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Exploring the determinants of Emotional Intelligence among Faculty in Private Universities

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ABSTRACT
Emotional intelligence (EI) is essential for improving student learning experiences by increasing job satisfaction and decreasing burnout among teaching personnel. This study analyze the factors affecting the emotional intelligence of faculty in private universities of Himachal Pradesh. A questionnaire with a descriptive and exploratory research design was used to gather information from 402 faculty members. Employee resilience, self-awareness, professionalism, goal-setting, self-regulation, listening skills, empathy, observational abilities, optimism, perceived control, and gratitude are essential elements of emotional intelligence that were found through factor analysis. Higher education institutions should incorporate Emotional Intelligence focused training and assessment into their faculty development programs.
Keywords*: Organisational Behaviour, Higher Education, Emotional Intelligence, Faculty Development, Private Universities.*

INTRODUCTION

In higher education, emotional intelligence (EI) is crucial because it affects students' general well-being, interpersonal connections, and academic achievement. According to research, students' capacity to handle academic stress and improve learning outcomes is greatly influenced by the fundamental elements of emotional intelligence (EI), including self-awareness, self-regulation, motivation, empathy, and social skills (Smutchak et al., 2024; Mukhlisa et al., 2023). Research indicates that students with greater EI are more resilient, adaptive, and have stronger problem-solving abilities—all of which are critical for both academic achievement and personal growth (Patel, 2024; Krishnan et al., 2024). Furthermore, children who possess social awareness and emotional regulation are able to work well with teachers and peers, creating a supportive learning environment and enhancing communication abilities (Owaidah, 2024; Smutchak et al., 2024).Beyond scholastic success, emotional intelligence plays a significant role in forming students' leadership skills and readiness for the workforce. By improving their capacity to handle obstacles at work, form enduring bonds with others, and demonstrate emotional resilience, higher education institutions that prioritise EI development help students succeed professionally (Prummer et al., 2024; Astaficheva, 2023). According to leadership research, people with emotional intelligence are better at making decisions, resolving conflicts, and working in teams, which makes them more productive in the workplace (Astaficheva, 2023; Krishnan et al., 2024). Additionally, academic institutions' organisational and cultural dynamics are crucial in promoting emotional intelligence (EI), as inclusive and encouraging settings help students acquire critical interpersonal and emotional management abilities (Chokpiriyawat & Siriyota, 2024).Numerous psychological and demographic elements, such as social interactions, parental upbringing, and personality features, have an impact on how EI develops in higher education. According to studies, students from supportive homes typically have stronger emotional intelligence, which improves their psychological health and academic achievement (Mukhlisa et al., 2023; Patel, 2024). Adolescence is also a critical time for the development of emotional intelligence (EI) because it is at this time that people experience major emotional and cognitive changes that influence their capacity to control their emotions and communicate effectively (Patel, 2024). Higher education institutions can greatly improve students' emotional competencies and reap long-term benefits in both the academic and professional spheres by incorporating Emotional Intelligence (EI)-focused programs, such as stress management workshops, emotional regulation training, and mentorship initiatives (Kulsharipova et al., 2024; Smutchak et al., 2024).

Self-awareness, self-regulation, social awareness, and relationship management are all crucial elements of emotional intelligence that support both professional and personal success. While self-regulation entails skilfully controlling emotions, particularly in stressful settings, self-awareness allows people to identify and comprehend their emotions and how they affect behaviour (Zheng, 2023; Chaudhary et al., 2024). Better interpersonal connections are fostered by social awareness, which enables people to accurately understand social cues and empathise with others (Chamizo-Nieto et al., 2021). Last but not least, relationship management entails creating and preserving wholesome bonds, settling disputes, and positively influencing others. Together, these elements improve interpersonal connections, job performance, and psychological well-being, making emotional intelligence (EI) a critical competency in both professional and educational contexts. In order to educate students for leadership positions and academic success, educational institutions are progressively incorporating emotional intelligence (EI) training into their curricula (Chaudhary et al., 2024).

REVIEW OF LITERATURE

Professional success is significantly influenced by emotional intelligence (EI), especially in educational contexts. Because of cumulative life experiences and improved emotional regulation skills, research repeatedly shows that emotional intelligence (EI) improves with age (Bentil & Ghanney, 2024; Kumar & Muniandy, 2012; Amponsah et al., 2024; Shrestha, 2022; Fedorova et al., 2023). Research from a range of educational settings supports this pattern and emphasises how experience can improve EI. Bentil and Ghanney (2024), for example, discovered that older Ghanaian social studies instructors had higher EI, especially when it came to stress management and interpersonal connections. Similar findings were made by Kumar and Muniandy (2012), who attributed the higher EI of seasoned Malaysian polytechnic educators to their maturity as teachers. Marembo and Chinyamurindi (2018) also found that among South African academics in their early careers, age was a significant predictor of EI. When taken as a whole, these results highlight how EI improves with age and supports both professional and interpersonal efficacy in learning environments.According to Ashraf et al. (2017), teaching is an occupation that requires a high level of professional skill, adherence to ethical rules, and an understanding of human behaviour. Since kids learn from their professors in the same way that they do from their parents at home, ethical transmission by teachers is essential in forming their moral growth (Hossein-Heidari et al., 2015). Accordingly, enhancing the quality of education requires professional competency training for teachers (Moreno-Arrebola et al., 2017; Salehnia & Ashraf, 2015). Teachers' duties and how well their pedagogy fosters student learning are greatly impacted by their pedagogical knowledge as well as their understanding of their legal and ethical obligations (Zurita-Ortega et al., 2015). In addition to helping students learn, teaching fosters emotional intelligence, which improves the teaching-learning process and helps students succeed academically (Cardelle-Elawar & Acedo-Lizarraga, 2011; Trigwell, 2012). According to Hosotani and Imai-Matsumura (2011), a number of elements, such as personal reality, social relationships among educators, and contacts with kids' guardians, might have an impact on instructors' emotions.

Because of the demands of their job, teachers are frequently characterised as emotional workers who need to successfully control their emotions (Yin, 2015). Teachers' job satisfaction and efficacy as teachers are greatly impacted by emotional intelligence, which acts as a moderating factor between emotional job demands and emotional labour techniques (Yin et al., 2013). The relationship between EI and pro-social behaviours, academic success, and student learning has been further demonstrated by research (Dolev & Leshem, 2016). Humphrey et al. (2007) draw attention to the expanding discussion on emotional intelligence's impact on students' health, academic performance, and flexibility, highlighting the need for educators to cultivate EI.Professional conventions continue to undervalue the emotional work that goes into teaching. However, as it affects deep acting, emotional expression, and teaching satisfaction, teachers must have effective emotional management skills (Yin et al., 2013). Research confirms that while negative emotions are linked to strict, transmission-based teaching methods, happy emotions are linked to student-centered teaching approaches (Trigwell, 2012). The importance of emotions in teaching and teacher development is further supported by research by Hargreaves (2001) and Isenbarger & Zembylas (2006), which show how emotions influence identity, self-perception, and educational outcomes.

A five-dimensional model of teachers' emotional competencies was put forth by Harvey and Evans (2003). It included emotional management, interpersonal awareness, intrapersonal beliefs, interpersonal guidelines, and emotional relationships. This paradigm emphasises the importance of emotional competence in teaching and is backed by empirical validation (Harvey et al., 2012). The necessity for focused interventions in teacher education programs is further supported by research showing that pre-service teachers frequently have lower EI levels (Corcoran & Tormey, 2012). Furthermore, professional standards and ethical regulations frequently hide the full impact of emotional labour, which is still an essential but underappreciated component of teaching (Fried, 2011).Even though studies have acknowledged the value of emotional intelligence (EI) and emotional labour in the classroom, further research is required to comprehend how these concepts appear in various educational contexts (Schutz & Zembylas, 2009). There is an important research vacuum because there aren't many quantitative studies that look at the connection between emotional labour and emotional intelligence in teachers' psychological well-being (Karim & Weisz, 2011). Higher EI may shield instructors against burnout, according to Mayer and Salovey (1997), who defined EI in terms of four competencies: recognising emotions, enabling cognition, understanding emotions, and managing emotions. Research also shows that Emotional intelligence (EI) helps people deal with stress, past traumas, and future goals (Greenberg, 2002; Nolen-Hoeksema et al., 1997; Pennebaker, 1997; Taylor et al., 1998; Folkman & Moskowitz, 2000a, 2000b).Emotional intelligence (EI) helps people make better decisions by allowing them to successfully control their emotions under pressure (Moreno-Arrebola et al., 2017; Salehnia & Hamid, 2015; Zurita-Ortega et al., 2015). Research demonstrates the importance of emotional intelligence (EI) in the classroom by linking it to reduced stress, psychological well-being, and work satisfaction (Cardelle-Elawar, 2011; Trigwell, 2012; Pyhältö et al., 2011; Hosotani et al., 2011). Positive emotions foster creativity and problem-solving skills, while negative emotions impede cognitive processing (Herrera-Torres et al., 2016; Pulido-Martos et al., 2016). Teachers' emotions have a direct impact on how they teach. Additionally, a key element of emotional intelligence, empathy, promotes positive interpersonal interactions and lessens social isolation (Longmire, 2018). In addition to being good at solving problems, teachers with high EI also help create a supportive environment in the classroom, which increases student happiness and engagement (Barlozek, 2015; Cazalla & Molero, 2016; Reisoglu et al., 2013).

Teachers' affective dedication to their work is improved when they are able to convert unpleasant feelings into positive commitment (López-Fernandez et al., 2015; Sastre-Morcillo et al., 2017). In the end, creating a happy, supportive atmosphere in the classroom enhances teaching-learning results, work satisfaction, and general well-being (Schön-Persson et al., 2018). In conclusion, research continuously demonstrates how Emotional Intelligence (EI) improves student learning results, teacher effectiveness, and emotional health. Even though research has laid a solid foundation, more work is needed to examine the quantitative aspects of emotional intelligence's influence on teachers' psychological health and emotional labour. In order to ensure a comprehensive approach to teaching and professional development, future research should focus on creating treatments that improve EI among pre-service and in-service teachers.

Research Gap

Even with a wealth of studies on emotional intelligence (EI) in the classroom, there are still a number of important questions about how EI affects professors at private universities. The majority of the existing literature concentrates on how Emotional Intelligence (EI) affects students' leadership skills, interpersonal interactions, and academic performance (Smutchak et al., 2024; Mukhlisa et al., 2023; Patel, 2024). However, few research examine the relationship between Emotional Intelligence (EI) and teaching effectiveness, emotional resilience, and work satisfaction among faculty members, especially in Himachal Pradesh's private universities.According to research, emotional intelligence (EI) improves with age and experience, helping teachers better handle stress, form enduring bonds with students, and provide a supportive learning environment (Bentil & Ghanney, 2024; Kumar & Muniandy, 2012; Amponsah et al., 2024). Nevertheless, little is known about the precise elements influencing the development of EI among faculty members at private universities. Although professional skills, emotional labour, and ethical competencies in teaching have been studied in some ways (Ashraf et al., 2017; Hossein-Heidari et al., 2015), there isn't enough empirical data to connect these qualities to faculty members' general well-being and job performance in private educational institutions.

Furthermore, studies show that social awareness, empathy, and emotional control are important for developing productive teacher-student relationships (Chamizo-Nieto et al., 2021; Zheng, 2023; Chaudhary et al., 2024). Few research, nevertheless, objectively evaluate the ways in which these EI components affect teaching members' capacity to manage classroom dynamics, workplace flexibility, and professional development. Furthermore, whereas previous research has acknowledged the significance of emotional intelligence (EI) in student-centered teaching methodologies (Trigwell, 2012; Yin, 2015), little is known about the systematic ways in which faculty members can improve their EI through focused training and institutional regulations.Additionally, professional conventions and ethical obligations can obscure the emotional toll that teaching takes (Fried, 2011; Schutz & Zembylas, 2009). More thorough research is required to determine how private universities can adopt EI-based faculty development programs to improve workplace well-being and teaching effectiveness, even though prior research indicates that teachers with high EI have lower burnout and higher job satisfaction (Dolev & Leshem, 2016; Humphrey et al., 2007). In light of these inadequacies, the purpose of this study is to fill in the current information vacuum by examining the major determinants of EI among faculty members at private universities in Himachal Pradesh.

Research Question: What factors influence the emotional intelligence of faculty in private universities of Himachal Pradesh?

Objective of the Study: To analyze the factors affecting the emotional intelligence of faculty in private universities of Himachal Pradesh.

RESEARCH METHODOLOGY

Research Design: The study employs a descriptive and exploratory research design to examine the factors influencing Emotional Intelligence (EI) among faculty members of private universities in Himachal Pradesh.

Sampling Plan: The target population comprises faculty members from private universities in Himachal Pradesh. The sample size was initially determined using Krejcie & Morgan's (1970) formula, which suggested a minimum of 239 respondents. However, to enhance the robustness of the study, data was collected from a total of 402 faculty members across 17 private universities in Himachal Pradesh, using purposive sampling. Each individual teacher served as the sampling unit.

Data Collection: For the present examination, both primary and secondary data were utilized. Primary Data collected via questionnaire distributed in physical form and via Google Forms. Secondary Data sourced from research articles, government reports, books, and academic journals.

Description of the Questionnaire

The questionnaire consists of two key sections:

Section A: Demographic information (age, gender, experience, qualification).

Section B: Measurement of Emotional Intelligence using a five-point Likert scale (1=Strongly Disagree to 5=Strongly Agree).

Reliability and Validity: Reliability assessed using Cronbach's Alpha to measure internal consistency. Content validity ensured through expert review, incorporating feedback for clarity and relevance.

Data Analysis: The collected data were analyzed using SPSS. The analysis included:

Descriptive Statistics: Frequency distribution to summarize demographic and general characteristics of respondents.

Inferential Statistics: Factor Analysis (Exploratory Factor Analysis - EFA) was conducted to identify key factors affecting Emotional Intelligence (EI).

This methodology provides a structured approach to identifying and analyzing the factors influencing Emotional Intelligence among faculty members in private universities of Himachal Pradesh.

RESULTS AND INTERPRETATION

In order to fulfill the research objectives of the present study, the collected data are administered using appropriate statistical techniques like mean, standard deviation, frequency distribution and Factor Analysis.

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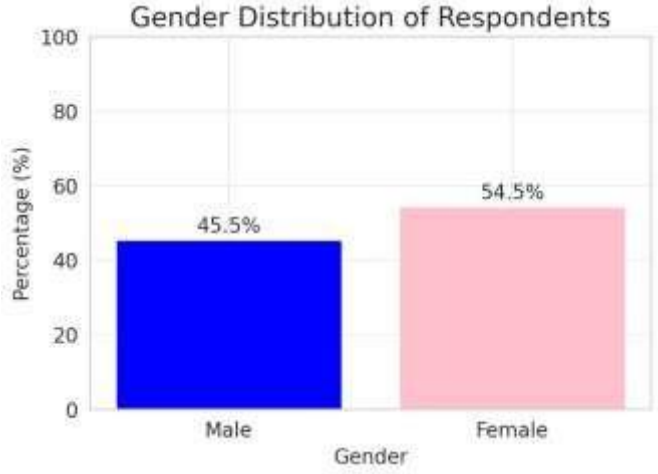
Table 1: Gender Wise Frequency Distribution of Respondents

Gender					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	183	45.5	45.5	45.5
	Female	219	54.5	54.5	100.0
	Total	402	100.0	100.0	

Figure 1: Graphical representation of Gender Wise Frequency Distribution of Respondents

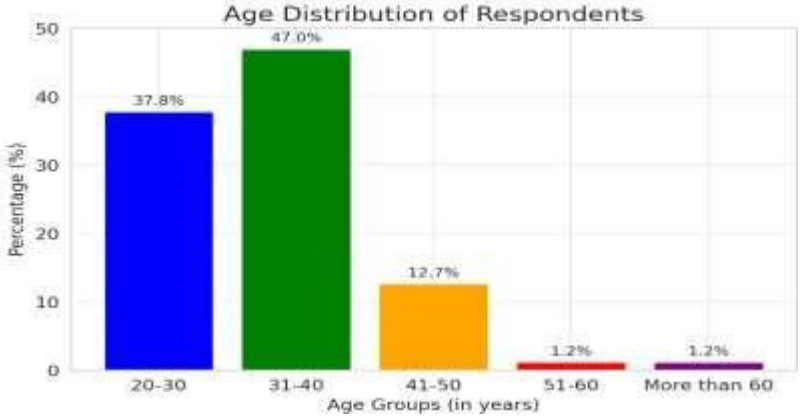


As illustrated in Figure 1, the proportion of female respondents (54.5%) is higher than that of male respondents (45.5%) in this study.

Table 2: Age Wise Frequency Distribution of Respondents

Age (in years)					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	20-30	152	37.8	37.8	37.8
	31-40	189	47.0	47.0	84.8
	41-50	51	12.7	12.7	97.5
	51-60	5	1.2	1.2	98.8
	More than 60	5	1.2	1.2	100.0
	Total	402	100.0	100.0	

Figure 2: Graphical representation of Age Wise Frequency Distribution of Respondents

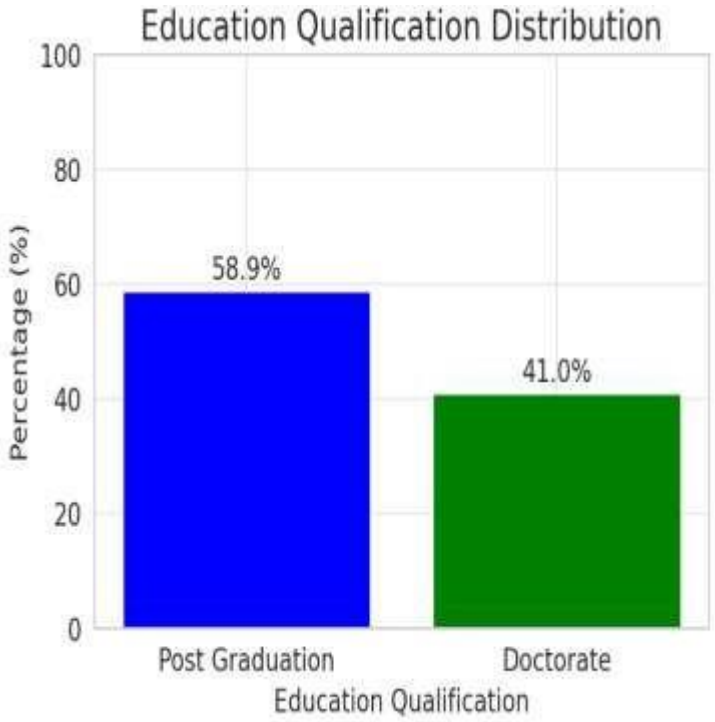


As depicted in Figure 2, the majority of respondents belong to the age groups of 20–30 years (37.8%) and 31–40 years (47.0%). This is followed by respondents in the age group of 41–50 years (12.7%). A small proportion (1.2%) of respondents fall within the 51–60 years and above 60 years categories.

Table 3: Education Qualification Wise Frequency Distribution of Respondents

Education Qualification					
		Frequency	Percent	Valid Percent	Cumulative Percent
	Post Graduation	237	58.9	58.9	58.9
	Doctorate	165	41.0	41.0	100.0
	Total	402	100.0	100.0	

Figure 3: Education Qualification of Respondents



As presented in Figure 3, the majority of respondents were postgraduates (58.9%), followed by doctorate holders (41%)

Table 4: Total Experience in Teaching/Industry Wise Frequency Distribution of Respondents

Total Experience in Teaching/Industry (in years)					
		Frequency	Percent	Valid Percent	Cumulative Percent
	1-5	220	55.2	55.2	55.2
	6-10	108	26.9	26.9	81.6
	11-15	44	10.9	10.9	92.5
	16-20	18	4.5	4.5	97.0
	More than 20 years	12	3.0	3.0	100.0
	Total	402	100.0	100.0	

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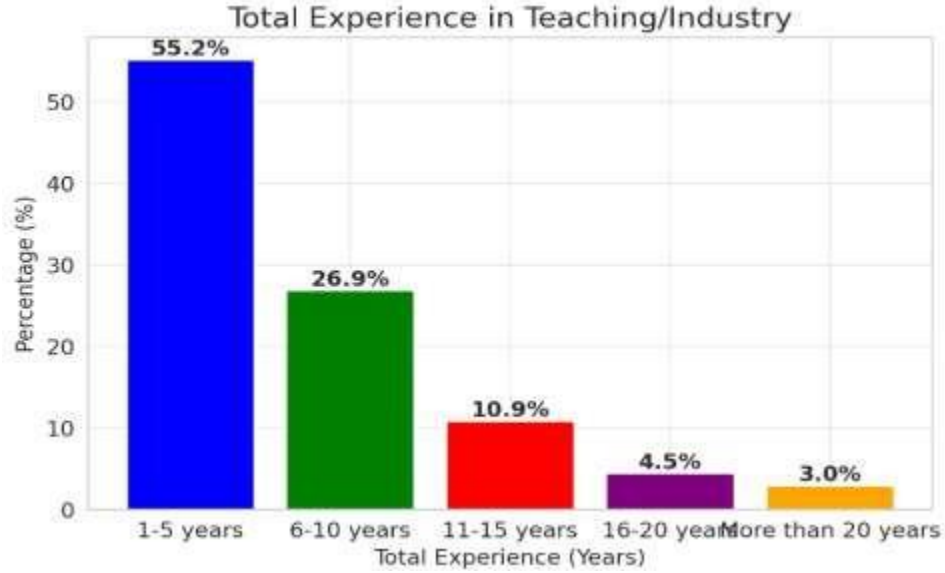
Figure 4: Graphical representation of Total Experience in Teaching/Industry Wise Frequency Distribution of Respondents



It can be observed from Figure 4 that the majority of respondents have a total experience of 1–5 years in teaching/industry (55.2%), followed by those with 6–10 years of experience (26.9%). Respondents with 11–15 years (10.9%) and 16–20 years (4.5%) of experience constitute a smaller proportion, while only 3% have more than 20 years of total experience in teaching/industry.

Objective: To analyze the factors affecting the emotional intelligence of faculty in private universities of Himachal Pradesh.

The table below presents the results of the KMO-Bartlett Test. The high KMO value (0.929) indicates that the dataset is suitable for factor analysis in examining the factors affecting the emotional intelligence of teaching faculty in private universities of Himachal Pradesh. Additionally, Bartlett's Test of Sphericity reports a statistically significant value of 0.000 ($p < 0.05$), further confirming that factor analysis is appropriate for the collected data.

Table 9: KMO-Bartlett Test for Factors affecting Emotional Intelligence of Teaching Faculty

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.929
Bartlett's Test of Sphericity	Approx. Chi-Square	11222.372
	Df	1953
	Sig.	0.000

As the study reports appropriate values for the KMO-Bartlett Test, we can now proceed with Factor Analysis, as detailed below.

Table 10: Communalities for Factors affecting Emotional Intelligence of Teaching Faculty

Communalities		
	Initial	Extraction
EI1	1.000	.584
EI2	1.000	.652
EI3	1.000	.625
EI4	1.000	.534

EI5	1.000	.560
EI6	1.000	.666
EI7	1.000	.678
EI8	1.000	.674
EI9	1.000	.664
EI10	1.000	.697
EI11	1.000	.591
EI12	1.000	.554
EI13	1.000	.596
EI14	1.000	.624
EI15	1.000	.584
EI16	1.000	.589
EI17	1.000	.569
EI18	1.000	.613
EI19	1.000	.610
EI20	1.000	.554
EI21	1.000	.561
EI22	1.000	.653
EI23	1.000	.664
EI24	1.000	.679
EI25	1.000	.544
EI26	1.000	.584
EI27	1.000	.567
EI28	1.000	.558
EI29	1.000	.531
EI30	1.000	.636
EI31	1.000	.575
EI32	1.000	.632
EI33	1.000	.642
EI34	1.000	.593
EI35	1.000	.683
EI36	1.000	.619
EI37	1.000	.638
EI38	1.000	.566
EI39	1.000	.623
EI40	1.000	.693
EI41	1.000	.655
EI42	1.000	.653
EI43	1.000	.604
EI44	1.000	.563
EI45	1.000	.637
EI46	1.000	.641
EI47	1.000	.637
EI48	1.000	.698

EI49	1.000	.614
EI50	1.000	.668
EI51	1.000	.606
EI52	1.000	.560
EI53	1.000	.611
EI54	1.000	.563
EI55	1.000	.544
EI56	1.000	.656
EI57	1.000	.662
EI58	1.000	.652
EI59	1.000	.651
EI60	1.000	.612
EI61	1.000	.689
EI62	1.000	.635
EI63	1.000	.605
Extraction Method: Principal Component Analysis.		

In Table 10, the high extraction values (>0.5) indicate that the identified factors are appropriate, as they explain a significant proportion of each variable's variance.

Table 11: Total Variance explained for Factors affecting Emotional Intelligence of Teaching Faculty

Total Variance Explained									
	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
Component	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	17.567	27.884	27.884	17.567	27.884	27.884	4.622	7.337	7.337
2	2.999	4.760	32.643	2.999	4.760	32.643	3.759	5.967	13.304
3	2.310	3.667	36.310	2.310	3.667	36.310	3.722	5.908	19.212
4	1.822	2.892	39.202	1.822	2.892	39.202	3.108	4.934	24.146
5	1.749	2.777	41.979	1.749	2.777	41.979	2.854	4.530	28.676
6	1.521	2.414	44.393	1.521	2.414	44.393	2.659	4.221	32.897
7	1.425	2.262	46.655	1.425	2.262	46.655	2.495	3.961	36.858
8	1.353	2.147	48.803	1.353	2.147	48.803	2.473	3.925	40.783
9	1.326	2.104	50.907	1.326	2.104	50.907	2.330	3.698	44.481
10	1.246	1.978	52.885	1.246	1.978	52.885	2.217	3.520	48.001
11	1.211	1.922	54.807	1.211	1.922	54.807	2.033	3.227	51.228

12	1.155	1.834	56.640	1.155	1.834	56.640	1.858	2.949	54.176
13	1.112	1.765	58.405	1.112	1.765	58.405	1.824	2.895	57.071
14	1.060	1.682	60.087	1.060	1.682	60.087	1.606	2.549	59.620
15	1.017	1.615	61.702	1.017	1.615	61.702	1.312	2.082	61.702
16	.944	1.499	63.201						
17	.903	1.434	64.635						
18	.890	1.413	66.048						
19	.850	1.350	67.398						
20	.847	1.344	68.742						
21	.786	1.247	69.989						
22	.775	1.231	71.220						
23	.752	1.193	72.413						
24	.742	1.178	73.591						
25	.711	1.129	74.720						
26	.699	1.110	75.830						
27	.675	1.072	76.902						
28	.672	1.067	77.969						
29	.653	1.037	79.006						
30	.628	.996	80.002						
31	.621	.986	80.988						
32	.579	.919	81.908						
33	.573	.910	82.818						
34	.568	.901	83.719						
35	.539	.855	84.574						
36	.525	.834	85.407						
37	.520	.826	86.233						
38	.495	.785	87.018						
39	.466	.740	87.758						
40	.452	.718	88.476						
41	.446	.708	89.184						
42	.429	.682	89.866						
43	.412	.654	90.520						
44	.406	.644	91.164						
45	.399	.633	91.797						
46	.382	.607	92.404						
47	.374	.594	92.998						
48	.361	.573	93.571						
49	.359	.570	94.141						
50	.347	.551	94.692						
51	.339	.538	95.230						
52	.323	.513	95.743						

53	.309	.490	96.234						
54	.286	.453	96.687						
55	.273	.433	97.120						
56	.263	.418	97.538						
57	.255	.405	97.943						
58	.249	.395	98.337						
59	.235	.373	98.711						
60	.218	.346	99.057						
61	.214	.339	99.396						
62	.193	.306	99.702						
63	.188	.298	100.000						
Extraction Method: Principal Component Analysis.									

It can be observed in Table 11 that a total of 15 factors has been retained. These factors collectively account for 61.70% of the variance, indicating a substantial explanatory power and reinforcing the credibility of the retained factors.

Table 12: Rotated Component Matrix

Rotated Component Matrix[a]															
	Component														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
EI30	.643														
EI31	.606														
EI32	.604														
EI26	.548														
EI33	.531														
EI29	.526														
EI24	.526														
EI28	.502														
EI25															
EI12															
EI20															
EI2		.725													
EI3		.692													
EI1		.662													

EI4		.595													
EI5		.591													
EI57			.698												
EI56			.692												
EI58			.630												
EI55			.599												
EI59			.521												
EI54															
EI14				.690											
EI15				.666											
EI16				.639											
EI13				.532											
EI27															
EI50					.711										
EI51					.690										
EI52															
EI53															
EI38															
EI9						.739									
EI10						.698									
EI11						.648									
EI35							.631								
EI36							.611								
EI34															
EI45								.715							

EI46								.690							
EI47								.538							
EI44															
EI23									.604						
EI22									.594						
EI21															
EI39															
EI7										.715					
EI6										.621					
EI8										.617					
EI42											.662				
EI41											.593				
EI40															
EI48												.636			
EI60															
EI37															
EI19													.612		
EI18													.512		
EI17															
EI62															
EI61														.793	
EI49															
EI63															.700
EI43															

Extraction Method: Principal Component Analysis.
Rotation Method: Varimax with Kaiser Normalization.

a. Rotation converged in 24 iterations.

Table 12 presents the items grouped under 15 factors. It is observed that EI30, EI31, EI32, EI26, EI33, EI29, EI24, and EI28 fall under Factor 1, while EI2, EI3, EI1, EI4, and EI5 belong to Factor 2. Similarly, EI57, EI56, EI58, EI55, and EI59 are categorized under Factor 3; EI14, EI15, EI16, and EI13 under Factor 4; and EI50 and EI51 under Factor 5. Other groupings include EI9, EI10, and EI11 under Factor 6; EI35 and EI36 under Factor 7; EI45, EI46, and EI47 under Factor 8; EI23 and EI22 under Factor 9; EI7, EI6, and EI8 under Factor 10; EI42 and EI41 under Factor 11; EI48 under Factor 12; EI19 and EI18 under Factor 13; EI61 under Factor 14; and EI63 under Factor 15. Items EI25, EI12, EI20, EI54, EI27, EI52, EI53, EI38, EI34, EI44, EI21, EI39, EI40, EI60, EI37, EI17, EI62, EI49, and EI43 did not align with any of the 15 factors and were excluded from the factor analysis.

Upon analyzing these 15 factors, the following categorizations were identified:

Factor 1: Moral Courage – The ability to take ethical action against wrongdoings despite potential risks. EI30, EI31, EI32, EI26, EI33, EI29, EI24, and EI28

Factor 2: Empathy – The skill of understanding others' emotions, helping faculty recognize truthfulness and dishonesty. EI2, EI3, EI1, EI4, and EI5

Factor 3: Observation Skills – Awareness of surroundings, enhancing teachers' ability to understand emotions, actions, and behavior. EI57, EI56, EI58, EI55, and EI59

Factor 4: Motivation – The drive to excel and persist through challenges, even in the face of criticism. EI14, EI15, EI16, and EI13

Factor 5: Optimism – Maintaining a positive outlook in all situations. EI50 and EI51

Factor 6: Perceived Control – The ability to manage anger and remain calm. EI9, EI10, and EI11

Factor 7: Employee Resilience – Going beyond job expectations and demonstrating adaptability. EI35 and EI36

Factor 8: Self-Awareness – Understanding one’s emotions and surroundings. EI45, EI46, and EI47

Factor 9: Professionalism – Upholding ethics, integrity, respect, reliability, and responsibility. EI23 and EI22

Factor 10: Goal Setting – Establishing and striving toward personal and professional goals. EI7, EI6, and EI8

Factor 11: Self-Regulation – Controlling emotions, behaviors, and reactions appropriately. EI42 and EI41

Factor 12: Mood Changes – Recognizing and managing fluctuations in emotional states. EI48

Factor 13: Listening Skills – Actively understanding others without an immediate urge to respond. EI19 and EI18

Factor 14: Positive Mindset – Staying motivated and generating innovative ideas. EI61

Factor 15: Appreciation – Recognizing and valuing positive contributions from others. EI63

The present study highlights the crucial role of emotional intelligence (EI) in enhancing job satisfaction and reducing burnout among teaching faculty. Teachers with high EI can effectively manage their emotions, leading to a positive impact on students' learning experiences. Identifying the factors influencing EI in faculty members is essential for improving their overall effectiveness and professional well-being.This research bridges the existing gap by identifying key factors affecting the EI of teaching faculty in private universities in Himachal Pradesh. The identified factors—moral courage, empathy, observation skills, optimism, perceived control, employee resilience, self-awareness, professionalism, goal setting, self-regulation, mood changes, listening skills, positive mind-set, and appreciation—contribute significantly to shaping an emotionally intelligent teacher.

Among these, **empathy** allows teachers to understand students' emotions and adapt teaching methods accordingly. **Observation skills** help them remain aware of their surroundings, while **motivation** ensures perseverance even in challenging situations. **Optimism** fosters a positive outlook, crucial for student encouragement. **Perceived control** enables teachers to manage emotions and remain calm under pressure. **Employee resilience** ensures teachers can exceed expectations and adapt to institutional demands. **Self-awareness**, **goal setting**, and **self-regulation** contribute to personal and professional growth. **Listening skills** enhance communication with students, while a **positive mindset** fosters creativity in addressing classroom challenges.

Overall, the study emphasizes that these factors collectively contribute to an emotionally intelligent teacher, who, in turn, can positively influence students' learning experiences. Institutions should focus on training and development programs that enhance these EI attributes to create a more effective and emotionally balanced teaching workforce.

CONCLUSION AND IMPLICATIONS

This study highlights 15 significant factors that affect the teaching faculty's emotional intelligence (EI) at Himachal Pradesh's private universities. These elements, which range from empathy and moral courage to self-control and gratitude, are essential in developing emotionally savvy teachers. Higher EI teachers have a more significant influence on students' learning, are more satisfied with their jobs, and are less likely to burn out.

1. Faculty Development: To increase teaching efficacy, training programs should emphasise developing Emotional Intelligence (EI) traits including empathy, self-control, and resilience.
2. Institutional Policies: Faculty development programs at universities ought to include EI-based evaluations and workshops.
3. Student Engagement: Teachers who possess emotional intelligence encourage constructive student relationships, which enhances both academic and emotional results.
4. Workplace Well-Being: Fostering emotional intelligence (EI) in faculty members can result in a more stress-free and fulfilling work environment.

Institutions can develop a workforce of teachers who are more emotionally capable and productive by incorporating these insights into academic policies and training.

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