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Impact of University Teachers' Emotional Intelligence on their Decision Making Styles: A Case Study of Peshawar, Pakistan

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Abstract

The objective of the study was to assess the impact of university teachers' emotional intelligence on their approach to decision-making. Employing quantitative methods, the study aimed to investigate how emotional intelligence influenced various decision-making styles among teachers of selected universities in a major city in Pakistan, Peshawar. The study population consisted of 1,779 university teachers. A sample of 317 teachers was randomly selected for the study. Data were collected using two standardized questionnaires. The questionnaires containing 59 items were distributed. Seven basic demographic questions were also included. After obtaining data, hypotheses were tested through regression analysis. Results revealed that emotional intelligence predicts decision making styles of university teachers. Based on the major contributing factors identified, such as teachers' self-confidence and their ability to regulate and manage emotions, the study could recommend strategies or interventions including emotional intelligence training, professional workshops and support system in universities.

Keywords: Emotional Intelligence, Decision Making Styles, University Teachers, District Peshawar, Khyber Pakhtunkhwa, Pakistan.

Introduction

Decisions making has long been a conceptually contentious matter (Spicer & Sadler-Smith, 2005). Numerous human characteristics, including personality traits (Murad & Khan, 2022), self-esteem (Connor & Becker, 2003), and self-activating behaviors, may influence decision-making approaches (Thunholm, 2004). A crucial human quality that affects decision-making is emotional intelligence. Making decisions is sometimes an emotional process. Our amount of

emotional involvement can influence the decisions we make (Spicer & Sadler-Smith, 2005). Emotions can serve as a driving force when making decisions (Zeelenberg & Pieters, 2005). An individual with higher degrees of emotional intelligence makes better decisions. When it comes to making decisions, emotional intelligence (EI) is crucial. People with stronger emotions were found to be better decision-makers. This is because those who could better understand their feelings were able to mitigate potential biases brought on by emotions, resulting in better decision-making (Seo & Barrett, 2007). Making sound decisions on a regular basis at work depends heavily on emotional intelligence (Zaki, Abd-Elrhaman, & Ghoneimy, 2018).

The ability to recognize, express, comprehend, and govern interactions in a way that fosters both intellectual and emotional development is referred to as emotional intelligence. Emotional problems can be handled better by those who are more conscious of their feelings. They are also more capable of forming decisions (Ahmadi-Azad, Asadollahfam, & Zoghi, 2020). Emotional intelligence was found to be associated with dependent decision-making styles (Akhtar & Ghani, 2014). An individual with higher degrees of emotional intelligence makes better decisions. Avoidant and dependent decision-making styles are significantly influenced by emotional intelligence (EI Othman *et al.*, 2020).

In their study conducted in 2016, Khan, Riaz, Batool, and Riaz discovered a direct correlation between emotional intelligence and both rational and intuitive decision-making styles. Conversely, they also identified an inverse relationship between emotional intelligence and dependent as well as spontaneous decision-making styles. You need to be emotionally free to make sound decisions (Jagtap & Gurao, 2016). A link is established between emotional intelligence and avoidant and rational decision-making (Hadizadeh-Moghadam & Tehrani, 2020). Emotional intelligence and intuitive decision-making show a strong correlation. The study did not find a connection between emotional intelligence and decision-making styles characterized by dependency and spontaneity. According to Ibrahim and Elsabahy (2019), decision-making strategies and emotional intelligence are related.

Emotional intelligence has significant impact on decision making (Akram & Siddiqi, 2019). Grubb, Brown, and Hall (2018) investigated the association between emotional intelligence and decision-making in United Kingdom (UK). Understanding emotional intelligence and decision-making of academic leaders from various Universities in North India is emphasised by Baba and Siddiqi (2017). The results of a study by Basu (2016) on influence of emotional intelligence on the decision-making among government officials demonstrate a relationship between these two constructs. Studies conducted by Hadizadeh-Moghadam, Tehrani, and Amin (2011) and Atwood (2012) explored the correlation between emotional intelligence and decision-making approaches, but they did not find any significant relationship between the two.

Harati (2013) investigated how emotional intelligence affects decision making. According to findings, employees who possess emotional intelligence make better decisions. When Ismail *et al.* 2021 looked at students' emotional development and decision-making, they discovered a strong correlation between the two characteristics. The roles that emotions play in decision-making cannot all be differentiated (Pfister & Böhm, 2008). One of the key components of emotional intelligence (EI) is awareness of one's emotions, which allows one to incorporate one's sentiments into actions and decisions (Lambie, 2008). Another crucial component of EI is the capacity to control and regulate emotions. By taking into account long-term objectives rather than just immediate gains, this skill can assist people in making logical decisions. George (2000) found that emotionally competent leaders use their feelings to guide their decision-making. The studies mentioned above, which used various sample groups, support the need for greater research in this area. Therefore, conducting a study on Emotional Intelligence (EI) and its influence on the decision-making styles of university teachers was deemed important.

This study was initiated with the recognition that earlier research had not specifically addressed the influence of emotional intelligence on decision-making processes. Furthermore, the amalgamation of these variables holds significant theoretical and empirical implications. This study emphasizes significant constructs like decision-making styles and emotional intelligence from a theoretical standpoint. This study adds valuable insights to the field by introducing a fresh perspective within the Peshawar district of Khyber Pakhtunkhwa.

Objective of the study

The primary goal of this study is to investigate how emotional intelligence influences the decision-making approaches of university teachers, encompassing rational, intuitive, dependent, avoidant, and spontaneous styles.

Theoretical Frame work

This study builds its theoretical framework upon Daniel Goleman's (1998) concept of emotional intelligence and the decision-making style model proposed by Scott and Bruce in 1995. The five emotional intelligence dimensions that Goleman (1998) identified are self-awareness, emotional control, self-motivation, social awareness, and social skills. Different decision-making styles were identified in a previous study by Leykin and DeRubeis (2010). The most popular decision-making types are those Scott and Bruce (1995) identified as rational, intuitive, spontaneous, dependent, and avoidant. A few of the variables that affect decision-making include prior experiences, cognitive capabilities, age and personality features, faith in one's own relevance, and an increase in commitment (Bob-Onyeneke, 2017). Zaki, Abd-Elrhaman, and Ghoneimy

(2018a) suggest that emotional intelligence has a notable impact on decision-making, along with various other influences. Scholars have increasingly focused on the relationship between decision-making and emotional intelligence, as noted by Baba and Siddiqi (2017).

Conceptual framework

Conceptual frame work for the study is presented below:

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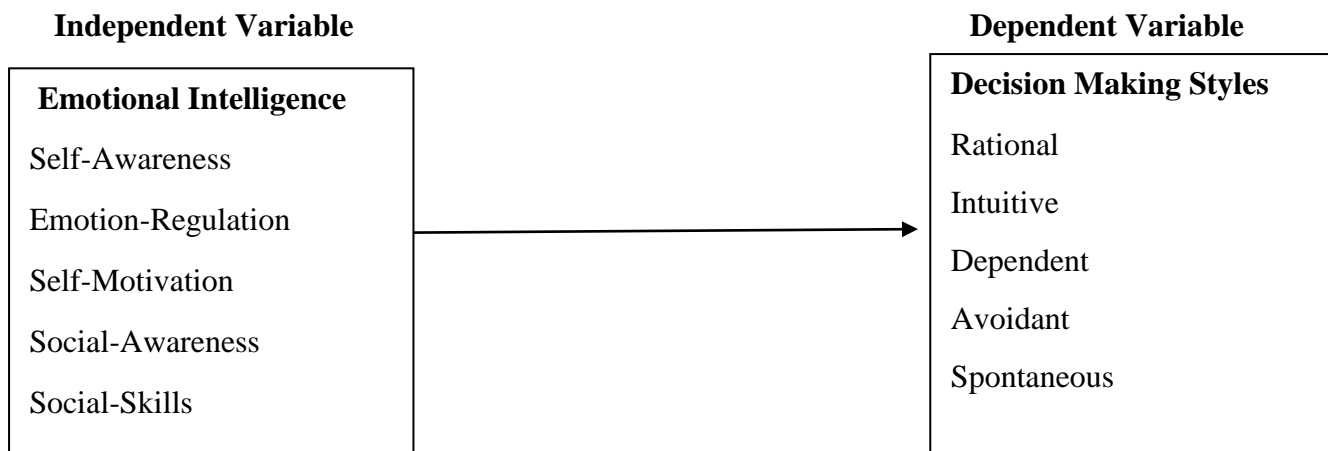


Figure 1: Conceptual framework

Research Methodology

This study employs quantitative research methods to provide a descriptive analysis. It describes the impact of teachers' emotional intelligence on decision making styles. Population of this study constituted all public and private university teachers of District Peshawar (n=1779), Khyber Pakhtunkhwa, Pakistan. Sample of the study consists of 317 university teachers. The Krejcie and Morgan formula, 1970 was used to calculate sample size. Data was gathered via questionnaire that were modified versions of the Emotional Intelligence scale developed by Mehta and Singh in 2013, and the General Decision Making Styles Questionnaire created by Scott and Bruce in 1995. The researcher utilized a method of selecting university teachers called stratified random sampling. Teachers were chosen randomly after calculating the number of teachers at each university. The reliability for emotional intelligence is $r = .941$, and for decision making styles is $r = .801$ which is higher than 0.70. Through factor analysis validity was checked. KMO and Bartlett test value was found more than .70.

The data were analyzed through linear regression model.

Results

Hypotheses Testing

H¹: Emotional Intelligence and Rational Decision-Making Style

Table 1: Model Summary^b

| Model | R | R Square | Adjusted R Square | Std. The error of the Estimate | F | Sig. |
|-------|-------------------|----------|-------------------|--------------------------------|---------|-------------------|
| 1 | .732 ^a | .536 | .535 | .378 | 492.502 | .000 ^b |

a. Predictors: (Constant), Emotional Intelligence

b. Dependent Variable: Rational DMS

In table1, R value is .732 and adjusted R square value is .535 which illustrates that teachers’ emotional intelligence explains 53.5 percent variations in teachers’ rational decision making style. F-statistic value of 492.502 shows that selected model is fit. P value is .000. As $p < 0.05$, as a result H_1 is rejected.

H²: Emotional Intelligence and Intuitive Decision-Making Style

Table 2: Model Summary^b

| Model | R | R Square | Adjusted R Square | Std. The error of the Estimate | F | Sig. |
|-------|-------------------|----------|-------------------|--------------------------------|---------|-------------------|
| 1 | .728 ^a | .530 | .529 | .379 | 480.909 | .000 ^b |

c. Predictors: (Constant), Emotional Intelligence

a. Dependent Variable: Intuitive DMS

Table 2 shows that R value is .728 and adjusted R square value is .529 which explains that teacher’ emotional intelligence accounts for 52.9 percent variations in teachers’ intuitive decision making style. Model is fit and indicates a significant impact as F-statistic value is 480.909. P value is .000. As $p < 0.05$, since H_2 is rejected.

H³: Emotional Intelligence and Dependent Decision-Making Style

Table 3: Model Summary^b

| Model | R | R Square | Adjusted R Square | Std. The error of the Estimate | F | Sig. |
|-------|-------------------|----------|-------------------|--------------------------------|---------|-------------------|
| 1 | .771 ^a | .594 | .593 | .357 | 625.132 | .000 ^b |

d. Predictors: (Constant), Emotional Intelligence

a. Dependent Variable: Dependent DMS

Above table 3 shows that R value is .771 and adjusted R square value is .593 explains that teachers’ emotional intelligence accounts for 59.3 percent variations in teachers’ dependent decision making style. F-statistic value of 625.132 shows model fitness and indicate a significant impact. $P < 0.05$ in above table as a result H_3 is rejected.

H⁴: Emotional Intelligence and Avoidant Decision-Making Style

Topic 4: Model Summary^b

| Model | R | R Square | Adjusted R Square | Std. The error of the Estimate | F | Sig. |
|-------|-------------------|----------|-------------------|--------------------------------|---------|-------------------|
| 1 | .723 ^a | .522 | .521 | .395 | 466.725 | .000 ^b |

a. Predictors: (Constant), Emotional Intelligence

b. Dependent Variable: Avoidant DMS

In table 4, R value is .723 and adjusted R square value .521 illustrates that teachers’ emotional intelligence explains 52.1 percent variations in teachers’ avoidant decision making style. F-statistic value of 466.725 shows that selected model is fit. P value is .000 which is < 0.05 . Since H_4 is rejected.

H⁵: Emotional Intelligence and Spontaneous Decision-Making Style

Table 5: Model Summary^b

| Model | R | R Square | Adjusted R Square | Std. The error of the Estimate | F | Sig. |
|-------|-------------------|----------|-------------------|--------------------------------|---------|-------------------|
| 1 | .575 ^a | .331 | .329 | .598 | 211.086 | .000 ^b |

a. Predictors: (Constant), Emotional Intelligence

b. Dependent Variable: Spontaneous DMS

Above table 5 shows that R value is .575 and adjusted R square value is .329 which explains that teachers’ emotional intelligence accounts for 32.9 percent variations in teachers’ spontaneous decision making style. Model is fit and shows a significant impact as F-statistic value is 211.086. P value is .000 which is < 0.05 . As a result, H_5 is rejected.

Discussion

This study investigated that emotional intelligence predicts university teachers' decision making styles in districts Peshawar. As regards to our findings, we concluded that emotional intelligence can predict teacher decision making styles because teachers who are emotionally intelligent can alter the way they make decisions. A teacher's capacity for decision-making improves when they are able to regulate and manage both their own emotions as well as those of others. An individual who possesses self-confidence, a crucial trait linked to emotional intelligence, is capable of making wise decisions (Rehman *et al.*, 2012). This finding corresponds to the findings of Zaki, Abd-Elrhaman, and Ghoneimy (2018), which identified a connection between decision-making styles and emotional intelligence. According to Hadizadeh Moghadam and Tehrani (2020), there is a strong correlation between emotional intelligence and decision-making approaches. According to Ibrahim and Elsabahy (2019) decision-making strategies and emotional intelligence are related. Baba and Siddiqi (2017) emphasize the importance of understanding relationship between decision-making and emotional intelligence. Di Fabio and Kenny (2012) assert that emotional elements influence decision-making. Better decisions are made by those with higher levels of emotional intelligence. Conscientiousness, extroversion, openness to new experiences, and an intuitive approach to making decisions all appeared to be mediated by emotional intelligence (El Othman *et al.*, 2020).

Conclusion

This study revealed a notable influence of emotional intelligence on the tendency to make rational decisions. Emotional intelligence was found to be a significant predictor of the intuitive decision-making style. Results further revealed that emotional intelligence have a significant effect on dependent, avoidant and spontaneous decision making style. This paper concludes that university teachers' emotional intelligence significantly predicts all five decision making styles. The study findings suggest that university teachers with elevated emotional intelligence tend to make improved decisions, positively influencing a range of decision-making approaches.

Recommendations

1. Based on the findings, it is suggested that decision-making should be viewed as a competency rather than a self-centered mindset. For efficient and consistent decision making, all procedural steps be operationalized. Through equipping teachers with decision-making training, they can enhance their overall performance by gaining an understanding of various decision-making approaches as needed.
2. In order to update university teachers' knowledge of emotional intelligence and enhance their capacity to use it, seminars, conferences and training programs focusing may be arranged.

3. Opting for a rational approach to decision-making over intuitive, dependent, or spontaneous styles is advisable, while steering clear of avoidant decision-making methods. Training in decision-making can assist teachers in enhancing their effectiveness by providing them with the ability to understand and employ various decision-making styles as necessary.
4. It is important for teachers to align their emotional intelligence with the goals of the Higher Education Commission (HEC). This alignment is crucial because fulfilling the aims of the HEC relies on teachers who possess social, emotional, physical, and spiritual equilibrium.

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