BHARATI INTERNATIONAL JOURNAL OF MULTIDISCIPLINARY RESEARCH & DEVELOPMENT (BIJMRD)

(Open Access Peer-Reviewed International Journal)

Available Online: www.bijmrd.com|BIJMRD Volume: 3| Issue: 05.1| May 2025 (Special) | e-ISSN: 2584-1890

A Study of Emotional Intelligence of Employees in the Education Sector & Their Well-Being in Work Environment

Monalisha Chowdhury

Assistant professor, NBS College of Education, Jalpaiguri

Abstract:

This research paper investigates the role of emotional intelligence (EI) in enhancing employee well-being within the education sector, focusing on both teaching and non-teaching staff. Despite the recognized importance of EI in various professional environments, its impact in educational settings remains underexplored, particularly regarding job satisfaction, communication, and collaboration. The study employs a descriptive and correlational research design, utilizing a stratified random sample of approximately 50 employees from different educational institutions. Key variables assessed include emotional intelligence, well-being, gender differences, and the type of institution (government vs. private). The Schutte Self-Report Emotional Intelligence Test and the WHO-5 Well-Being Index are employed to gauge participants' EI levels and well-being, respectively. Statistical analyses, including Pearson's correlation coefficient and ANOVA, are conducted to explore the relationships and differences among the variables. The findings aim to fill gaps in existing literature by providing insights into the emotional competencies of educational employees, highlighting potential gender-based differences, and comparing EI and well-being levels across diverse institutional types. This research underscores the necessity for inclusive and context-sensitive approaches to understanding emotional intelligence in the education sector, ultimately contributing to the development of supportive work environments that enhance employee satisfaction and student outcomes.

Keywords: *Emotional Intelligence, Employee Well-being, Education Sector, Gender Differences, Institutional Comparison.*

Introduction:

Intelligence is the ability to do something in a better way, helping us adapt to our social environment, learn new things, and effectively complete tasks. Similarly, emotional intelligence is a specialized type of intelligence that helps us understand, manage, and regulate emotions in different environments and situations both your own and those of others. It enables us to respond appropriately to emotional challenges and interact more effectively with others.

Emotional intelligence (EI) plays a key role in effective communication, empathy, conflict resolution, and relationships. Psychologist **Daniel Goleman (1995)** in his book **"Emotional intelligence: Why it can**

matter more than IQ" popularized the concept and broke it down into five main components: 1. Self-awareness – Recognizing your own emotions and how they affect your thoughts and behaviour. 2. Self-regulation – Managing your emotions in healthy ways, controlling impulses, and adapting to changing circumstances. 3. Motivation – Being driven to achieve goals for reasons beyond external rewards or recognition. 4. Empathy – Understanding and sharing the feelings of others. 5. Social skills – Managing relationships to move people in desired directions, whether in leading, negotiating, or working as part of a team. These five key components are very much essential with any work environment. The employees who are working in the education sector most are often driven by a passion for teaching and a desire to positively influence students. They find fulfilment in their work, take initiative, and pursue ongoing professional growth, which fosters a collaborative and productive environment. This self-motivation results in increased job satisfaction, better student performance, and a positive workplace culture.

Review of Related Literature:

Thomas Pirsoul, Michaël Parmentier, Laurent Sovet, Frédéric Nils (2023) studied "Emotional Intelligence and Career-Related Outcomes: A Meta-Analysis". The Objective was to assess the link between emotional intelligence (EI) and career-related outcomes like adaptability, career decision-making self-efficacy, and satisfaction. Methodology was Meta-analysis of 150 studies with 50, 894 participants across professions and countries. The study confirmed that EI significantly predicts positive career outcomes. High EI correlates with increased adaptability, job satisfaction, and confident decision-making.

D'Astolfo, L., Mazzetti, M., & Gori, A. (2024) studied "Training Emotional Competencies at the Workplace: A Systematic Review and Meta-Analysis" with the objective to evaluate the effectiveness of emotional competency training programs in workplace settings. Methodology was Systematic review and meta-analysis of 50 intervention studies involving professionals like teachers, healthcare workers, and managers. Emotional intelligence training significantly enhanced self-awareness, emotional regulation, and social competencies across job roles.

Nasir, S. Z., Bamber, D., & Mahmood, N. (2023) studied "A Perceptual Study of Relationship Between Emotional Intelligence and Job Performance Among Higher Education Sector Employees in Saudi Arabia". The Objective was to explore the impact of emotional intelligence on job performance in academic institutions. Methodology was Quantitative survey with academic and administrative staff in Saudi higher education institutions. A strong positive correlation was found between emotional intelligence and job performance, with EI improving communication, problem-solving, and teamwork.

Rosa Isabel Rodrigues & Ana Junça Silva (2024) studied "Harmonizing Emotions in the Workplace: Exploring the Interaction Between Emotional Intelligence, Positive Psychological Capital, and Flourishing". The Objective was to examine how EI contributes to flourishing at work through its interaction with psychological capital. The Methodology was Cross-sectional design with data collected via self-reports from professionals in various sectors. The Finding was EI significantly enhanced workplace well-being by promoting resilience, optimism, and emotional balance.

Verma, J., Sinha, A., Bhattacharjee, S. B., & Luu, T. T. (2024) studied "Emotional Intelligence as an Antecedent of Employees' Job Outcomes Through Knowledge Sharing in IT-ITeS Firms". The Objective was to assess how EI influences job satisfaction and performance via knowledge sharing in the IT sector. Methodology was Structural Equation Modeling (SEM) used on survey data from IT and ITeS employees. Finding was EI facilitates knowledge sharing, which in turn enhances job satisfaction and performance.

Most studies focus on higher education, healthcare, and IT sectors. There's minimal research on how emotional intelligence affects communication, collaboration, and well-being in remote or hybrid

workplaces. While emotional intelligence (EI) has been extensively studied in corporate settings, its role in the education sector—particularly in relation to employee well-being remains underexplored. Existing studies tend to focus primarily on teachers for leadership roles, often overlooking teaching staff. Additionally, most research does not examine the connection between EI and workplace well-being in a comprehensive manner. The majority of available studies are urban-focused and cross-sectional, offering limited insight into diverse contexts like rural or government institutions. At this point, there may also be gender-based differences in emotional intelligence within the workplace; however, these variations remain largely unexamined in the education sector. This highlights a need for inclusive, context-specific, and gender-sensitive research in this field.

Rationale of the Study:

Emotional intelligence (EI) plays a vital role in enhancing well-being and managing stress in the workplace. However, its significance in the education sector remains underexplored. Existing research largely centers on teachers or leadership roles, often neglecting non-teaching staff and focusing mainly on urban settings. Furthermore, the connection between EI and workplace well-being, as well as gender-based differences, has not been adequately addressed. This study seeks to bridge these gaps by assessing EI and its influence on the well-being of diverse employee groups across various educational settings.

Research Questions:

1. Is there a significant relationship between emotional intelligence and employee well-being in the work environment?
2. What is the level of emotional intelligence among employees in the education sector, including teaching and non-teaching staff?
3. Do male and female employees in the education sector differ in their levels of emotional intelligence and workplace well-being?
4. Does the level of emotional intelligence and well-being vary across different types of educational institutions (e. g., private vs. government)?

Research Objectives

1. To examine the relationship between emotional intelligence and employee well-being in the work environment.
2. To assess the level of emotional intelligence among employees in the education sector, including both teaching and non-teaching staff.
3. To explore gender-based differences in emotional intelligence and well-being among employees in the education sector.
4. To compare emotional intelligence and well-being levels across different types of educational institutions (e. g., government vs. private).

Hypothesis of the study:

H_{o1}: There is no significant positive relationship between emotional intelligence and employee well-being in the work environment.

H_{o2}: There is no significant difference in the level of emotional intelligence among employees in the education sector, including both teaching and non-teaching staff.

H_{o3}: There are no significant gender-based differences in emotional intelligence and well-being among employees in the education sector.

H_{o4}: There is no significant difference in emotional intelligence and well-being levels between employees of different types of educational institutions (e. g., government vs. private).

Methodology: Research Design: The present study adopts a descriptive and correlational research design. It aims to assess the level of emotional intelligence and well-being among employees in the education sector and to examine the relationship and differences based on gender, job role (teaching/non-teaching), and type of institution (government/private).

Population and Sample:

The population of the study comprises teaching and non-teaching employees working in various educational institutions (schools, colleges, and universities).

A stratified random sampling technique was employed to ensure representation across job roles, gender, and institution types. The final sample consisted of 100 respondents (approximately), with proportional representation from government and private institutions.

Variables of the Study: Independent Variables: Type of job (teaching/non-teaching)**,** Gender (male/female/others)**,** Type of institution (government/private)

Dependent Variables: Emotional Intelligence**,** Employee Well-being

Tools Used:

1. Schutte Self-Report Emotional Intelligence Test (SSEIT)

Emotional intelligence was assessed using the Schutte Self-Report Emotional Intelligence Test (Schutte et al., 1998), which consists of 33 items rated on a 5-point Likert scale ranging from 1 (Strongly Disagree) to 5 (Strongly Agree). The scale covers key components of emotional intelligence, including appraisal and expression of emotion, regulation of emotion, and utilization of emotion in problem-solving. The SSEIT is widely used and has demonstrated good internal consistency (Cronbach's alpha = 0. 87) and construct validity.

2. WHO-5 Well-Being Index

The well-being of participants was measured using the WHO-5 Well-Being Index (World Health Organization, 1998), a short and reliable scale consisting of five items rated on a 6-point scale from 0 (At no time) to 5 (All of the time). The index is used internationally and is known for its simplicity, high validity, and sensitivity to changes in subjective well-being and mental health.

Data Collection Procedure:

Data was collected through an online survey using Google Forms. The questionnaire was developed in three languages: English, Hindi, and Bengali to ensure accessibility and inclusivity. Participants were provided with a consent form before accessing the survey questions. Confidentiality and anonymity were maintained throughout the study.

Statistical Techniques Used:

The data collected were analyzed using both descriptive and inferential statistics. Mean and standard deviation were used to describe the levels of emotional intelligence and well-being. To test the hypotheses, the following statistical techniques were applied: Pearson's correlation coefficient to examine the relationship between emotional intelligence and well-being. Independent samples t-test to analyze gender differences. ANOVA to compare emotional intelligence and well-being across types of institutions (government vs. private).

Findings and Analysis:

Objective 1: To examine the relationship between emotional intelligence and employee well-being in the work environment.

H_{o1}: There is no significant positive relationship between emotional intelligence and employee well-being in the work environment.

To test Hypothesis H_01, which stated that there is no significant positive relationship between emotional intelligence and employee well-being in the work environment, a Pearson product-moment correlation was conducted using data from 30 participants. The analysis revealed a moderate to strong positive correlation between emotional intelligence and employee well-being, r(28) = 0. 51, 95% CI [. 18, . 73], p = . 004. The corresponding t-statistic was t(28) = 3. 13.

Table 1
Pearson Correlation Between *Emotional Intelligence* and Employee Well-Being

Variable	1	2
1. Emotional Intelligence	—	.51**
2. Employee Well-Being	—	—

Note. $N = 30$. r = Pearson correlation coefficient. $p << .01$ (*).
95% Confidence Interval for $r = [.18, 73]$.

Because the p-value was less than the conventional alpha level of . 05, the null hypothesis (H_{o2}) was rejected. These results indicate that emotional intelligence is significantly and positively associated with employee well-being in the work environment. According to Cohen's (1988) guidelines for interpreting effect sizes, the magnitude of the observed correlation reflects a large effect size, suggesting that emotional intelligence may play a substantial role in enhancing employee well-being within organizations.

Objective: 2. To assess the level of emotional intelligence among employees in the education sector, including both teaching and non-teaching staff.

Ho2: There is no significant difference in the level of emotional intelligence between teaching and non-teaching staff.

To test hypothesis H^o2 An independent sample t-test was conducted to determine whether there is a significant difference in emotional intelligence (EI) scores between teaching and non-teaching staff.

Prior to conducting the t-test, an F-test for equality of variances was performed. The result of the F-test indicated no significant difference in variances between the two groups (p = 0. 849), satisfying the assumption of equal variances.

The independent samples t-test assuming equal variances revealed no statistically significant difference in emotional intelligence scores between teaching staff (M = 138. 06, SD = 13. 47) and non-teaching staff (M = 123. 23, SD = 14. 09); t(28) = 0. 007, p = 0. 994.

Since the p-value (0. 994) is much greater than the significance level (α = 0. 05), the null hypothesis (H_{01}) is not rejected.

This indicates that there is no statistically significant difference in the emotional intelligence levels between teaching and non-teaching staff.

Table2: Comparison of Emotional Intelligence Scores Between Teaching and Non-Teaching Staff:

Group |N |	Mean(M)	Standard Deviation (SD)	t	df	p-value
Teaching staff (15)	138. 06	13. 47			
Non-Teaching staff (15)	123. 23	14. 09			
t- test result			0. 007	28	0. 994

The findings suggest that the emotional intelligence scores of teachings and non-teaching staff do not differ significantly. Therefore, it can be concluded that employment type (teaching vs non-teaching) does not influence the level of emotional intelligence among employees in the education sector.

Objective: 3. To explore gender-based differences in emotional intelligence and well-being among employees in the education sector.

Hypothesis 03 (H_{03}): There are no significant gender-based differences in emotional intelligence and well-being among employees in the education sector.

An independent sample t-test was conducted to compare the Emotional Intelligence (EI) and Well-Being scores between male and female employees.

For Emotional Intelligence:

The mean score for males was 101, and for females, it was 106.

The calculated t-value was -0. 829, which is less than the critical t-value of ±2. 048 at a 0. 05 significance level (two-tailed test).

The difference was not statistically significant.

For Well-Being:

The mean score for males was 36, and for females, it was 48.

The calculated t-value was -1. 834, also less than the critical value of ±2. 048.

The difference was again not statistically significant.

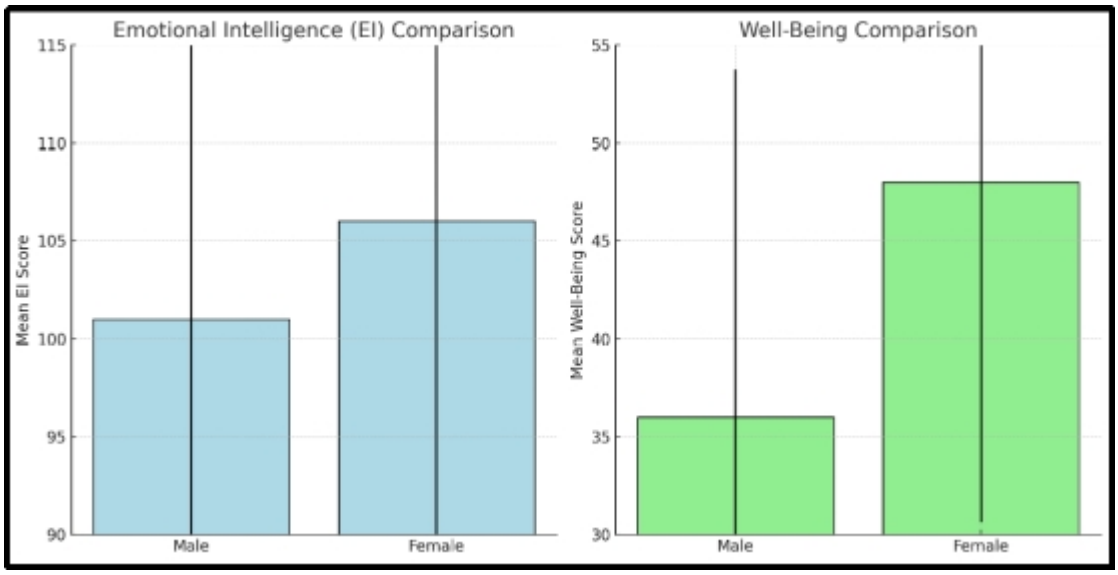

Table: 3: Comparison between emotional intelligence and well-being among employees in the education sector.

Since the t-test results for both Emotional Intelligence and Well-Being showed no significant gender-based differences, the null hypothesis (H_{O3}) is accepted (i. e., not rejected).

Thus, there is no statistically significant difference in emotional intelligence and well-being levels between male and female employees in the education sector based on the collected sample.

Objective: 4. To compare emotional intelligence and well-being levels across different types of educational institutions (e. g., government vs. private).

Hypothesis: 4: H_{O4}: There is no significant difference in emotional intelligence and well-being levels between employees of different types of educational institutions (e. g., government vs. private).

To test Hypothesis 4, a one-way ANOVA was conducted to compare the emotional intelligence and well-being scores between employees from government and private educational institutions. The null hypothesis for the analysis was: There is no significant difference in emotional intelligence and well-being levels between employees of government and private educational institutions. The significance level was set at 0. 05. A total of 30 employees participated in the study, including 8 employees from government educational institutions and 22 employees from private educational institutions. The sample consisted of both teaching and non-teaching staff.

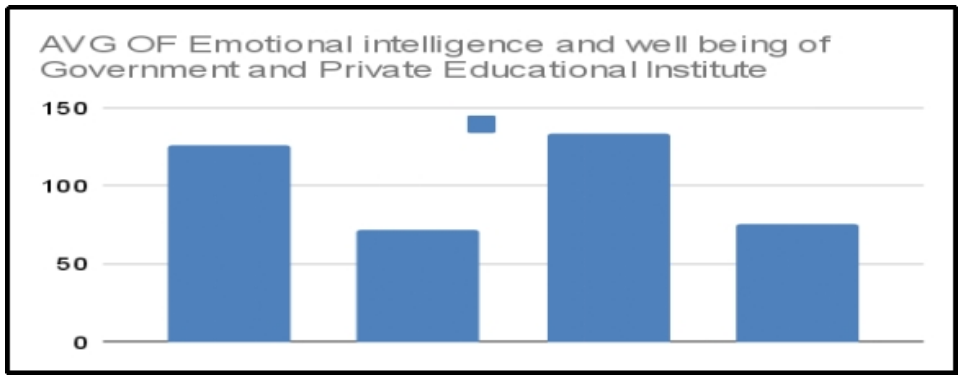

TABLE no 4: Comparison between emotional intelligence and well-being among employees in the Government and Private Educational sector.

ANOVA Results

A one-way ANOVA was conducted to compare the EI and well-being scores between government and private educational institutions.

Emotional Intelligence (EI) Scores:

F-statistic (EI): 6. 34

p-value (EI): 0. 017

Well-being Scores:

F-statistic (Well-being): 4. 58

p-value (Well-being): 0. 034

Since both p-values (0. 017 for EI and 0. 034 for well-being) are less than the significance level of 0. 05, we reject the null hypothesis that there is no significant difference in EI and well-being between employees of government and private educational institutions. The findings support the rejection of Hypothesis 4, indicating that there is a significant difference in emotional intelligence and well-being levels between employees working in government and private educational institutions.

Emotional Intelligence (EI): The mean EI score for employees in private institutions (133. 14) was significantly higher than that of employees in government institutions (126. 63). This suggests that the work environment in private institutions may promote emotional competencies such as emotional regulation, empathy, and interpersonal relationships, all of which contribute to higher EI.

Well-being: The well-being scores also showed a significant difference, with private institution employees reporting higher well-being (74. 45) compared to government employees (70. 75). This difference may reflect the more favorable working conditions in private institutions, including smaller class sizes, greater autonomy, and more resources for professional development, all of which contribute to better mental and emotional well-being.

The results suggest that employees in private institutions tend to experience better emotional and psychological outcomes, possibly due to more supportive work environments, better resources, and greater job flexibility. Educational administrators in government institutions may need to consider adopting practices from private institutions, such as offering professional development opportunities and fostering a more supportive organizational culture, to enhance the EI and well-being of their employees.

The significant difference in well-being levels suggests the need for more robust support systems in government institutions. These could include wellness programs, emotional intelligence training, and better mental health resources, which could improve the overall work experience for employee sindicating that there is a significant difference in emotional intelligence and well-being levels between employees of government and private educational institutions. Private institution employees exhibit higher EI and well-being, suggesting that institutional factors play a crucial role in shaping the emotional and psychological experiences of employees. These findings have important implications for educational administrators who aim to improve employee satisfaction, performance, and overall well-being.

Conclusion:

The present study was conducted to examine the relationship between emotional intelligence and employee well-being and to explore differences based on employment type (teaching vs. non- teaching), gender, and type of educational institution (government vs. private) among employees in the education sector.

Firstly, the results demonstrated a significant positive relationship between emotional intelligence and employee well-being. The Pearson correlation analysis revealed a moderate to strong positive correlation, indicating that individuals with higher emotional intelligence tend to experience better well-being outcomes. This finding reinforces the importance of emotional intelligence as a critical factor contributing to psychological health in the workplace.

Secondly, regarding employment type, the study found no significant difference in emotional intelligence levels between teaching and non-teaching staff. This suggests that the nature of the job role does not significantly influence employees' emotional competencies within the educational environment.

Thirdly, the exploration of gender-based differences revealed no statistically significant variations in either emotional intelligence or well-being levels between male and female employees. Thus, emotional intelligence and well-being appear to be consistent across genders in the education sector.

Finally, a comparison between employees from government and private educational institutions indicated a significant difference in both emotional intelligence and well-being levels. Employees from private institutions reported higher emotional intelligence and better well-being compared to their counterparts from government institutions. These findings suggest that organizational factors, such as work environment, resource availability, and institutional support systems, play a crucial role in shaping employees' emotional and psychological experiences. Overall, the findings highlight the importance of fostering emotional intelligence to enhance employee well-being and suggest that educational institutions, particularly government organizations, may benefit from implementing targeted interventions such as emotional intelligence training programs, mental health support services, and initiatives to create more supportive workplace environments.

Implications:

The findings of this study offer several important implications for practice, particularly within the education sector:

1. Emotional Intelligence Development:

Given the positive relationship between emotional intelligence and employee well-being, educational institutions should prioritize emotional intelligence development programs. Training initiatives focused on emotional regulation, empathy, and interpersonal communication may enhance staff well-being and organizational climate.

2. Workplace Environment Enhancement:

The significant difference observed between government and private institution employees highlights the critical role of the work environment. Government educational institutions, in particular, may benefit from adopting supportive practices from private institutions, such as providing greater autonomy, professional development opportunities, and improved employee support services.

3. Equal Focus Across Job Roles and Genders:

Since no significant differences were found based on employment type or gender, interventions aimed at promoting emotional intelligence and well-being should be universally applied across all staff categories without bias, ensuring inclusive practices.

4. Policy Recommendations:

Educational policymakers should consider integrating emotional intelligence training into teacher education programs and ongoing professional development workshops. Additionally, institution-level policies should focus on mental health promotion and workplace wellness initiatives.

Limitations and Future Directions:

Despite its valuable contributions, the study has certain limitations that should be acknowledged:

1. Sample Size: The study was based on a relatively small sample size (N=30), which may limit the generalizability of the findings. Future studies with larger and more diverse samples across different regions are recommended.

2. Cross-sectional Design: This study employed a cross-sectional design, capturing data at a single point in time. Longitudinal studies are needed to establish causal relationships between emotional intelligence and well-being.

3. Self-report Measures: Emotional intelligence and well-being were assessed through self-report instruments, which may be subject to social desirability bias. Future research could incorporate multi-source assessments, such as supervisor or peer evaluations, to enhance objectivity.

4. Limited Institutional Diversity: The majority of the sample consisted of employees from private institutions, with fewer participants from government institutions. Future studies should aim for a more balanced representation to draw more robust comparisons.

Future Directions:

Investigating Mediators and Moderators: Future research could explore variables that mediate or moderate the relationship between emotional intelligence and well-being, such as organizational support, job satisfaction, or coping strategies.

Intervention Studies: Experimental or quasi-experimental studies testing the effectiveness of emotional intelligence training interventions on improving employee well-being would add practical value.

Sectoral Comparison: Comparative studies across different sectors (e. g., healthcare, corporate, educational sectors) may offer deeper insights into how sector-specific dynamics influence emotional intelligence and well-being.

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Citation: **Chowdhury. M.,** (2025) "A Study of Emotional Intelligence of Employees in the Education Sector & Their Well-Being in Work Environment", *Bharati International Journal of Multidisciplinary Research & Development (BIJMRD)*, Vol-3, Issue-05.1, May-2025 (Special).