



Examining the Effect of Institutional Culture in Developing Emotional Intelligence amongst Students of HEI's: An Evidence from Developing Regions

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Abstract

Emotional intelligence and institutional culture are considered as crucial factors of effectiveness for any organization. Researchers are keenly and constantly studying these factors for the last three decades. The study of institutional culture continues to gain increasing eminence. Emotional Intelligence helps Institutional leaders to cultivate such an institutional culture that produces organizational effectiveness. The objective of the current study was to investigate the effect of Institutional Culture on the Emotional Intelligence of HEI's Students. The universities were selected from one of the countries of South Asian developing region i.e. Pakistan. The study sampled 598 respondents from the department of management and social sciences of the HEIs of Rawalpindi and Islamabad. The result was obtained using statistical calculations through Pearson's correlation and regression analysis. Therefore, the study found a strong positive relationship between institutional culture and emotional intelligence. The study offers significant recommendations for concerned institutions.

Key Words: Institutional Culture, Emotional Intelligence, University Students

Introduction

As educational organizations endure to persist in today's competitive business world, it is required that they have the capable administrators, teachers, students and employees, and they try to retain skilled workers and employees in the organizations. In addition to retention issues of employees, professional development of qualified managers relies on the emotional abilities along with the intellectual abilities. Futurologist Albin Toffler (2012) argues that the society of the future will become a knowledge-based society, combining with symbolic creativity and imagination based on emotions. Moreover, he claims that the problems that cannot be resolved systemically will become more frequent. Thus, emotions based on interactive bond elements including affection, belief, and hope must be understood well. Considering this, it is becoming farther essential to cope with the problems of emotion. Prevailing relationship management has recognized the shift to an age of emotional intelligence in the office and its ability to enhance the value of life and esteem for employees. "Emotional intelligence" refers to the skill to recognize one's personal and others' emotions, to use emotion to facilitate the performance, to understand knowledge about the emotions, and to control one's personal and others' emotions. The concept of expressive intellect has a very important influence in the field of management. So, in recent years, researchers in the field of an organization have been progressively involved in the topic of emotional intelligence. Boyatzis, Goleman, and Rhee argued that "If you want to promote a more competitive of Emotional intelligence, heighten compatibility such as Institutional culture, structure, strategy and environmental factors of organization" (Boyatzis, Goleman, and Rhee 2000). Emotional intelligence can be developed significantly through training and experience, although this process is not easy. Thus, it is useful to aspect at the demographic variables of emotional intelligence and determine the way of maximizing effectiveness of EI through well-matched ecological features of an association. EI is an imperative factor in attaining high accomplishment in businesses, as shown in existing research. Thus, this study aims to inspect the effects of Institutional

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culture on emotional intelligence.

Literature Review

This part of the present study throws light upon the earlier studies conducted in the interest of elaborating emotional intelligence and its link with all social settings of an individual. This portion also weaves the theoretical framework that strengthens this research work based on the originality and authenticity. Furthermore, it renders the conceptual framework of this study that provides it a strong and meaningful foundation bearing its whole skeleton. The review proceeds as follows:

Emotional Intelligence

The notion of EI related itself with the abilities of a person to comprehend his/her sentiments and emotions of others. In the modern era, the term "Emotional Intelligence" is very familiar for all researchers particularly emphasizing "self-awareness and self-efficacy" so it has deep-rooted in personality disciplines, sociology, psychology. Mayer, Salovey and Caruso (2003) elucidated the concept of EI that emerged from their related published studies identifying emotional disorders about paints, expressions and drawings where they (2003) analysed the feelings by reports. Consequently, Emotional Intelligence was considered in the group of oral, intellectual and societal intelligence. Later, relational and intrapersonal communications came into view as Emotional Intelligence. Hence, the idea of various aptitudes started considering other intellects with the exception for cognitive intelligence.

The scholars of the most recent past concluded that emotional stability secures a successful life. Thus, it enables a person to cope with his/her domestic or professional problems successfully. Consequently, the significance of emotional intelligence rises as humans proceed ahead in their life. Emotional intelligence is a mandatory part of our life because nobody is emotionless (Katyal & Awasthi, 2005). Similarly, literature is evident that emotional behaviour plays an important role in adapting societal and emotive capabilities. (Mayer, Salovey & Caruso, 2003)

Hence, EI leads personal and social skills which improve the performance in workplace. Improvement in the performance at workplace creates creativity in people toward better result. (Lopes, 2004). Lope also illustrated the construct of EI is not only deals with their own emotions but in the light of EI management, it also develops the relationship of others (Lope 2004), as parents with siblings, as friends with friendly relations. Lope supports the Goleman (1995) that, recognition of emotions of others direct a person toward the precise and timely determination that end at achievement. In nutshell, a person who is emotionally intelligent can generate a society of achievement and coherence that decreases anxiety amongst individuals.

Cummings-Hypolite (2011) concluded that self-control in a tutorial room improves the presentation of pupils. This discipline springs out from emotional solidity because it demolishes the opportunities of students' disorderly conduct that also lies under the umbrella of the emotional intelligence. So, emotionally stable students want to stay at peace and harmony with the learning activities. EI plays a very important role in educational settings, Rees, Lewis and Bleakley (2005) focused on the utility of EI in the educational sector to attain successful achievement. They believe that emotions convey and render the real inner of a person. Thus, they are a vital source of gathering information about him/her. In this way, numerous educational problems can be solved on the basis of that information.

Kulkarni, Janakiram and Kumar (2009) elucidate emotional intelligence taking support from "Goleman's Model" of EI rendered in 1995. So, emotional intelligence has various methods and patterns in routine. This model depicts the following sub-scales strengthening the concept of emotional intelligence on a broader viewpoint.

Dimensions of Emotional intelligence.

Self-Awareness

Self-awareness represents an individual's capability of being aware and conscious about himself/herself and responsive extent that he/she can respond positively to his/her fellow-beings as well as surroundings. Goleman's

model (1995) illustrates that emotional stability is a vital factor affecting the success of human beings. Thus, a person with considerable self-awareness manages and regulates his/her emotions successfully in every situation. Self-awareness leads to the expressive gratitude that is vibrant in emotive firmness and it gives a human to take right in life expectancy (Kulkarni, Janakiram, & Kumar, 2009).

Self-Management

Callahan and Sadeghi (2013) stated that an individual having enough self-awareness becomes efficient in self-management. Hence, the encounters at the stage of becoming known to himself/herself enable him/her to cope with difficulties at the stage of self-management. It generates a fundamental distinction between an unsuccessful and productive individual. It is divided into other sub-classes like transparency, self-control, adaptability, initiative and achievement drive. Self-control directs a person to adopt in a social context appropriate method to communicate his/her feelings in any state. Likewise, transparency renders a person identifying his/her emotions objectively. Similarly, adaptability refers to the suitability of modifications accruing around the person, which affects the emotions of the person. In the same way, achievement drive materializes an inclination to meet difficult tasks in an extremely efficient way and the idea is carried in such circumstances when any obstacle or trouble happens in the path of achievement, so one needs to handle it confidently.

Social-Awareness

Social-awareness enables a person to settle himself/herself in his/her private and professional life cooperating with others and formulating a coherent society. In this situation, everyone needs to understand regarding feelings of others in various circumstances and regard them. Goleman's model of emotional intelligence provides compassion, managerial understanding and amenity training as the sub-classes of awareness. Hence, compassion gives individuals nearer to one another makes a person understand others' emotions maintaining himself/herself in the framework of involvement of that individual and thus, reduces distance among people. While organizational familiarity and maintenance alignment make a person follow the norms and values of a society in an organized way rendering his/her part taking it as his/her duty while presenting serviceable nature that accelerates the empathy with other fellow-beings (Dorsey, 2015).

Relationship Management

Stein and Book (2011) affirm that emotional intelligence enables a person to grow associations and retain them successfully for an extended period valuing them as a need for his/her social survival. Thus, an emotionally stable helps others to outshine in life by communicating his/her expertise, familiarity and skills with them. Resultantly, he/she becomes a very inspiring and highly charismatic personality that is expected to bring about reforms in society. His/her followers are not assured to track but they abide by eagerly. They do the ideas and put cooperative exertions to attain them. Accordingly, such a powerful manager can grip any demanding situation simply with sustenance of his/her followers. In all groups, there are pressure groupings they attempt to generate battles amongst groupings or persons, but he/she knows that struggles determination is essential for the growth. In this way, an ardently balanced management can acquire an explanation of disputes effortlessly. Despite all disputes, collaboration becomes a need of all members of organizations for the achievement of a shared vision. In this way, an emotionally intelligent person lives successfully in his/her personal as well as professional domains by managing his/her consanguinity as well as his/her terms with his/her colleagues. Hence, an emotionally intelligent person sets a good example of significant and momentous relationship management.

Institutional Culture

Institutional culture has always been a subject of great significance for the researchers; some take culture as 'glue' which sticks an organization firmly while some others believe that it serves as a 'compass', conceived to provide it with certain directions and course of actions. It formulates the overall working environment of an organization that operates and executes its values and standards (Yasin, Alavi, & Zimmerer, 2002). Denison and his comrades Mishra and Neale developed a model over the past twenty years after a strenuous struggle to understand the IC

phenomenon. Hence, Denison Model comprises of four elements, i.e., mission, adaptability, consistency and involvement, and two aspects; i.e., inner emphasis and exterior emphasis; hence, the former is among the participation and constancy implying that a positive group may have the whole emphasis on interior structures to type them steady and to familiarize vicissitudes of the marketplace while the latter is amid flexibility and assignment that suggests that a fruitful group may pay consideration to the alteration happening in the civilization and mold the job of the association consequently. However, all its elements are suggested to cover various facets of the Institutional culture. For instance, purpose implies to the innovative attitude of the association accentuating personal information about the organizational members, their backgrounds and ambitions particularly. Adaptability, on the other hand, insinuates towards the alterations and their concentration in the group considering day by day changing the need of the market to meet business challenges. Likewise, consistency emphasizes fundamental principles and philosophies creating an exclusive uniqueness for the association to formulate strong values in order to create strong culture. Similarly, the quarter part of the model, participation keeps an eye on all the members of the organization monitoring and evaluating their involvement in the process of attaining the organizational goals (Denison, Lief & Ward, 2004).

Dimensions of Institutional Culture

For last many decades, institutional culture is being studied in different fields. There are some well-known researchers in the domain of IC. Denison's Framework is one of the best model in this regard. Yilmaz (2008) states that Denison framework is an underlying assumption, believes, values that signify the greatest level of institutional culture. This framework is categorized in 04 cultural characteristics, as follows.

Involvement

Involvement of people builds a strong relationship between organizations and employee. Operative organizations give power to their employee, develop human capability around all levels of organization. (Lawler, 1996) employee, leaders, managers feel them the important part of an organization, they are more committed to their job. Whereas, a job is directly related to achieving objectives of organizations. so it has significant effect on organizations outcomes.

Consistency

Effective organizations build their culture more stable, nicely integrated and highly organized (Davenport, 1993; Saffold, 1988). Values and beliefs are most powerful forces develop skilled behaviors of the employee, leaders, subordinates, at reaching on constructive conclusions where diverse opinions occur so constancy is the more influential basis of constancy and addition that similar and shared thinking are developed and extreme grade of conformism (Senge, 1993).

Adaptability

Paradoxically, corporations that are nicely incorporated are frequently the extremely challenging ones to alter (Kanter, 1983). Domestic assimilation and peripheral adjustment can regularly be at probabilities. Flexible businesses are determined by their clients, take perils and discover from their errors, and have expertise and knowledge at establishing change over (Senge, 1990; Nadler, 1998). They are constantly altering the structure so that they are enhancing the governments' mutual capabilities to deliver value for their clients (Stalk, 1988).

Mission

Effective groups have a strong direction to define strategic goals to align with the vision of successful organizations as where the association will reach in the forthcoming era. (Mintzberg; 1994; Hamel & Prahalad, 1994; Ohmae, 1982). This study aims to examine the effect of IC on EI. Denison's model recommends that governments with a greater collective amount of the 04 culture characteristics showing greater amounts of performing which the situation is the consequence of performing controlling. Consequently, we hypothesize that

H1: Institutional Culture with dimensions (involvement, consistency, adaptability, and mission) has significant effect on emotional intelligence (self-awareness, self-management, social awareness and relationship management) of HEI Students.

Theoretical framework

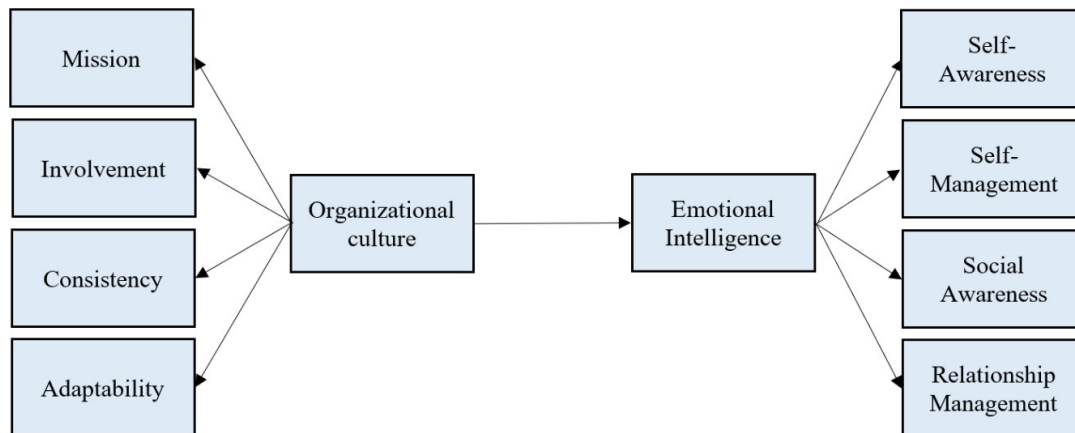


Fig. 1. Conceptual Model

Many theories have discussed the institutional culture phenomena and argued how IC influence on the efficacy of groups. In this research study researcher used the framework of “Denison model of organizational culture” to assess the institutional culture of the university. He developed a model over the past twenty years after a strenuous struggle to understand the IC as a phenomenon. Hence, Denison Model comprises of four elements, i.e., mission, adaptability, consistency and involvement, and two aspects; i.e., inner emphasis and exterior emphasis; hence, the former is amongst the participation and constancy implying that a positive group may have the whole emphasis on interior structures to make them consistent and to familiarize vicissitudes of the market while the latter is amid flexibility and assignment that implies that a positive group may pay consideration to the modification happening in the civilization and mold the job of the group consequently. Another theory used in this research is Goleman (1995) that is known as the best theory of Goleman to assess Emotional Intelligence. The notion of EI related itself with the abilities of an idiosyncratic to comprehend his emotions and feelings of others. This model categorizes EI and I in 04 characteristics each as depicted in the above model.

Methodology

Research Design

The current study adopted positivist philosophy as it was of a quantitative nature. To examine the relationship of two variables survey method was opted as the study was descriptive. The universities were selected from one of the countries of South Asian developing region i.e. Pakistan. The population of the present study was all masters’ level students of Public Sector Universities of Rawalpindi and Islamabad.

By applying Stratified random sampling technique two major faculties of management sciences and social sciences were divided into strata and sampled 598 students. There were 6 public sector universities. The demographics variables including age, gender, faculty, department and semester were used to collect basic data.

Tools and Measures

Following table depicts the details of tools used for data collections.

Table 3.1. Tools and Measures

| Construct | Operationalized by | Items | Dimensions | Scale |
|--|--------------------|-------|------------|-------------------------|
| Organizational / Institutional Culture | Denison (2000) | 60 | 04 | Five Point Likert Scale |

| | | | | |
|------------------------|----------------|----|----|-------------------------|
| Emotional Intelligence | Shering (1997) | 33 | 04 | Five Point Likert Scale |
|------------------------|----------------|----|----|-------------------------|

Data Analysis

Reliability of Scale

Before using the data collection tools the scale reliability was tested through the coefficient of Cronbach's Alpha. As depicted in the table 4.1, the results of reliability analysis in terms of Cronbach's Alpha are within acceptable range i.e. $>.70$. So the Alpha value of IC is 0.81 and EI is 0.80.

Table 4.1. Reliability Analysis

| Item-Total Statistics | | |
|------------------------|--------------|------------------|
| Variable | No. of Items | Cronbach's Alpha |
| Institutional Culture | 56 | 0.811 |
| Emotional Intelligence | 60 | 0.801 |

$n=598$

Table 4.2. Scale Reliability dimension wise

| Measure | N | Reliability (Alpha) |
|-------------------------------|----|---------------------|
| Institutional Culture | | 0.811 |
| Involvement | 61 | 0.90 |
| Consistency | 61 | 0.88 |
| Adaptability | 61 | 0.89 |
| Mission | 61 | 0.90 |
| Emotional Intelligence | | 0.801 |
| Self_Awareness | 61 | 0.83 |
| Self_Management | 61 | 0.86 |
| Social_Awareness | 61 | 0.87 |
| Relationship Management | 61 | 0.85 |

In above tables, reliability of the scale is checked. Reliability Analysis is normally used to create reliable measurement scales, they are conducted to progress the current scales, and to assess the dependability of scales that are previously in use. Precisely, Reliability Analysis then supports the strategy and appraisal of some scales. A person can calculate plentiful measurements that permit a researcher to construct and gauge scales ensuring the ostensible traditional testing theory. No variable was dropped due to low Cronbach Alpha value because all variables of the study have reliability (α) well above the cut off value (0.70) recommended by (Hair et al., 2009).

Descriptive Statistics

Table 4.3. Descriptive Statistics

| Demo | Detail | Frequency | Percentage |
|---------------|-------------|-----------|------------|
| Gender | Male | 348 | 58 |
| | Female | 250 | 42 |
| | 15-20 years | 65 | 11 |
| Age | 21-25 Year | 269 | 45 |
| | 26-30 year | 264 | 44 |

| | | | |
|-------------------|---------------------------|-----|----|
| Faculty | Social Sciences | 331 | 55 |
| | Management Sciences | 267 | 45 |
| | Management Sc | 267 | 45 |
| | International Relations | 71 | 12 |
| | Media Studies / Mass Comm | 56 | 9 |
| Department | History & Pak Studies | 61 | 10 |
| | Islamic Studies | 16 | 3 |
| | Arabic | 13 | 2 |
| | Modern Languages | 46 | 8 |
| | Misc | 68 | 11 |
| Semester | 1 | 122 | 20 |
| | 2 | 84 | 14 |
| | 3 | 121 | 20 |
| | 4 | 44 | 7 |
| | 5 | 60 | 10 |
| | 6 | 21 | 4 |
| | 7 | 89 | 15 |
| | 8 | 57 | 10 |

The above table show the demographic information of the respondents. Most of the participants were male (58%). Average ages from 21 to 30 years (90%). The respondents belong to faculty of social sciences and faculty of management sciences as per 55 and 45 percentage respectively. The maximum respondents belong to department of management sciences (45%) and only few (3%) from department of Islamic studies. The maximum students (40%) are in 1st and third semester and only 4% are in 6th semester.

Descriptive Statistics

Larger sets of quantitative information as means and standard deviations deliver the view of data in descriptive statistics. Detail are given below in table 4.4:

Table 4.4. Descriptive Statistics

| Variable | Mean | Std. Deviation |
|------------------------|-------------|-----------------------|
| Institutional Culture | 3.6383 | .69224 |
| Emotional Intelligence | 3.7681 | .75950 |

A questionnaire designed on Likert scale measured variables with n=598 as shown in Table 4.10. The table shows means and values of standard deviations. It shows that EI has high M=3.76 and SD= 0.75, IC shows M=3.63 and SD=0.69.

Correlation Analysis

The Pearson correlation coefficient was determined to measure the level of association among the variables of IC and EI. The correlation coefficient is always between +1 and -1. The value near to +1 or -1 indicates a negative and positive association among variables and the value closer to zero indicates the weak relationship. Correlation determines the strength of the relationship and direction of the relationship. The correlation coefficient is designated by (r) and the path of the association among the variable is determined by the sign of the correlation coefficient (Hair et al., 2010; Pallant, 2010). The results of Pearson correlation analysis between dimensions of

institutional culture and emotional intelligence are shown in Table 4.5:

Table 4.5. Correlation Analysis

| | Institutional Culture | Emotional Intelligence |
|------------------------|-----------------------|------------------------|
| Institutional Culture | 1 | |
| Emotional Intelligence | .826** | 1 |

** . Correlation is significant at the 0.01 level (2-tailed).

Table 4.6. Correlations among Dimensions of Institutional Culture and Emotional Intelligence

| | Correlations | | | | | | | |
|-------------------------|--------------|--------|--------|--------|--------|--------|--------|---|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| Involvement | 1 | | | | | | | |
| Consistency | .905** | 1 | | | | | | |
| Adaptability | .271** | .285** | 1 | | | | | |
| Mission | .869** | .867** | .663** | 1 | | | | |
| Self-Awareness | .789** | .812** | .321** | .756** | 1 | | | |
| Self-Management | .477** | .465** | .657** | .602** | .408** | 1 | | |
| Social Awareness | .724** | .636** | .598** | .738** | .619** | .749** | 1 | |
| Relationship Management | .770** | .855** | .618* | .603** | .692** | .775** | .252** | 1 |

The above table shows that each dimension of each Institutional Culture have different correlation with each dimension of Emotional Intelligence. All four dimensions of institutional Culture are positively associated with the dimensions of emotional intelligence.

Regression Analysis

Regression analysis is a statistical method to estimate association among variables. It embraces numerous procedures and techniques for analyzing and modeling various variables when the emphasis is on the connection among the dependent variable and one or additional independent variables. Specifically, the regression analysis aids to comprehend how the representative value of dependent variable varies when any one of the independent variables is diverse, while the additional independent variables are detained stable. Results of the present study are described statistically by using Linear- Regression. Each hypothesis was tested and described in the following tables:

H01: Institutional Culture has no significant on Emotional Intelligence of HEI Students

Table 4.7. Regression analysis for Institutional Culture and Emotional Intelligence

| Predictor | B | t value | R square | F | Sig. |
|------------------------------|-------|---------|----------|-----------|------|
| Institutional Culture | 6.863 | 4.462 | .967 | 17286.588 | .000 |

* $p < .05$, ** $p < .01$

Dependent Variable = Emotional Intelligence Independent Variable = Institutional Culture

In Table 4.7 regression analysis results show that institutional culture significantly effects the emotional intelligence, score, $\beta = 6.863$, $t = 4.462$, $p = .000$ showing institutional culture has positive effect on emotional intelligence. R^2 value is 0.967 showing that Institutional Culture illustrates 96.7% effects on Emotional Intelligence. Co-efficient ($\beta = 6.863$) was significant at $p < 0.05$ level of significance.

Table 4.8. Regression analysis for Institutional Culture and Self Awareness

| Predictor | Self-Awareness | | | |
|--------------|----------------|---------|----------------|---------|
| | B | t Value | R ² | F |
| Mission | 14.023 | 6.711 | .445 | 477.185 |
| Involvement | 20.178 | 8.125 | .297 | 251.728 |
| Consistency | 8.718 | 4.252 | .509 | 617.781 |
| Adaptability | 23.808 | 14.137 | .433 | 455.553 |

Dependent Variable: Self Awareness Sig. = .000 *p<.05, **p< .01

Table 4.8, regression analysis results show that the mission significantly effects self-awareness, score, $\beta = 14.023$, $t = 6.711$, $p = .000$. This shows that the mission has a positive effect on self-awareness. R^2 value is .445, it explains that Mission describes 44.5% effects on self-awareness. While the Co-efficient ($\beta = 14.023$) was significant at $p < 0.05$ level of significance. Regression analysis results show that Involvement significantly effects the self-awareness, score, $\beta = 20.178$, $t = 8.125$, $p = .000$. This shows that involvement has positive effect on self-awareness. R^2 value is .297, means Involvement describes 29.7% effects on self-awareness. While the Co-efficient ($\beta = 20.178$) was significant at $p < 0.05$ level of significance. There is a significant effect of involvement on self-awareness. Further results show that independent variable consistency significantly effects the dependent variable self-awareness, score, $\beta = 8.718$, $t = 4.252$, $p = .000$. This shows that consistency has positive effect on self-awareness. R^2 .509, implies that Consistency describes 50.9% effects on Self-awareness. While the Co-efficient ($\beta = 8.718$) was significant at $p < 0.05$ level of significance. Statistical results show consistency has significant effect on self-awareness. Adaptability significantly influences self awareness, score, $\beta = 23.808$, $t = 14.137$, $p = .000$. This shows that adaptability has positive effect on self-awareness. R^2 is 0.433, it explains that Adaptability portrays 43.3% impacts on Self awareness. The Co efficient ($\beta = 23.808$) was significant at $p < 0.05$ level of significance. Statistical results show there is significant effect of adaptability on self-awareness.

Table 4.9. Regression analysis for Institutional Culture and Self-Management

| Predictor | Self-Management | | | |
|--------------|-----------------|---------|----------------|---------|
| | B | t Value | R ² | F |
| Mission | 25.953 | 15.106 | .258 | 206.875 |
| Involvement | 12.914 | 9.049 | .541 | 702.514 |
| Consistency | 28.076 | 15.059 | .197 | 146.348 |
| Adaptability | 22.991 | 20.715 | .513 | 628.756 |

Dependent Variable: Self-Management Sig. = .000 *p<.05, **p< .01

In Table 4.9 regression analysis results show that mission significantly impacts the self-management, score, $\beta = 25.953$, $t = 15.106$, $p = .000$. This shows that mission has positive effect on self-management. R^2 value is .258 which explains that Mission defines 25.8 % effects on Self Management. Co efficient ($\beta = 25.953$) was significant at $p < 0.05$ significance level. Results show Mission has significant effect on Self Management. Results show that involvement significantly effects self management, score, $\beta = 12.914$, $t = 9.049$, $p = .000$. This shows that involvement has positive effect on self management. R^2 is .541, it explains that Involvement describes 54.1% effects on Self-management. The Co efficient ($\beta = 12.914$) was significant at $p < 0.05$ level of significance. Statistical results shows there is a significant effect of involvement on self-management. Regression analysis results show that independent variable consistency significantly effects the dependent variable self-management, score, $\beta = 28.076$, $t = 15.059$, $p = .000$. This shows that consistency has a positive effect on self-management. It represents that R^2 value is .197, it explains that independent variable (Consistency) describes 19.7% effects on dependent variable (Self-Management). While the Co-efficient ($\beta = 28.076$) was significant at $p < 0.05$ level of

significance. Statistical results show there is significant effect of consistency on self management. Regression analysis results show that adaptability significantly impacts the self- management, score, $\beta = 22.991$, $t = 20.715$, $p = .000$. Adaptability has positive effect on self- management. It represents that R^2 value is .513, it explains that independent variable (Adaptability) describes 51.3% effects on dependent variable (Self-management). Co efficient ($\beta = 22.991$) was significant at $p < 0.05$ level of significance. Statistical results show adaptability has significant effect on self-management.

Table 4.10. Regression analysis for Institutional Culture and Social Awareness

| Predictor | Social-Awareness | | | |
|--------------|------------------|---------|----------------|---------|
| | B | t Value | R ² | F |
| Mission | 24.958 | 15.221 | .153 | 107.271 |
| Involvement | 18.144 | 11.280 | .269 | 219.521 |
| Consistency | 14.357 | 9.742 | .371 | 352.138 |
| Adaptability | 19.783 | 18.174 | .413 | 419.944 |

Dependent Variable: Social-Awareness Sig. = .000

In Table 4.10 regression analysis results show that Mission significantly influences Social- Awareness score, $\beta = 24.958$, $t = 15.221$, $p = .000$. This shows that Mission has a positive effect on Social-Awareness. R^2 value is .153, it clarifies that Mission defines 15.3 % effects on Social Awareness. Co efficient ($\beta = 24.958$) was substantial at $p < 0.05$ significance level. Statistical results show there is a substantial influence of Mission on Social-Awareness. Regression analysis results show that Involvement significantly influences the social-awareness, score, $\beta = 18.144$, $t = 11.280$, $p = .000$. This shows that involvement has a positive effect on social-awareness. R^2 is .269, explaining that Involvement describes 26.9% result on Social-awareness. Co-efficient ($\beta = 18.144$) was substantial at $p < 0.05$ significance level. Statistical results show there is a significant effect of involvement on social-awareness. Regression analysis results show that independent variable consistency significantly influence the social-awareness, score, $\beta = 14.357$, $t = 9.742$, $p = .000$. This shows that consistency has a positive effect on social-awareness. R^2 value is .371, explaining that Consistency illustrates 37.1% influences on Social-Awareness. Co-efficient ($\beta = 14.357$) was substantial at $p < 0.05$ level of significance. Statistical results show there is significant effect of consistency on social-awareness. Regression analysis results display adaptability substantially influences the social-awareness, score, $\beta = 19.783$, $t = 18.174$, $p = .000$. This shows that adaptability has positive effect on social-awareness. R^2 is .413 which means Adaptability defines 41.3% influences on Social-Awareness. Co-efficient ($\beta = 19.783$) was significant at $p < 0.05$ level of significance. Statistical results represent there are substantial influences of adaptability on Social Awareness.

Table 4.11. Regression analysis for Institutional Culture and Relationship Management

| Predictor | Relationship Management | | | |
|--------------|-------------------------|---------|----------------|---------|
| | B | T Value | R ² | F |
| Mission | 19.940 | 13.028 | .275 | 226.558 |
| Involvement | 16.703 | 10.673 | .321 | 281.960 |
| Consistency | 17.030 | 11.016 | .321 | 281.793 |
| Adaptability | 18.672 | 17.164 | .421 | 422.112 |

Dependent Variable: Relationship Management Sig. = .000

Table 4.11's regression analysis results show that independent variable Mission significantly affects the Relationship-Management, score, $\beta = 19.940$, $t = 13.028$, $p = .000$. This shows that Mission has a positive effect on relationship-management. R^2 is .275 showing that Mission illustrates 27.5% influences on Relationship-

Management. Co-efficient ($\beta = 19.940$) significant at $p < 0.05$ significance level. Statistical results illustrate there mission has significant influences on relationship- management. Involvement significantly effects relationship- management, score, $\beta = 16.703$, $t = 10.673$, $p = .000$. This shows that involvement has a positive effect on relationship-management. R^2 is .321 illustrating Involvement defines 32.1% effects on Relationship- Management. Co-efficient ($\beta = 16.703$) significant at $p < 0.05$ significance level. Statistical results show involvement influences on relationship-management significantly. Regression analysis results show that consistency effects relationship-management significantly influenced with score, $\beta = 17.030$, $t = 11.016$, $p = .000$. This shows that consistency has positive effect on relationship-management. R^2 is 0.321 means Consistency describes 32.1% effects on Relationship-Management. Co efficient ($\beta = 17.030$) was substantial at $p < 0.05$ significance level. Statistical results show consistency has significant influence on relationship- management. Regression analysis results show that adaptability significantly effects the social-awareness with the score, $\beta = 19.783$, $t = 18.174$, $p = .000$. This shows that adaptability has a positive effect on social-awareness. R^2 is .413 illustrates that adaptability showing 41.3% influence on Social Awareness. Co-efficient ($\beta = 19.783$) was significant at $p < 0.05$ significance level. Statistical results show adaptability has significant influence on Social- Awareness.

Summary of Hypotheses:

All the null hypotheses of the study are rejected and found that the institutional culture of universities is a significant positive contributor to students’ emotional intelligence. The 04 dimensions of institutional culture including Mission, involvement, consistency and adaptability of universities is significant positive contributor for four dimensions of emotional intelligence including students Self Awareness, Self-management, Social Awareness and relationship management respectively.

Table 4.12. Summary of Hypotheses

| H | Hypotheses | Accepted/ Rejected |
|--------|--|--------------------|
| H0 1: | Institutional Culture has no significant effect on Emotional Intelligence of HEI Students. | Rejected |
| H0 1a: | Mission has no significant effect on Self awareness of HEI Students. | Rejected |
| H0 1b: | Mission has no significant effect on Self-management of HEI Students. | Rejected |
| H0 1c: | Mission has no significant effect on Social awareness of HEI Students. | Rejected |
| H0 1d: | Mission has no significant effect on Relationship management of HEI Students. | Rejected |
| H0 1e: | Involvement has no significant effect on Self-awareness of HEI Students. | Rejected |
| H0 1f: | Involvement has no significant effect on Self-management of HEI Students. | Rejected |
| H0 1g: | Involvement has no significant effect on Social-awareness of HEI Students. | Rejected |
| H0 1h: | Involvement has no significant effect on Relationship-management of HEI Students. | Rejected |
| H0 1i: | Consistency has no significant effect on Self-awareness of HEI Students. | Rejected |
| H0 1j: | Consistency has no significant effect on Self-management of HEI Students. | Rejected |
| H0 1k: | Consistency has no significant effect on Social-Awareness of HEI Students. | Rejected |
| H0 1L: | Consistency has no significant effect on Relationship-management of HEI Students. | Rejected |
| H0 1m: | Adaptability has no significant effect on Self-awareness of HEI Students. | Rejected |
| H0 1n: | Adaptability has no significant effect on Self-management of HEI Students. | Rejected |
| H0 1o: | Adaptability has no significant effect on Social-Awareness of HEI Students. | Rejected |
| H0 1P: | Adaptability has no significant effect on Relationship-management of HEI Students. | Rejected |

Conclusion and Recommendations

It is concluded that institutional culture has a significant effect on the emotional intelligence of HEI Students. All

subscales of institutional culture have significant effects on all sub-scales of emotional intelligence. Mission has significant effect on self-awareness and self-management. Mission significantly effects social awareness and relationship management. Consistency has a significance in self-awareness and self management. Consistency significantly affects social awareness and relationship management.

Involvement has a significant effect on self-awareness and self-management. Involvement significantly affects social awareness and relationship management. Adaptability has a significant effect on self-awareness and self-management. Adaptability significantly affects social awareness and relationship management.

On the bases of results and conclusion of the present study, the researcher recommends following steps. In order to improve level of emotional intelligence of the students, training and development department of universities may provide training to improve emotional intelligence. Universities may provide recreational opportunities to the students which provide a chance to improve emotional intelligence among students. Challenging tasks may provide an opportunity to the students to practice different emotional states and get trained. Seminars and awareness sessions may be arranged by the faculty members to aware the students about importance of emotional intelligence and ways to develop emotional intelligence. The study also revealed that perception of students regarding social-awareness is low. It is recommended to assign group tasks to the students so that they will be able to understand emotions of others and value their opinion. Results of the study portrayed a picture of perception of students regarding relationship-management. They perceived that they are unable to manage relationships. It is recommended to provide them an opportunity of internship in the institutions of their interest. In a practical professional environment, they will be able to manage relationships. This training will make them aware about importance of relations in life. Different types of opportunities may be provided to the students for improvement of emotional intelligence like faculty members may encourage students for group work, discussions in the class room and provide them an opportunity to take part in decision making like classroom decisions, selection of research topics, selection of optional subjects in order to express themselves and to be aware of the opinion of others. Universities may create a culture of motivation, encouragement, appreciation and cooperation so that students may be involved in activities within the university and improve their culture. Universities may hire emotionally stable faculty members as the teacher influence students in all aspects of personality. The emotional assessment test may be added in the tests for the recruitment process.

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