

Exploring Enabling Effects of Organizational Climate on Academicians' Emotional Intelligence and Learning Outcomes: A Case from Chinese Higher Education

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Abstract : Purpose: This study is based on a trait-based theory of emotional intelligence. This study intends to explore the enabling effect of organizational climate, i.e., affiliation, innovation, and fairness, on the emotional intelligence of teachers in Chinese higher education institutes. This study, additionally, intends to investigate the direct impact of teachers' emotional intelligence on their learning outcomes, i.e., cognitive, social, self-growth outcomes and satisfaction with the university experience. Design/methodology/approach: This study utilized quantitative research techniques to scrutinize the data. Moreover, partial least squares structural equation modeling, i.e., PLS-SEM, was used to assess the hypothetical relationships to conclude their statistical significance. Findings: Results confirmed the supposed associations, i.e., the organizational climate has an enabling effect on emotional intelligence. Likewise, emotional intelligence was concluded to have a direct and positive association with learning outcomes in higher education. Practical implications: This study has investigated abandoned research that is enabling the effects of organizational climate on teachers' emotional intelligence in Chinese higher education. Organizational climate enables emotionally intelligent teachers to learn efficiently and, at the same time, augments their satisfaction and productivity within an institution. Originality/value: This study investigated the enabling effects of organizational climate on teachers' emotional intelligence in Chinese higher education that is original in investigated country and sector.

Keywords : organizational climate, emotional intelligence, learning outcomes, higher education

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