Role of Emotional Intelligence in Managing Organizational Culture During Covid-19 – A Cross-Sectional Study

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Abstract

The present research aims to study the relation between emotional intelligence and organizational culture during the Covid-19 pandemic. Emotional intelligence is an individual's ability to understand and manage their own and others' emotions. This ability can be instrumental in driving the culture of universities and colleges. During this crucial time of Covid-19, there is a sudden shift from traditional/ face-to-face teaching to online/hybrid education; it is vital to provide a congenial environment and culture to teachers and students to promote a smooth and amiable teaching/learning experience. The data was collected from a sample of 10 colleges of higher education from NCR. The respondents included academicians of different academic ranks. 232 questionnaires were received, out of which 213 respondent's data was usable. Convenience sampling was used in this research to collect data from the colleges. According to the findings, there is a strong relation between emotional intelligence and organizational culture. The organizational culture and its dimensions are strongly affected by emotional intelligence. The most robust relationship exists between managing emotions and managing change in the organization.
Keywords: emotional intelligence, organizational culture, covid-19

1. Introduction

COVID-19 pandemic has brought severe threats to society. It has got the possibility of infection and a great deal of psychological stress. The COVID-19 pandemic has affected the general lifestyle of every individual; adoption of certain practices such as wearing masks, sanitizing, washing hands, etc. and discouraging a few former practices like a handshake, social gatherings etc., has affected the psychological state of humans. This global pandemic has affected academics more significantly, as it was difficult for teachers and students to adapt to the online learning and assessment methods. The absence of physical infrastructure in the teaching and learning process is challenging for teachers and students. The covid-19 pandemic created a situation of fear, anxiety and tension among university teachers, affecting the overall work culture

of the colleges and universities. On March 11, 2020, the World Health Organization (WHO) declared the emergence and spread of the global pandemic Covid-19, which created havoc among people. The countries started closing schools, colleges, and businesses to prevent the virus's rapid spread. On March 24, 2020, the government of India declared nationwide lockdown as a preventative measure. Physical distancing, combined with the fear and stress of infection and future uncertainty, has affected people's mental health. Digital transformation has been an issue for universities and colleges as it requires the training of professionals for the smooth transition into ICT enabled systems [1].

As explained by the planned behaviour model, the teachers who perceive themselves as competent enough to cope with the sudden challenge are more successful than the others who are negative and perceive deficiency of resources to meet the current need are stressed [2], [3]. Physical distancing and social isolation have induced psychological distress and high stress levels among individuals [4], [5], [6]. The mass quarantine and complete physical cut-off from the outer world have led to many psychological reactions such as fear, anxiety, depression, frustration, stress etc. A sudden lifestyle change has also increased psychological problems leading to alarming health and socio-economic crisis [7]. COVID-19 anxiety, present-day teaching anxiety, anxiety when speaking with parents and administrative support were significant predictors of teacher burnout-stress [8]. There is an immediate need for research exploring the factors contributing to adapting to the change accompanied by the pandemic. These researches focusing on the psychological and social effects of pandemic and how to cope with it can be used as a reference for future such instances [9].

Intelligence is a concept that is being explored by the researchers since ages. In recent times, there has been a paradigm shift in the idea of intelligence. Earlier, intellectual ability was regarded as the single most crucial ability for success; however, emotions now play an essential role in an individual's success and growth. Emotional Intelligence (EI) is defined as a person's ability to understand one's own and other people's emotions and build and maintain relationships based on this understanding. Emotions are internal or external responses to an event with either positive or negative meaning for an individual [10], [11]. Researches show that the combination of EQ and IQ ensures a higher success rate than either construct alone [12], [11]. According to Mayer et al., in 2000, different concepts of Emotional Intelligence can be broadly classified into two categories of model: Ability and Mixed Model. Mayer Caruso and Salovey have described Emotional Intelligence as ability, highlighting individual differences in affective information processing. On the other hand, mixed models have comprised emotional intelligence as abilities and personality, motivation and affective disposition [13].

Since the dawn of time, researchers have been fascinated by organizational culture. It has been studied and proved the importance of culture in the never-ending quest of organizations to maintain its effectiveness and viability. Organizational culture has gotten much attention in the last two decades because of the effects and potential impact on the organization's success [14].

1.1. Emotional Intelligence (EI)

Emotions are viewed as organized responses to any internal or external event that has impacted the individual. They are considered a motivating force that helps individuals transform an interaction into an enriching experience for all the active participants [11]. To create an understanding of emotional intelligence, we need to understand intelligence. Intelligence is an individual's ability to think rationally and effectively deal with his environment [15], [11].

We will now define emotional intelligence as the ability or capacity of an individual to understand and monitor one's own and others' feelings and use them intelligently to make rational decisions to manage one's thinking and actions.

Gardner (1983) [16]	Salovey & Mayer (1990) [11]	Goleman (1996) [17]	Bar-On's EI Competency Model (1997) [13]	Mayer, Caruso and Salovey's EI Ability Model (1999) [18]
Ability to understand other people	Appraisal and expression of emotion in self	Self-awareness	Self-perception	Perceive emotions
Ability to motivate people	Appraisal and expression of emotion in others	Self-regulation	Self-expression	Use of emotions to facilitate thought
Ability to understand how people work	Regulation of emotion in self	Motivation	Interpersonal	Understand emotions
Ability to know how to work with people	Regulation of emotion in others	Empathy	Decision-making	Manage emotions
Ability to access one's feeling and emotions	Utilization of emotion	Social skills	Stress management	
Ability to discriminate these emotions and draw means of understanding				
Ability to guide one's behaviour based on understanding				

Table 1. Elements of Emotional Intelligence

In his study in 1983 on Multiple Intelligence, Howard Gardner defined interpersonal intelligence as an ability to understand others, motivate them, how they work, and how to work with them practically. He also claimed that intrapersonal intelligence helps an individual identify his own feelings and emotions and understand and discriminate these emotions to guide his behaviour eventually [16]. In their 1990 study on emotional intelligence, Salovey and Mayer claimed that an individual has a set of conceptually related psychological processes that involve emotional intervention. These psychological processes include a) appraising and expressing one's own and others' emotions, b) regulating one's own and others' emotions, and c) using emotions [11]. In his study in 1996, Goleman developed 5 dimensions of emotional intelligence:

self-awareness, self-regulation, motivation, empathy, and social skills. He classified these dimensions into two competencies viz-a-viz personal competencies, which focus on our skills to manage ourselves, and social competencies, which focus on our mastery of managing relationships with others [17]. MSCEIT is an ability test to measures the four dimensions of the EI model of Mayer and Salovey. MSCEIT's four branches of emotional intelligence are perceiving emotions, facilitating thought, understanding emotions, and managing emotions [19].

1.2. Organizational Culture

Culture is defined as a set of basic assumptions developed by a specific group as it deals with adaptation problems and challenges, which are deemed valid enough to be taught to others as a method of dealing with similar issues [20]. It is said that the leader's ideology builds organizational culture. A leader's preferences become an organization's preoccupation, and the workforce has to align following the unsaid work behaviour and patterns [21]. Culture is defined as a tacit social order that shapes the employees' attitudes and behaviours [22]. Organizational culture is usually defined as shared values, beliefs, rituals, and myths that have evolved with time and are considered the organization's binding force to hold everything together. As per the Denison model of organizational culture, there are four primary features: adaptability, mission, consistency and involvement. These four factors are further subdivided into 3 sub-groups, each of which constitutes 12 different features of organizational culture [23], [24]. Glaser and his colleagues classified organizational culture into six categories: involvement, teamwork conflict, information flow, climate-morale, supervision, and meetings. They emphasized that these six categories are central to any study of organizational culture [25].

1.3. University Culture

Universities are different from corporate organizations; they are solid and complex organizations with specific characteristics [26]. The university culture is formed from the ideology of its stakeholders. The stakeholders include administrators, teaching and non-teaching staff, and university students. The universities have to develop a congenial culture for the students and teachers in this era of globalization [27]. The stakeholders' values and beliefs hold great importance in the decision-making process of the universities and help shape the behaviour and attitude of individuals and organizations [28]. University culture is crucial as it affects faculty-student interaction, conceptualizing and organizing their work, decision-making process, and balancing institutional responsibilities. Few fundamental values are the pillars of the academic profession –
- The primary goal of higher education is to create and transfer knowledge.
- Academic freedom is considered as a way to maintain quality and encourage creativity.
- Stop plagiarism by maintaining intellectual honesty and treating students fairly.

- • Spirit of collegiality for effective and efficient decision making.
- • Also, Commitment to serve society by transmitting culture to the young generation through their teaching [29].

Hellawell and Hancock coined the term academic middle managers by interviewing 14 academicians on their changing role in the management of universities. They believed that collegiality, shared decision-making, and respect for diversity are essential for the various universities' success [30]. A study on 137 academic managers revealed gender differences in university culture regarding power relations, unequal division of labour and gender expectations. The disparity can be reduced if the higher positions will be filled by a leader irrespective of his/her gender [31]. Culture is not merely shared values, experiences and identity but a sense of shared purpose. The covid-19 pandemic has given this addition to the cultural definition. It is seen that culture is how the organization reacts to change and adverse situations. This pandemic has taught the organization to focus on the sense of purpose in their culture [32].

1.4. Conceptual Framework

Over 80% of CEO's recognizes that empathy is the key to success. Emotionally intelligent workplaces are happy workplaces with more robust collaboration and excellent morale [33]. An analysis of 106 respondents working on international assignments showed that interpersonal and intrapersonal abilities are predictive indicators of work adjustment and cultural interaction [34]. Modern organizations should learn how to enhance the emotional capabilities of their employees to manage the culture of their organization. Managers must identify emotional intelligence components to improve their cultural environment [35]. An analysis done on 30 managers from Iran using ECI-360 assessment tool also suggested that the leader's emotional intelligence (EI) has a positive association with organizational climate, employee's perception of the outward feature of the organizational culture at a given point of time [36].

The rationale of this study was to determine the impact of an individual's emotional intelligence on organizational culture during the Covid-19 pandemic, based on previous research indicating the effects of culture and cultural differences on emotional intelligence [37], [38], [39]. The culture of academic institutions is slightly different from corporate culture. There are not much research supporting the impact of emotional intelligence on culture. Also, there is a lack of studies on the emotional intelligence of faculties and the organizational culture of academic institutions during such pandemic. The efforts are done to study the impact of EI on culture to support the reassessment and adjustment in the training programs to develop useful emotional skills needed for building congenial culture in the universities and colleges.

The goal of the study is to answer the following research questions:

1. What is the relation between perceiving emotions and organizational culture dimensions (achieving goals, coordinated teamwork, cultural strength, customer orientation and managing change)?

2.   What is the relation between the use of emotions and organizational culture dimensions (achieving goals, coordinated teamwork, cultural strength, customer orientation and managing change)?

3.   What is the relation between understanding emotions and organizational culture dimensions (achieving goals, coordinated teamwork, cultural strength, customer orientation and managing change)?

4.   What is the relation between managing emotions and organizational culture dimensions (achieving goals, coordinated teamwork, cultural strength, customer orientation and managing change)?

1.5.   Objective of study

1. To explore the relation between emotional intelligence (EI) and organizational culture (OC)
2. To study the relation between emotional intelligence (EI) and organizational culture (OC) dimensions
3. To study the relation between emotional intelligence (EI) dimensions and organizational culture (OC) dimensions
4. To study the impact of emotional intelligence (EI) on organizational culture (OC)

1.6.   Hypotheses

H0: There exists no relation between EI and OC
H1: There exists a relation between EI and OC
H0: There exists no relation between EI and achieving goals
H2: There exists a relation between EI and achieving goals
H0: There exists no relation between EI and coordinated teamwork
H3: There exists a relation between EI and coordinated teamwork
H0: There exists no relation between EI and strength
H4: There exists a relation between EI and cultural strength
H0: There exists no relation between EI and customer orientation
H5: There exists a relation between EI and customer orientation
H0: There exists no relation between EI and managing change
H6: There exists a relation between EI and managing change
H0: There exists no relation between EI dimensions and OC dimensions
H7: There exists no relation between EI dimensions and OC dimensions
H0: There is no impact of EI on OC
H8: There is a significant impact of EI on OC

2. Methodology

2.1. Participants

Convenience sampling was used in this research to collect data from the colleges. The data was collected from 10 colleges of higher education from NCR. The respondents included academicians of different academic ranks. 232 questionnaires were received, out of which 213 respondents' data was usable. The duration of data collection was December 2020 – March 2021.

2.2. Measurement

1. Self-rated Emotional Intelligence Scale: It is a 19-item inventory divided into 5 factors in which the respondents rate themselves using a five-point Likert scale. The five factors are "Perceiving Emotion", "Understanding Emotion". "Managing Emotion", "Social Management". The EI score is computed by reverse coding items 2, 4, 15 and 16, then summing all items. The higher the points achieved, the higher is the level of emotional intelligence [40].

2. Organizational Culture Assessment Questionnaire: It is a 30-item inventory divided into 5 factors –"Managing change", "Achieving Goals", "Coordinated teamwork", "Customer orientation", and "Cultural strength". The total score is computed by reverse coding items 3, 6, 7, 13, 14, 15, 16, and 27, then adding all items together [41].

3. Data Analysis

Structural equation modelling is the most commonly used method for statistically analyzing multivariate data. The research aim was to verify the relationship between emotional intelligence (EI) and organizational culture (OC) during the Covid-19 pandemic. The analysis is done with the help of PLS-SEM because the scales are a reflective-formative high-order construct. The convergent and discriminate validity is tested for items related to the constructs. Also, the construct validity is tested for more accurate results. The structural model for the study was established by analyzing all path linkages. Lastly, Pearson correlation was studied to find out the correlation between all the variables with the help of SPSS 23.

3.1. Results

3.1.1. Demographic profile

	Characteristic	Frequency	Percentage
Age	Below 25	13	6.1
	25-34	139	65.3
	35-44	52	24.4
	45-54	9	4.2
	Above 54	0	0

Gender	Female	162	76.1
	Male	51	23.9
Academic Rank	Assistant Professor	132	62
	Associate Professor	22	10.3
	Professor	59	27.7
Marital Status	Married	126	59.2
	Unmarried	87	40.8
	Separated	0	0
Experience	Less than 10 years	120	56.3
	10-14 years	42	19.7
	15-19 years	42	19.7
	More than 19 years	9	4.2

Table 2. Demographic profile

According to Table 2, the majority of participants are females between the ages of 25 and 34. The participants are majorly of rank Assistant Professor, married and experience less than 10 years.

3.1.2. Descriptive statistics & hypothesis testing

The current study's descriptive analysis revealed that the overall mean score and standard deviation for EI were 57.8 and 12.79, respectively (refer to Table 3). On the other hand, the mean OC score was 95.3, with a standard deviation of 23.6 (refer to Table 3). According to these descriptive statistics, the mean score of emotional intelligence and organizational culture is above the mid-point level, which indicates that the research participants are high in emotional intelligence working in good and healthy work culture.

Variable	Mean	Standard Deviation
Emotional Intelligence	57.8	12.79
Organizational Culture	95.3	23.6

Table 3. Descriptive statistics of Emotional Intelligence and Organizational Culture

The common method bias in this study reached 28.849 per cent of the total variance, which is less than the recommended cut-off of 50 per cent. [42], [43].

In this study, hypotheses were tested using SmartPLS3 for the PLS-SEM technique. The analysis begins with a review of the measurement model to ensure the validity and the reliability of items in the questionnaire to ensure consistency and distinctiveness. In addition to the measurement model, the structural model was evaluated to establish the significance of the relationship between the independent and dependent variables using path correlation analysis (t value).

3.1.3. Measurement model

The measurement model's convergent validity, AVE, and composite reliability were determined. For convergent validity, the loadings higher than the accepted value of 0.400 are retained as proposed by Hair et al. in 2010 [44]. Three factors from each construct are deleted below the accepted value (refer to Table 4).

Variable	Dimension	No. of items	Loadings	Composite Reliability	Average Variance Extracted	Cronbach's alpha
Emotional Intelligence	Perceiving Emotion	3	0.858-0.929	0.931	0.818	0.889
	Use of Emotion	3	0.782-0.863	0.866	0.682	0.768
	Understanding Emotion	4	0.798-0.900	0.898	0.687	0.847
	Managing Emotion	6	0.585-0.910	0.815	0.606	0.624
Organizational culture	Achieving Goals	5	0.775-0.861	0.909	0.666	0.874
	Coordinated Teamwork	6	0.766-0.870	0.925	0.673	0.903
	Cultural Strength	6	0.670-0.870	0.908	0.625	0.877
	Customer Orientation	4	0.790-0.885	0.911	0.719	0.869
	Managing Change	6	0.751-0.866	0.914	0.639	0.886

Table 4. Factor loadings, Composite Reliability, Average Variance Extracted & Cronbach's Alpha for Emotional Intelligence and Organizational Culture

As shown in Table 4, the AVE of both dimensions was more significant than the recommended value of 0.500 [45]. The composite reliability values above 0.7 are acceptable [46]. Furthermore, Cronbach's alpha values were higher than the accepted value of 0.6 [47].

Furthermore, the discriminant validity of both measures was evaluated using Henseler's proposed Heterotrait-Monotrait ratio (HTMT) [48]. All of the HTMT results were less than the threshold value of 1 (refer Table 5). This clearly indicates that the measurement model is adequate for evaluating the model's structural characteristics.

	Achieving Goals	Customer Orientation	Cultural Strength	Coordinated Teamwork	Managing Change	Managing Emotion	Perceiving Emotion	Use of Emotion	Understanding Emotion
Achieving Goals									
Customer Orientation	0.907								
Cultural Strength	0.846	0.987							
Coordinated Teamwork	0.867	0.922	0.982						
Managing Change	0.969	0.935	0.997	0.938					
Managing Emotion	0.752	0.704	0.819	0.769	0.825				

Perceiving Emotion	0.58	0.51	0.583	0.521	0.665	0.826		
Use of Emotion	0.58	0.609	0.78	0.689	0.744	0.998	0.798	
Understanding Emotion	0.738	0.629	0.726	0.643	0.756	0.983	0.931	0.887

Table 5. HTMT Analysis for Emotional Intelligence and Organizational Culture

3.1.4. Structural Model

To study the relationship between EI and OC, the structural model was examined. Table 6 displays the path correlation analysis results.
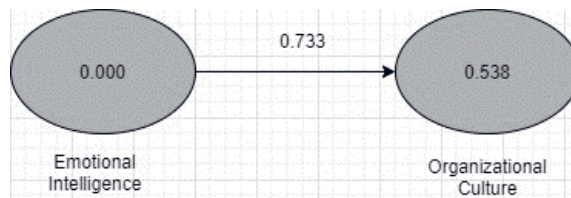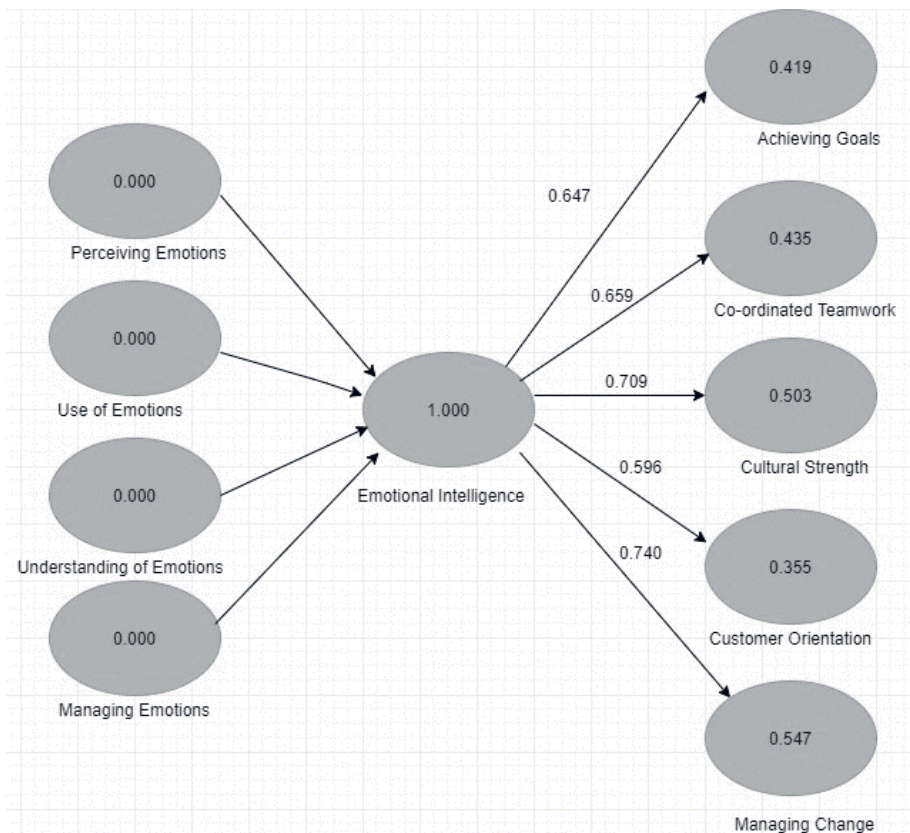

Figure 1. Impact of EI on OC

Figure 2. Impact of EI on dimensions of OC

The first hypothesis tested in this study was the relation between EI and OC. According to the path coefficient analysis results shown in Table 6, there is a significant link between EI and OC (ß = 0.733, t = 13.15, p < 0.05). Since the ß value is positive and the t-value is greater than 1.96, the t-statistics threshold value shows a positive relation between EI and OC. Therefore, the alternate hypothesis has been accepted. The results suggest that the emotional intelligence level of an individual is one of the preliminary factors facilitating organizations to maintain organizational culture. Moreover, emotional intelligence helps an individual manage and maintain the culture of their organization.

Hypothesis	Beta value	Standard Error	T value	Decision
Emotional Intelligence -> Organizational Culture	0.7332	0.0557	13.1594	Supported

Table 6. Hypothesis testing, Source: Smartpls 2.0, Note: p<0.05

The second hypothesis tested in this study was the relation between EI and achieving goals. According to the path coefficient analysis results shown in Table 7, there is a significant link between EI and achieving goals (ß = 0.6469, t = 12.97, p < 0.05). Since the ß value is positive and the t-value is greater than 1.96, the t-statistics threshold value shows a positive relation between EI and achieving. Therefore, the alternate hypothesis has been accepted. The results suggest that the emotional intelligence level of an employee facilitates him/her in achieving the goals set by the organization and aligning their individual goals with the organizational goal.

Hypothesis	Beta value	Standard Error	T value	Decision
Emotional Intelligence -> Achieving Goals	0.6469	0.0499	12.9732	Supported

Table 7. Hypothesis testing, Source: Smartpls 2.0, Note: *represents p<0.05

The third hypothesis tested in this study was the relation between EI and coordinated teamwork. According to the path coefficient analysis results shown in Table 8, there is a significant link between EI and coordinated teamwork (ß = 0.6595, t = 13.27, p < 0.05). Since the ß value is positive and the t-value is greater than 1.96, the t-statistics threshold value shows a positive relation between EI and coordinated teamwork. Therefore, the alternate hypothesis has been accepted. The results suggest that the emotional intelligence level of an employee facilitates coordinated, sequenced and effective work in the organization. The teams with high EI score are more effective and efficient in managing unpredicted and unplanned coordination of work.

Hypothesis	Beta value	Standard Error	T value	Decision
Emotional Intelligence -> Coordinated Teamwork	0.6595	0.0497	13.2702	Supported

Table 8. Hypothesis testing, Source: Smartpls 2.0, Note: p<0.05

The fourth hypothesis tested in this study was the relation between EI and cultural strength. According to the path coefficient analysis results shown in Table 9, there is

a significant link between EI and cultural strength (ß = 0.7089, t = 16.42, p < 0.05). Since the ß value is positive and the t-value is greater than 1.96, the t-statistics threshold value shows a positive relation between EI and cultural strength. Therefore, the alternate hypothesis has been accepted. The results suggest that employees' high level of emotional intelligence aid in developing a strong culture in which everyone strongly complies with a set of shared values and beliefs.

Hypothesis	Beta value	Standard Error	T value	Decision
Emotional Intelligence -> Cultural Strength	0.7089	0.0432	16.4266	Supported

Table 9. Hypothesis testing, Source: Smartpls 2.0, Note: p<0.05

The fifth hypothesis tested in this study was the relation between EI and customer orientation. According to the path coefficient analysis results shown in Table 10, there is a significant link between EI and customer orientation (ß = 0.596, t = 11.4, p < 0.05). Since the ß value is positive and the t-value is greater than 1.96, the t-statistics threshold value shows a positive relation between EI and customer orientation. Therefore, the alternate hypothesis has been accepted. The results suggest that employees' high level of emotional intelligence plays a crucial role in compliance with customer-oriented strategies.

Hypothesis	Beta value	Standard Error	T value	Decision
Emotional Intelligence -> Customer Orientation	0.596	0.0523	11.401	Supported

Table 10. Hypothesis testing, Source: Smartpls 2.0, Note: p<0.05

The sixth hypothesis tested in this study was the relation between EI and managing change. According to the path coefficient analysis results shown in Table 11, there is a significant link between EI and managing change (ß = 0.739, t = 16.96, p < 0.05). Since the ß value is positive and the t-value is greater than 1.96, the t-statistics threshold value shows a positive relation between EI and managing change. Therefore, the alternate hypothesis has been accepted. The results suggest that an employee's level of emotional intelligence ensures the organization's effective adaptation to changes in the environment.

Hypothesis	Beta value	Standard Error	T value	Decision
Emotional Intelligence -> Managing Change	0.7399	0.0435	16.9926	Supported

Table 11. Hypothesis testing, Source: Smartpls 2.0, Note: p<0.05

The seventh hypothesis tested in this study was the relation between EI dimensions (perceiving emotions, use of emotions, understanding emotions and managing emotions) and OC dimensions (achieving goals, coordinated teamwork, cultural strength, customer orientation and managing change). According to the path coefficient analysis results shown in Table 12, there is a significant link between

perceiving emotions and achieving goals (ß = 0.1401, t = 11.457, p < 0.05), perceiving emotions and coordinated team (ß = 0.1428, t = 12.35, p < 0.05), perceiving emotions and cultural strength (ß = 0.1535, t = 14.06, p < 0.05), perceiving emotions and customer orientation (ß = 0.129, t = 10.45, p < 0.05), perceiving emotions and managing change (ß = 0.1602, t = 13.65, p < 0.05), use of emotions and achieving goals (ß = 0.1265, t = 10.14, p < 0.05), use of emotions and coordinated teamwork (ß = 0.129, t = 9.9715, p < 0.05), use of emotions and cultural strength (ß = 0.1387, t = 11.2189, p < 0.05), use of emotions and customer orientation (ß = 0.1166, t = 9.1581, p < 0.05), use of emotions and managing change (ß = 0.1447, t = 11.7985, p < 0.05), understanding emotions and achieving goals (ß = 0.1784, t = 11.9732, p < 0.05), understanding emotions and coordinated teamwork (ß = 0.1819, t = 12.4331, p < 0.05), understanding emotions and cultural strength (ß = 0.1955, t = 14.3834, p < 0.05), understanding emotions and customer orientation (ß = 0.1643, t = 11.1288, p < 0.05), understanding emotions and managing change (ß = 0.204, t = 14.4296, p < 0.05), managing emotions and achieving goals (ß = 0.2608, t = 13.9357, p < 0.05), managing emotions and coordinated teamwork (ß = 0.2658, t = 14.609, p < 0.05), managing emotions and cultural strength (ß = 0.2857, t = 18.5501, p < 0.05), managing emotions and customer orientation (ß = 0.2402, t = 12.4234, p < 0.05), managing emotions and managing change (ß = 0.2982, t = 18.5851, p < 0.05). Since the ß value is positive and the t-value is greater than 1.96, the t-statistics threshold value shows a positive relation between EI dimensions and OC dimensions. The results suggests that the ability of an individual of perceiving emotions, use of emotions, understanding emotions and managing emotions facilitates an organization in achieving their goals, effectively coordinate work, build and maintain strong culture within in the organization, implement customer oriented strategies and adapt changes in the environment.

Hypothesis	Beta value	Standard Error	T value	Decision
Perceiving Emotion -> Achieving Goals	0.1401	0.0122	11.457	Supported
Perceiving Emotion -> Coordinated Teamwork	0.1428	0.0116	12.3521	Supported
Perceiving Emotion -> Cultural Strength	0.1535	0.0109	14.0637	Supported
Perceiving Emotion -> Customer Orientation	0.129	0.0123	10.4556	Supported
Perceiving Emotion -> Managing Change	0.1602	0.0117	13.6514	Supported
Use of Emotion -> Achieving Goals	0.1265	0.0125	10.1458	Supported
Use of Emotion -> Coordinated Teamwork	0.129	0.0129	9.9715	Supported
Use of Emotion -> Cultural Strength	0.1387	0.0124	11.2189	Supported
Use of Emotion -> Customer Orientation	0.1166	0.0127	9.1581	Supported
Use of Emotion -> Managing Change	0.1447	0.0123	11.7985	Supported

Understanding Emotion -> Achieving Goals	0.1784	0.0149	11.9732	Supported
Understanding Emotion -> Coordinated Teamwork	0.1819	0.0146	12.4331	Supported
Understanding Emotion -> Cultural Strength	0.1955	0.0136	14.3834	Supported
Understanding Emotion -> Customer Orientation	0.1643	0.0148	11.1288	Supported
Understanding Emotion -> Managing Change	0.204	0.0141	14.4296	Supported
Managing Emotion -> Achieving Goals	0.2608	0.0187	13.9357	Supported
Managing Emotion -> Coordinated Teamwork	0.2658	0.0182	14.609	Supported
Managing Emotion -> Cultural Strength	0.2857	0.0154	18.5501	Supported
Managing Emotion -> Customer Orientation	0.2402	0.0193	12.4234	Supported
Managing Emotion -> Managing Change	0.2982	0.016	18.5851	Supported

Table 12. Hypothesis testing, Source: Smartpls 2.0, Note: p<0.05

The eighth hypothesis tested in this study was the impact of EI on OC. Table 13 indicates the R2 value for organizational culture is 0.5376, which indicates that 53.7 percent of organizational culture variance can be explained by emotional intelligence. The R2 value for achieving goals is 0.4185, which indicates that 41.8 percent of achieving goals variance can be explained by emotional intelligence. Similarly, the R2 value for coordinated teamwork, cultural strength, customer orientation and managing change is 0.435, 0.5025, 0.3552 and 0.5474, respectively. This indicates that emotional intelligence explains 43.5 percent of variance in coordinated teamwork, 50.2 percent of variance in cultural strength, 35.5 percent of variance in customer orientation and 54.7 percent of variance in managing change.

Hypothesis	R2
Emotional Intelligence -> Organizational Culture	0.5376
Emotional Intelligence-> Achieving Goals	0.4185
Emotional Intelligence -> Coordinated Teamwork	0.435
Emotional Intelligence -> Cultural Strength	0.5025
Emotional Intelligence -> Customer Orientation	0.3552
Emotional Intelligence -> Managing Change	0.5474

Table 13. Hypothesis testing, Source: Smartpls 2.0, Note: *represents p<0.05

Also, the study is to identify the effect, if any, of emotional intelligence on organizational culture and its dimensions.

Table 14 demonstrates that EI is positively correlated to OC and its dimensions, and that all dimensions of EI are positively correlated with OC dimensions. Results obtained confirmed there is a positive correlation between EI and OC (r= .766), emotional intelligence and achieving goals (r= .692), emotional intelligence and coordinated teamwork (r= .718), emotional intelligence and cultural strength (r= .751), emotional intelligence and customer orientation (r= .639), emotional intelligence and managing change (r= .777), perceiving emotions and organizational culture (r= .548), use of emotions and organizational culture (r= .614), understanding emotions and organizational culture (r= .654), managing emotions and organizational culture (r= .736), perceiving emotions and achieving goals (r= .510), perceiving emotions and coordinated teamwork (r= .474), perceiving emotions and cultural strength (r= .523), perceiving emotions and customer orientation (r= .449), perceiving emotions and managing change (r= .605), use of emotions and achieving goals (r= .484), use of emotions and coordinated teamwork (r= .592), use of emotions and cultural strength (r= .649), use of emotions and customer orientation (r= .511), use of emotions and managing change (r= .631), understanding of emotions and achieving goals (r= .638), understanding of emotions and coordinated teamwork (r= .576), understanding of emotions and cultural strength (r= .633), understanding of emotions and customer orientation (r= .543), understanding of emotions and managing change (r= .668), managing emotions and achieving goals (r= .657), managing emotions and coordinated teamwork (r= .697), managing emotions and cultural strength (r= .726), managing emotions and customer orientation (r= .615) and managing emotions and managing change (r= .743).

		Organizational Culture	Achieving Goals	Coordinated Teamwork	Cultural Strength	Customer Orientation	Managing Change
Emotional Intelligence	Pearson Correlation	.766**	.692**	.718**	.751**	.639**	.777**
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000
	N	213	213	213	213	213	213
Perceiving Emotion	Pearson Correlation	.548**	.510**	.474**	.523**	.449**	.605**
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000
	N	213	213	213	213	213	213
Use of Emotion	Pearson Correlation	.614**	.484**	.592**	.649**	.511**	.631**
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000
	N	213	213	213	213	213	213
Understanding Emotion	Pearson Correlation	.654**	.638**	.576**	.633**	.543**	.668**
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000
	N	213	213	213	213	213	213
Managing Emotion	Pearson Correlation	.736**	.657**	.697**	.726**	.615**	.743**
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000
	N	213	213	213	213	213	213

Table 14. Correlation Analysis, Note: ** represents correlation is significant at the 0.01 level (2-tailed).

4.   Discussion and Conclusion

This study demonstrates the significance of EI in the maintenance and management of OC among academicians. The study's first objective was to explore the relation between EI and OC in colleges. The results confirmed a positive relationship between EI of faculties and OC in the colleges (r=.766 at 0.01 significance level and t=13.15). The effect of EI on OC during this pandemic situation is strong as EI can explain 53.76 % variance in the OC. The effect of emotional intelligence is high on organizational culture, which implies that developmental programs to improve employees' emotional intelligence will be beneficial for the organizations [49], [50], [51].

The second objective was to study the relation between EI and OC dimensions. The results obtained confirmed a positive relation between EI and OC dimensions: achieving goals, coordinated teamwork, cultural strength, customer orientation and managing change (r= .639 to .777 at 0.01 significance and t= 11.401 to 16.9926). The highest correlation of EI is with managing change during covid-19 in the organization. The effect of EI on OC dimensions is strong as EI can explain 35.5% to 54.7% variance in the OC.

The third objective was to study the relation between EI dimensions and OC dimensions. The results obtained confirmed that there exists a positive relation between EI dimensions (perceiving emotions, use of emotions, understanding emotions and managing emotions) and OC dimensions (achieving goals, coordinated teamwork, cultural strength, customer orientation and managing change) (r= .449 to .743 at 0.01 significance level and t= 9.15 to 18.58). The highest correlation is between managing emotions and managing change during covid-19.

The last objective was to study the impact of EI on OC. The results of this research helped in creating a better understanding of the inter-relation between EI and OC. The dimensions of OC are also affected by the EI of the individual. It is evident from the result that the EI level of an individual helps manage change and strengthens the organization's culture during this uncertain covid-19 situation. The prominent role of EI can also be seen in goal achievement, customer orientation and coordinated teamwork for its goal. OC is dynamic in nature and can be molded by an emotionally intelligent and capable leader. A leader's EI abilities and capabilities can help him pave the road to success for the organization by maintaining and managing a healthy environment for the employees. EI allows an individual to critically evaluate and understand the dynamics of the organization and contribute to organizational cultural effectiveness [52]. During this challenging time of covid-19, there is a need of exploring areas that can support the employees to face the challenge without much hampering the outcomes. The EI helps the academicians manage the sudden transformation by embedding the feeling of connection, trust, empathy and care in the culture of the colleges.

The result of this study conducted during covid-19 also correlates with the previous research. Welch in 2003 concluded that emotionally intelligent teams are more effective in managing change and motivating team members to achieve their personal and professional goals [53]. Also, emotionally intelligent teams embed trust,

empathy, and care in the organization's culture, which ties the employees to the team and the organization [54]. The results indicate that training and development programs for employees focusing on the emotional intelligence dimensions will help the organization in creating a healthy and congenial work environment.

5. Limitations of the study

This research is only a cross-sectional study, so the results should be considered associative and not causal. The study was limited to only 213 respondents, and the results may not represent the majority. The study mainly used an online survey to collect data; some respondent biases may be present. Also, there is no information regarding other factors affecting academic culture during a pandemic.

6. Implication of the study

The sudden outbreak of pandemic has brought negative emotions to the faculty and students. These emotions will affect the culture of the colleges and universities. Emotional intelligence is an ability that can be learned to eliminate the effect of these negative emotions on the academic culture. Also, to deal with any such future emergencies, emotional intelligence should be considered an effective tool to reduce the impact of such incidences.

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