capital following different inclusion criteria. The

main feature of these dimensions is that these are state-like and are opened to develop. In the following section, these are discussed in detail.

1.1.1 Hope: Hope is an important component of psychological capital (PsyCap) related with the physical and mental health and is the ability to deal with the trouble and distress (3, 33). According to Peterson and Byron (23) hope is positively associated with job performance, leadership, organizational commitment, job satisfaction, and work happiness. Harvey et al., (8) found that hope comprised of three components like power, goals and path. It provides a realism and challenge to achieve the goals (17). Hope is the ability to determine, illuminate and follow the best way to success. People with high levels of hope have the capacity to deal with all the situations. Luthans et al. (16) argued that hopeful individuals have high energy to identify the goal and develop alternative pathways to attain these goals. It is also found that hopeful people are considered as independent thinkers (14). When all the ways are blocked, hopeful and dedicated individuals like to take risks and find different alternative pathways to success (31, 32).

1.1.2 Self-efficacy: Self-efficacy is an individual's belief in his or her innate ability to achieve goals. Albert Bandura defines it as a personal judgment of "how well one can execute courses of action required to deal with prospective situations". Self-efficacy beliefs determine how people feel, think, motivate themselves and behave. The sources of self-efficacy according to Goleman (7) are Mastery Experiences, Vicarious Experiences, Verbal Persuasion, Emotional and Physiological States, and Imaginal Experiences. The individual development of self-efficacy beliefs has its roots in early contingency experiences, in the use of degrees of freedom, and in the experience of success and failure depending on appropriate causal attributions (13). These basic experiences also hint at the most effective educational and psychotherapeutic approaches.

1.1.3 Resilience: Third important component of psychological capital is resilience. According to Luthans (12) resilience is the capability of the individuals to strike back from uncertainty and failure. Masten and Wright (21) referred to resilience as the process of positive arrangement and modification in difficult and tough environment. Individuals with high resilience have the ability to take risk and overcome the risk (20). They are optimistic, humorous, curious and energetic towards life (37, 19). These individuals are innovative, like new experiences and use creative exploration. Kappagoda et al. (10) characterized resilience as "a positive force that might be utilized to counter the negative events by adding the extreme positive events". Enzi and Ibrahim (5) stated the three basis of resilience as (Cs): connectedness, coherence and control.

1.1.4 Optimism: The theory of optimism as a positive organizational behavior (POB) is originated by Seligman (27). Optimism is characterized as making stable, global and internal attribution towards achievement of goals. According to Seligman (27), optimists are those who anticipate that positive things will happen in life. But pessimists are those thinking about the negative things in life. Self-assured person has a feeling that the positive and constructive events and occasions happen as consequence of their own behavior and practices. Optimism is an activity that is related to achieve the target and self-regulation. So, optimist has a sense that positivity comes in reaction to their behavior and actions (2). Seligman (27) stated that the individuals who have positive attitude towards incidents, an internal stability, global attribution and inward steadiness are optimists. Totterdell et al., (34) found that the characteristics of stress are positively mediated by the optimism. Simarasl et al. (30) found that a broad conviction of optimism is that good and pleasant events occur more than bad events in life.

1.2 Emotional Intelligence

The concept of emotional intelligence was introduced to psychology by Goalman (6). Emotional intelligence can be defined as the ability to monitor one's own and other people's emotions, to discriminate between different emotions and label them appropriately, and to use emotional information to guide thinking and behavior. Prior studies have characterized four fundamental aspects of EI namely, Self-Awareness, Self-Management, Social Awareness, and Relationship Management (e.g., 1). In many previous researches, emotional intelligence has been studied as a mediator variable in many psychology and organizational settings. A study by Irshad and Hashmi (9) has found that emotional intelligence mediates the relationship of transformational leadership and organizational citizenship behaviour among the banking sector employees. Schutte and Malouff (25) reported that emotional intelligence acts as a mediator between the relationship of mindfulness and subjective well-being. Similarly, Wang and Kong (36) have reported that emotional intelligence partially mediated influence of mindfulness on mental distress and life satisfaction among Chinese adults. In a separate study, Keaten and Kelly (11) found that emotional intelligence plays a mediator role between the relationship of family communication pattern and reticence. Likewise, Schutte et al., (25) reported that emotional intelligence partially mediates the relationship of age and emotional strategies among the employees. A recent study concluded that emotional intelligence partially mediates the relationship between the anxious insecurity and health outcomes, whereas fully mediates the association among avoidant insecurity and health outcomes (18). However, according to the researchers' knowledge, no prior study has investigated the mediation of emotional intelligence among the psychological capital (hope, self-efficacy, resilience and

optimism) and teacher effectiveness. Hence, the present study is designed to examine this relationship so that it will immensely benefit the teacher and student community.

1.3 Teacher effectiveness

Robert Walker (35) had engaged college students in discussion and writing assignments that pertain to the outstanding characteristics of their most effective teachers; “effective” meaning that these teachers made the most significant impact in their lives. Based on those themes, he arrived at the conclusion that effective teachers share at least eleven clear characteristics. Those characteristics consistently affect students in positive ways. Those twelve characteristics of effective teachers are: (i) come to the class prepared, (ii) maintain positive attitudes about teaching and about students, (iii) keep high expectations for all students, (iv) show creativity in teaching, (v) treat and grade students fairly, (vi) display a personal, approachable concern with students, (vii) cultivate a sense of belonging in the classroom, (viii) has a sense of humor and do not take everything seriously, (ix) respect students and do not deliberately embarrass them, (x) forgiving and do not hold grudges, and finally (xi) admit mistakes. Arising from the above discussions, the present research was proposed to examine the relationships between women primary teachers’ attributes of self-concept and their effectiveness as teachers.

II. OBJECTIVES AND HYPOTHESES

The study aimed to examine (a) the impact of the psychological capital such as hope, self-efficacy, resilience, and optimism on the effectiveness of women primary teachers; (b) impact of emotional intelligence on effectiveness of women primary teachers; and particularly (c) the mediating role of emotional intelligence between psychological capital and teacher effectiveness. Arising from the review of related literature, the following hypotheses were developed for the present study.

Hypothesis 1: Hope has a direct effect on teacher effectiveness and emotional intelligence also partially and positively mediates the relationship between hope and teacher effectiveness.

Hypothesis 2: Self-efficacy has a direct effect on teacher effectiveness and emotional intelligence also partially and positively mediates the relationship between self-efficacy and teacher effectiveness.

Hypothesis 3: Resilience has a direct effect on teacher effectiveness and emotional intelligence also partially and positively mediates the relationship between resilience and teacher effectiveness.

Hypothesis 4: Optimism has a direct effect on teacher effectiveness and emotional intelligence also partially and positively mediates the relationship between optimism and teacher effectiveness.

III. METHOD OF STUDY

Participants were 100 college students randomly selected from degree classes of three rural colleges in Odisha. The sample included both boys and girls. The students’ age ranged between 17 to 20 years. The teacher effectiveness was measured by the 33 -item Students’ Perceived Teacher Effectiveness Scale (35). The scale measures eleven constructs of teacher effectiveness. All items are rated from 0 (not at all descriptive about the teacher) to 10 (very descriptive about the teacher). Each of the construct of teacher effectiveness was measured by 3 items of test which are randomly distributed along the test. The maximum score in the test was 330 and the effectiveness score for a teacher is calculated as her per item average score on the test. Reliability of the test is quite satisfactory for this research sample. Cronbach Alpha coefficients ranged from 0.74 to 0.89. Emotional Intelligence of the teachers was measured by Schutte’s Self-report Emotional Intelligence Test (SSEIT- 26). It is 33 items questionnaire which measures four domains of emotional intelligence namely; self-awareness, self-management, social-awareness, and relationship management. Each item in the test was responded by a teacher on a five-point scale resulting in a maximum score of 165 for the total test. Each teacher’s EI score was calculated as her per item average on the test. Reliability of the test is quite satisfactory for this research sample having reported the Cronbach alpha of .894. Psychological capital was measured through the 24 items instrument developed by Luthans et al., (14). Psychological capital comprises on four dimensions that includes hope, self-efficacy, resilience and optimism. This instrument of psychological capital includes 6 items for each of these four dimensions. The items in the test were responded by each teacher on a five-point likert scale. For a teacher, score were obtained for each dimensions of the PsyCap as the per item average of the dimension. All four instruments of PsyCap scale demonstrated adequate internal reliability as α greater than 0.7.

3.1 Research design and procedure

Participants were asked to recollect their primary school days and select two women teachers of their school time; teachers who, in their judgment were extremely effective and have impact on their lives. They were also requested to choose teachers whom they could recall in detail and also whom they could presently contact and request for responding to two tests, one for measuring their emotional intelligence and other for measuring their psychological capital. As each student selected two teachers, there were two hundred teacher participants in the study. The students were provided with three questionnaires each, one EI questionnaire and one

PsyCapquestionnaire to be administered on the teachers and students' perception of teacher effectiveness questionnaire to be responded by the students. The students were informed about the aim of the research, and they were assured of anonymity and confidentiality. The participants completed their questionnaires in the colleges in front of the researcher and were handed over the teachers' questionnaires to be responded by their teachers and returned in four days.

IV. RESULTS AND CONCLUSION

4.1 Correlations

The mean, standard deviations (per item) and correlation among independent, dependent and mediating variables are presented in Table 1. The correlation results point out that all the variables are significantly correlated with teacher effectiveness. Emotional intelligence has a positive correlation with teacher effectiveness (coefficient=0.439, $p<0.01$). Further, each of the dimensions of psychological capital such as Hope (coefficient= 0.4432, $p<0.01$), Self-efficacy (coefficient=0.461, $p<0.01$), Resilience (coefficient=0.398, $p<0.01$), and Optimism (coefficient=0.473, $p<0.01$) are also significantly positively correlated with teacher effectiveness. Hence, results of correlation justified the hypotheses of the present study in respect of direct relationship of both Pyscap and EI on teacher effectiveness and also the scope for examining the mediating relationships of EI between Pyscap and teacher effectiveness. Therefore, confirmatory factor analysis was carried out first to examine the model fit of the data and when it was found that the data were reasonably model fit, structural equation modelling was carried out with the data.

Table 1. The mean, standard deviations and correlation among independent, dependent and mediating variables

Variables	Mean	SD	TE	EI	Hope	Efficacy	Resilience	Optimism
TE	6.08	0.69						
EI	3.42	0.72	.439**					
Hope	3.47	0.81	.442**	.642**				
Efficacy	3.22	0.65	.461**	.549**	.583**			
Resilience	3.81	0.79	.398**	.427**	.608**	.594**		
Optimism	3.45	0.66	.473**	.516**	.627**	.546**	.584**	

Note: There is no problem of multicollinearity among the independent variables because the correlation coefficients are below the cut off value of 0.75

4.2 Confirmatory factor analysis

Gerbing and Anderson (1998) pointed out that EFA is not theory based analysis and therefore it fails to assess unidimensionality in measurement and the model fit of the scales initially. To overcome this limitation, CFA was employed for the assessment of unidimensionality and model fit of the measurements. The initial analysis of model fitness resulted in ratios (GFI=.812; CFI= .837; NFI= .765; RMSEA=.071), which indicated that the model is poor fit with the data. Therefore, items having factor loadings less than 0.40 were deleted from the final analysis and in fact, 2 items of EI and 2 items of Pyscap were deleted. It is observed that the revised model having the ratios reported in Table 2 is reasonably fit for data analysis. Hence, structural equation modelling was carried out on the data.

Table 2. Fitness ratio of the revised model

	CMIN/DF	GFI	NFI	CFI	RMSEA
Model (R)	2.357	.961	.958	.974	.042

4.3 Structural equation modelling

A structure equation modelling of psychological capital, emotional intelligence and teacher effectiveness was conducted to estimate the parameters. This SEM technique is supposed to be a more acceptable than stepwise regression because in this technique all mediation paths of variables were measured simultaneously.

As observed in the resultant structural equation, hope is significantly related to teacher effectiveness directly ($\beta=0.31$, $p\text{-value}<0.01$), and also indirectly through emotional intelligence ($\beta=0.27$, $p\text{-value}<0.01$). Hence, the finding clearly confirmed the hypotheses 1 that not only being hopeful about students is a positive pscap for effectiveness of teachers, a hopeful teacher with better emotional intelligence adds further to his / her effectiveness. Similarly, self-efficacy is also found to both directly ($\beta=0.45$, $p\text{-value}<0.01$) and indirectly through emotional intelligence ($\beta=0.38$, $p\text{-value}<0.01$) influence the teacher effectiveness. Hence, the results pointed out that emotional intelligence positively and partially mediate the relationship between self-efficacy

and teacher effectiveness. It means that teacher with higher emotional intelligence gets better benefit of his / her self-efficacy to be an effective teacher. Hence, the hypothesis 2 is accepted. Further, resilience has also direct impact on teacher effectiveness ($\beta=0.29$, $p\text{-value}<0.01$) and indirectly impacted through mediation of emotional intelligence ($\beta=0.24$, $p\text{-value}<0.01$). The hypothesis 3 is also accepted that teachers with higher emotional intelligence can make better use of their resilience to become more effective and successful teachers. Finally, optimism also both directly ($\beta=0.37$, $p\text{-value}<0.01$) and indirectly ($\beta=0.32$, $p\text{-value}<0.01$) influenced the effective behaviour among the teachers, allowing us to accept the hypothesis 4.

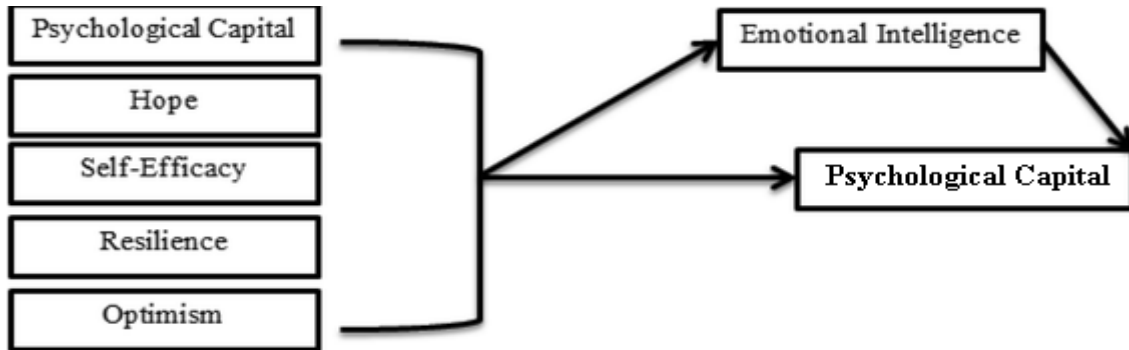


Figure 1. Theoretical framework of the study

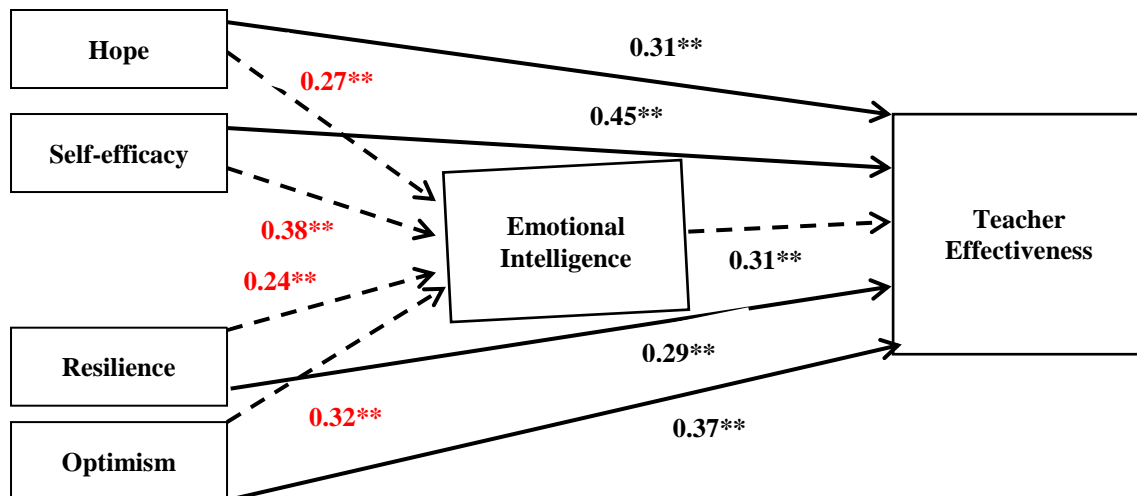


Figure 2. Resultant structural equation model

4.4 Conclusion

Researchers have often reported on the importance of psychological capital in the success of life. Emotional intelligence has also long been considered as the foundation of successful human relationships. In the present research, we have tried to examine an issue which not only involves a sensitive human relationship but also a relationship founded on the story of success only; the relationship between a student and an effective teacher. The findings of the research provided much insight into this relationship. First of all, a teacher needs to be strong in psychological capital like hope, self-efficacy, resilience and optimism and at the same time he / she must grow up in emotional intelligence to better use his / her psychological capital to be more an effective teacher.

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