

Research Article

The Paradox of Confidence: Competitive Mediation of Teaching Self-Efficacy in the Emotional Intelligence and Classroom Incivility Relationship

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Abstract: Purpose: This study investigates the interrelationships among Emotional Intelligence (EI), Teaching Self-Efficacy (TSE) and Classroom Incivility Management (CIM) among university faculty members in Gujarat, India. The primary objective is to examine whether teaching self-efficacy functions as a competitive mediator in the EI-CIM relationship, potentially revealing a paradox where heightened self-efficacy may unexpectedly diminish incivility management effectiveness. **Methodology:** A quantitative, cross-sectional survey method was utilized, involving 250 faculty members from management schools throughout Gujarat. Information was gathered using validated tools such as the Wong and Law Emotional Intelligence Scale (WLEIS), the Teachers' Sense of Efficacy Scale (TSES) and a modified Multidimensional Classroom Incivility Scale. The analysis was conducted using "Partial Least Squares Structural Equation Modeling (PLS-SEM) via SmartPLS 4" to evaluate the measurement model, structural model and mediation hypotheses. **Findings:** The measurement model exhibited strong *reliability and convergent validity (CR > 0.90, AVE > 0.70)*. Emotional Intelligence was a strong predictor of Teaching Self-Efficacy ($\beta = 0.875$, $p < 0.001$), accounting for 76.6% of its variance. In contrast to common beliefs, Teaching Self-Efficacy had a negative prediction for Classroom Incivility Management ($\beta = -0.618$, $p < 0.001$). The direct impact of Emotional Intelligence on Classroom Incivility Management was both positive and significant ($\beta = 0.293$, $p < 0.05$). The indirect impact through Teaching Self-Efficacy was significant and negative ($\beta = -0.541$, $p < 0.001$), indicating competitive mediation. The model illustrated 15.1% of the variance in Classroom Incivility Management. **Originality/Value:** This research is the first to empirically uncover and elucidate the confidence paradox-the unexpected result that higher teaching self-efficacy could hinder the beneficial effects of emotional intelligence on managing incivility. The competitive mediation trend offers fresh perspectives on the intricate relationships between faculty skills and classroom governance, challenging the notion that increased confidence is an unequivocal advantage. The findings carry important implications for the development programs for faculty, indicating that promoting calibrated self-efficacy is essential, rather than merely aiming to enhance confidence levels.

Keywords: Emotional Intelligence, Teaching Self-Efficacy, Classroom Incivility, Competitive Mediation, Confidence Paradox, Higher Education Faculty, PLS-SEMord

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INTRODUCTION

Incivility within academic settings has emerged as a pressing issue confronting higher education institutions worldwide, drawing increasing attention from scholars and practitioners alike. Such behaviors, whether indicate by students or faculty members, fundamentally disrupt the mutual respect essential to effective teaching and learning [1-3]. These manifestations range from classroom interruptions and disrespectful exchanges to academic integrity violations and inappropriate technology use during instruction [4]. The growing prevalence of these behaviors carries significant

implications for faculty well-being, student academic outcomes and overall institutional climate. Studies reveal that these behaviors are not only prevalent but increasingly troublesome, leading to adverse effects on faculty well-being, student academic performance and the institutional atmosphere [2,5].

Emotional Intelligence in Higher Education

Emotional intelligence represents a promising framework for addressing classroom incivility. Drawing from Goleman's [6] foundational work and operationalized through instruments such as the Wong and Law Emotional Intelligence Scale [7], EI refers to the skill of recognizing, understanding, controlling and effectively employing emotions in oneself as well as in others. Within educational contexts, these competencies may prove particularly valuable for navigating the interpersonal challenges that incivility presents. Within the educational sphere, [8] describe socio-emotional talents as forming the base for spotting rudeness and a way to perhaps lessen when it happens. Their work points to "Emotional Intelligence as a Solution for Academic Disrespect," arguing that feeling-based skills greatly affect how teachers make sense of and respond to discourteous action.

Recent empirical work by [9] examined the intersection of emotional intelligence and academic incivility, concluding that both faculty and students recognize the potential of effective relationship management and communication to mitigate uncivil behaviors. Their investigation, framed within Clark's (2007, updated 2020) conceptual model for promoting civility and Goleman's, EI framework, underscored the persistent nature of incivility in collegiate instruction while highlighting relational competencies as central to effective response. "Employing Clark's (2007, revised 2020) Conceptual Model for Encouraging Civility alongside Goleman's, Emotional Intelligence parts as a structure, the research revealed that discourtesy in college teaching is still common and that connection abilities are essential for good handling."

Teaching Self-Efficacy and Classroom Management

Self-efficacy, a central construct in Bandura's [10] Social Cognitive Theory, say individuals' beliefs in their capabilities to regulate and execute courses of action required to achieve specific goals. In educational settings, teacher self-efficacy encompasses instructors' convictions about their ability to successfully perform various teaching tasks. Tschannen-Moran and Hoy, operationalized this construct through the Teachers' Sense of Efficacy Scale (TSES), identifying three primary dimensions: efficacy in student engagement, efficacy in instructional strategies and efficacy in classroom management. The relationship between self-efficacy and classroom management becomes particularly salient when examining incivility, as instructors with strong management efficacy beliefs typically demonstrate greater capacity for establishing expectations, addressing inappropriate behavior promptly and maintaining productive learning environments [3].

General deductions drawn from social cognitive theory propose that greater self-efficacy ought to result in better accomplishment results. However, newer research in social psychology has pointed out the "overconfidence phenomenon" [11], where people with overly optimistic self-perceptions might overestimate their competencies, causing less positive results on challenging duties. This suggests that the link between teaching self-efficacy and handling classroom incivility might be more complex than was formerly believed.

The Mediation Hypothesis and the Confidence Paradox

Drawing upon Bandura's [10] Social Cognitive Theory, the present study proposes that self-efficacy beliefs function as a mediating mechanism linking individual competencies, specifically emotional intelligence, with subsequent behavioral outcomes, namely classroom incivility management. This theoretical framework suggests that faculty members possessing heightened emotional intelligence should develop stronger confidence in their teaching capabilities, which in turn should facilitate more effective handling of disruptive student behaviors. While this mediation pathway appears theoretically sound, it has yet to receive systematic empirical examination in authentic educational contexts.

While this connecting mechanism appears logical in theory, it has not been thoroughly studied in actual environments [12] noted that "the links between Emotional Intelligence (EI) and rudeness have yet to be explored," whereas [13] stressed that "the role of the competencies and/or aptitudes of those affected remains uninvestigated" in research addressing incivility. Yet, the concept of a "confidence paradox" -suggesting that greater self-efficacy may, under certain conditions, actually hinder outcomes instead of improving them-has not been examined within the context of classroom incivility. This study aims to cover that missing aspect by investigating if teaching self-efficacy functions as a mediator in the relationship between EI and incivility, alongside determining if that mediation is either reinforcing or opposing in its nature.

Research Gap and Present Study

Although the problem of academic incivility in university settings is gaining wider recognition, along with increased focus on emotional intelligence as a possible remedy, several critical gaps persist in the literature.

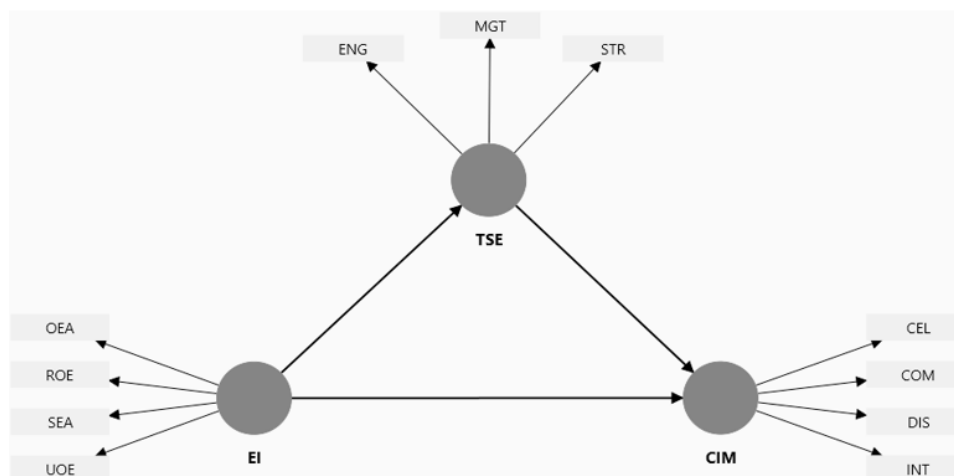


Figure 1: Conceptual Model

To begin, even as theoretical models link EI with addressing incivility [8], there remains a lack of empirical data exploring this relationship within teaching staff cohorts. Furthermore, the specific processes by which EI influences the handling of incivility have not been thoroughly detailed. Moreover, teaching self-efficacy has not been consistently assessed as a central factor in the EI-incivility association and the possibility of competitive mediation, or the confidence paradox, remains unexplored territory. Lastly, concerning the specific context of higher education within India, no study has observed how these elements interact among teaching personnel. This research intends to fill these gaps by statistically testing whether teaching self-efficacy is positioned between emotional intelligence and managing classroom incivility among university faculty.

Hypotheses:

- **H1:** Emotional Intelligence significantly and positively predicts Classroom Incivility Management among higher education faculty
- **H2:** Emotional Intelligence significantly and positively predicts Teaching Self-Efficacy
- **H3:** Teaching Self-Efficacy significantly and positively predicts Classroom Incivility Management
- **H4:** Teaching Self-Efficacy mediates the relationship between Emotional Intelligence and Classroom Incivility Management

Given the exploratory nature of this study regarding the confidence paradox, we do not specify the direction of mediation a priori, allowing the data to reveal whether the mediation is complementary (same sign as direct effect) or competitive (opposite sign) (Figure 1).

MATERIALS AND METHODS

The target population consisted of faculty members instructing in management programs at higher education institutions throughout Gujarat. Data were gathered through a structured questionnaire via Google Forms, which was disseminated through email, WhatsApp groups and LinkedIn. The final sample included 250 faculty members. This sample size surpassed the minimum threshold of 200 necessary for conducting mediation analysis using PLS-SEM [14].

Research Instruments

Emotional Intelligence: Emotional intelligence [7] was evaluated through the 16-item Wong and Law Emotional Intelligence Scale (WLEIS). This scale consists of four aspects, with each aspect containing four items: Self-Emotional Appraisal (SEA; for instance, "I understand clearly the reasons behind my feelings in educational or instructional scenarios"), Others' Emotional Appraisal (OEA; for example, "I have a talent for identifying emotions in my students by observing their actions"), Regulation of Emotion (ROE; such as, "I keep my emotions in check even during tough teaching circumstances") and Use of Emotion (UOE; like, "I harness my emotions to maintain motivation and excitement regarding teaching and research"). Participants expressed their level of agreement using a 5-point Likert scale from 1 (Strongly Disagree) to 5 (Strongly Agree). A higher score reflects increased emotional intelligence.

Teaching Self-Efficacy

Teaching self-efficacy was assessed using the 12-item short form of the Teachers' Sense of Efficacy Scale (TSES). This instrument captures three dimensions of teacher efficacy, each represented by four items. Efficacy for Student Engagement addresses instructors' confidence in motivating and involving students (representative item: "How much can you do to motivate students who show low interest in schoolwork?"). Efficacy for Instructional Strategies reflects beliefs about using diverse teaching approaches (representative item: "To what extent can you use a variety of assessment strategies?"). Efficacy for Classroom Management pertains to maintaining order and productive learning environments (representative item: "How well can you establish routines to keep activities running smoothly?"). Responses were recorded on a five-point Likert scale from 1 (strongly disagree) to 5 (strongly agree), with higher scores denoting stronger teaching self-efficacy.

Classroom Incivility

Classroom incivility was assessed through a 16-item modified version of the Multidimensional Classroom Incivility Scale [4]. This scale includes four domains: Class Disruption (4 items; for instance, "Students show up late to my class"), Disrespectful Communication (4 items; such as, "Students employ inappropriate or offensive language during class"), Integrity Violation (5 items; for example, "Students engage in cheating during tests or quizzes") and Inappropriate Cell Phone Use (3 items; like, "Students utilize their cell phones during my lecture"). Faculty members reported the prevalence of these behaviors using a 5-point Likert scale from 1 (Never) to 5 (Very Often). Higher scores suggest a stronger perception of classroom incivility.

RESULTS

Sample Characteristics

A total of 250 faculty members from management institutions across Gujarat participated in the study. Table 1 presents the demographic profile of the sample.

Common Method Bias

"Harman's single-factor test" was performed to evaluate the potential for common method bias. All eleven dimension scores were subjected to an unrotated principal component analysis, extracting a single factor. The findings indicated that the first factor represented **50.81%** of the total variance, slightly surpassing the suggested threshold of 50% [15]. This implies that there may be a limited presence of common method bias. Nevertheless, the component matrix displayed a theoretically significant pattern: all EI and TSE dimensions exhibited positive loadings on the first factor, whereas all CIM dimensions showed negative loadings, suggesting that respondents were able to differentiate between faculty capabilities and classroom incivility. Considering the borderline nature of the result, it is important to interpret the findings with this limitation in mind.

Measurement Model Assessment*

Reliability and Convergent Validity*: All constructs exceeded the recommended thresholds: Cronbach's $\alpha > 0.70$, CR > 0.70 and AVE > 0.50 [16]. These results demonstrate excellent internal consistency reliability and convergent validity for all three constructs (Table 2 and Figure 2).

Table 1: Demographic Characteristics of Respondents (N = 250)*

Characteristic	Category	Frequency	Percentage
Gender	Male	119	47.6
	Female	131	52.4
Age Group	Under 30	63	25.2
	30-39 years	148	59.2
	40-49 years	39	15.6
Teaching Experience	Less than 3 years	55	22.0
	3-7 years	97	38.8
	8-15 years	90	36.0
	More than 15 years	8	3.2
Academic Position	Lecturer	11	4.4
	Assistant Professor	176	70.4
	Associate Professor	48	19.2
	Professor	15	6.0
Highest Educational Qualification	Master's	185	74.0
	PhD	61	24.4
	Postdoctoral	4	1.6

Table 2: Presents the Reliability and Convergent Validity Results for all Constructs*

	Cronbach's alpha	Composite reliability (rho_a)	Composite reliability (rho_c)	Average Variance Extracted (AVE)
CIM	0.883	0.908	0.918	0.738
EI	0.896	0.896	0.927	0.762
TSE	0.86	0.86	0.915	0.781

Table 3: Outer Loadings with Confidence Intervals

	Original sample (O)	2.50%	97.50%	T statistics (O/STDEV)	p values
CEL <- CIM	0.857	0.805	0.897	36.375	0
COM <- CIM	0.885	0.846	0.915	50.128	0
DIS <- CIM	0.84	0.765	0.888	26.695	0
ENG <- TSE	0.915	0.883	0.937	66.378	0
INT <- CIM	0.852	0.797	0.891	35.688	0
MGT <- TSE	0.872	0.83	0.904	45.91	0
OEA <- EI	0.87	0.819	0.905	39.145	0
ROE <- EI	0.874	0.827	0.909	42.015	0
SEA <- EI	0.878	0.833	0.908	45.777	0
STR <- TSE	0.865	0.816	0.898	40.991	0
UOE <- EI	0.868	0.816	0.906	37.977	0

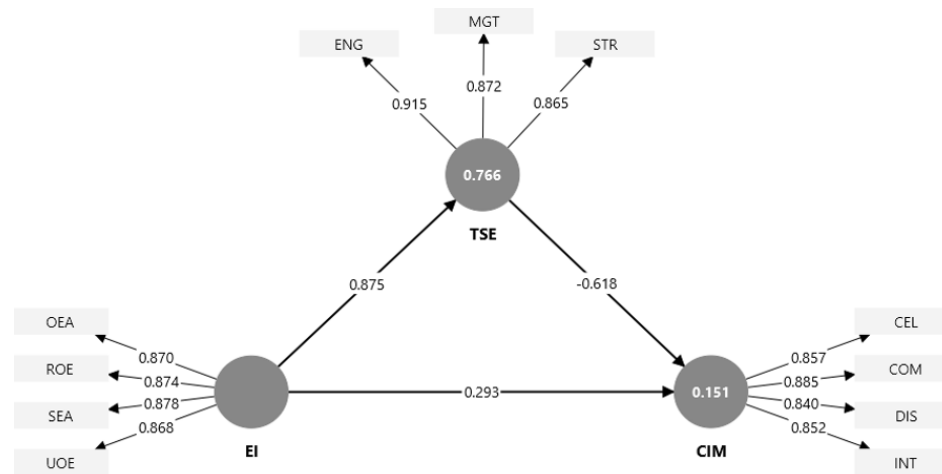


Figure 2: Structural Model Showing the Relationships among EI, TSE and CIM with Standardized Path Coefficients and Explained Variance (R^2)

Indicator Reliability

Table 3 displays the outer loadings for all indicators, along with their confidence intervals and t-statistics.

All outer loadings exceeded the recommended threshold of 0.70 [16], ranging from 0.840 to 0.915. All loadings were statistically significant ($p < 0.001$) with narrow confidence intervals, indicating precise measurement.

Discriminant Validity*

The HTMT values for EI-CIM (0.271) and TSE-CIM (0.405) were below the conservative threshold of 0.85 confirming discriminant validity between these constructs. However, the HTMT value between EI and TSE (0.997) exceeded the threshold, indicating substantial overlap between emotional intelligence and teaching self-efficacy in the present sample. This finding suggests that these two constructs may not be empirically distinct in this context, a point addressed in the limitations section (Table 4).

Structural Model Assessment

Path Coefficients and Hypothesis Testing: Table 5 and Figure 3 presents the path coefficients, confidence intervals and significance levels for all hypothesized relationships:

- H1:** Predicted a direct positive relationship between Emotional Intelligence and Classroom Incivility Management. The results support this hypothesis ($\beta = 0.293$, 95% CI [0.051, 0.529], $p < 0.05$)
- H2:** Predicted that Emotional Intelligence positively influences Teaching Self-Efficacy. The results strongly support this hypothesis, showing a very strong positive relationship ($\beta = 0.875$, 95% CI [0.823, 0.915], $p < 0.001$)

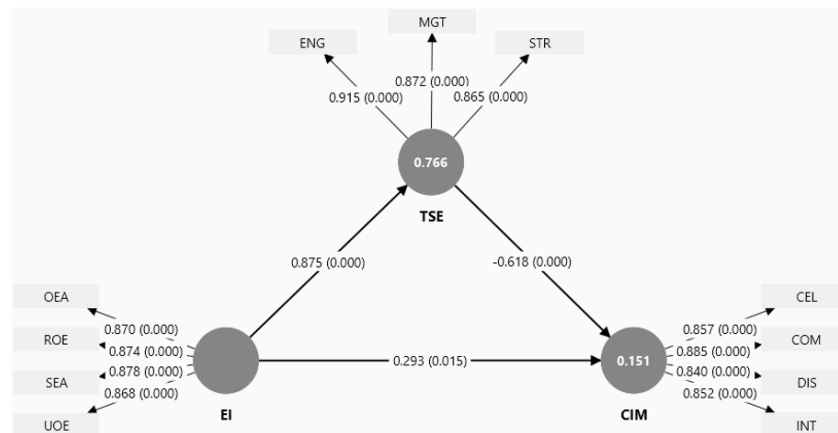


Figure 3: Structural Model Showing Standardized Path Coefficients, Significance Levels, Indicator Loadings and Explained Variance (R^2) among EI, TSE and CIM

Table 4: Discriminant Validity (HTMT)

	CIM	EI	TSE
CIM	0.271		
EI	0.405	0.997	
TSE			

Table 5: Path Coefficients and Hypothesis Testing

		Original sample (O)	2.50%	97.50%	T statistics (O/STDEV)	p values	Decision
H1	EI → CIM	0.293	0.051	0.529	2.421	0.015	Supported
H2	EI → TSE	0.875	0.823	0.915	37.478	0	Supported
H3	TSE → CIM	-0.618	-0.858	-0.39	5.223	0	Not Supported

Table 6: R^2 Values with Confidence Intervals

R^2 Value	Original sample (O)	Sample mean (M)	2.50%	97.50%	T statistics (O/STDEV)	p values
CIM	0.151	0.162	0.092	0.245	3.876	0
TSE	0.766	0.766	0.678	0.837	18.887	0

- **H3:** Predicted that Teaching Self-Efficacy positively influences Classroom Incivility Management. Contrary to conventional expectations, the results revealed a significant negative relationship ($\beta = -0.618$, 95% CI [-0.858, -0.390], $p < 0.001$). Thus, H3 is not supported, revealing the confidence paradox

Variance Explained (R^2)

Table 6 presents the R^2 values for endogenous constructs.

Emotional Intelligence explained 76.6% of the variance in Teaching Self-Efficacy, indicating substantial explanatory power [14]. However, EI and TSE together explained only 15.1% of the variance in Classroom Incivility Management, suggesting that other important factors not included in the model play a substantial role in explaining faculty's ability to manage incivility.

Mediation Analysis

Table 7 showing the results of the mediation analysis for H4.

The indirect effect of Emotional Intelligence on Classroom Incivility Management through Teaching Self-Efficacy was significant ($\beta = -0.541$, 95% CI [-0.763, -0.341], $p < 0.001$), supporting H4. Since the confidence interval does not include zero, mediation is established.

Type of Mediation

Both direct and indirect effects are significant but in opposite directions. Following the typology of [2], this pattern indicates "competitive mediation" (also known as inconsistent mediation), where the mediator acts as a suppressor variable. This finding empirically confirms the confidence paradox: while emotional intelligence directly enhances incivility management, its positive effect on teaching self-efficacy ironically suppresses this beneficial relationship when the indirect pathway is considered (Table 8).

Table 7: Mediation Analysis Results*

	Original sample (O)	2.50%	97.50%	T statistics (O/STDEV)	p values
EI → TSE → CIM	-0.541	-0.763	-0.341	5.065	0

Table 8: Direct and Indirect Effects of Employee Involvement (EI) on Change Implementation Management (CIM) through Transformational Strategic Engagement (TSE)

Effect Type	Value	Significance	Direction
Direct Effect (EI → CIM)	0.293	p<0.05	Positive
Indirect Effect (EI → TSE → CIM)	-0.541	p<0.001	Negative

Table 9: Summary of Hypothesis Testing Results*

Hypothesis	Statement	Result
H1	EI → CIM	"Supported" ($\beta = 0.293$, $p<0.05$)
H2	EI → TSE	"Supported" ($\beta = 0.875$, $p<0.001$)
H3	TSE → CIM	"Not Supported" ($\beta = -0.618$, $p<0.001$)
H4	EI → TSE → CIM (mediation)	"Supported" (indirect effect = -0.541, $p<0.001$)

Total Effect

The total effect of Emotional Intelligence on Classroom Incivility Management is negative (-0.248), indicating that when both pathways are considered together, the suppressor effect of Teaching Self-Efficacy dominates. This suggests that the confidence paradox is not merely a statistical artifact but has meaningful practical implications (Table 9).

DISCUSSION

Summary of Findings

This research examined the relationships among Emotional Intelligence (EI), Teaching Self-Efficacy (TSE) and Classroom Incivility Management (CIM) within higher education faculty in Gujarat, India. It specifically emphasized the role of teaching self-efficacy. The results reveal what is termed the "confidence paradox." This unexpected outcome suggests that elevated teaching self-efficacy may restrict the beneficial impacts of emotional intelligence on the management of incivility.

The measurement model exhibited outstanding psychometric characteristics, with all constructs showing high Reliability (CR >0.90) and convergent Validity (AVE >0.70). Nevertheless, we did not completely confirm discriminant validity between EI and TSE (HTMT = 0.997). This points to a considerable overlap between these constructs, carrying theoretical implications.

Emotional Intelligence demonstrated a very strong positive correlation with Teaching Self-Efficacy ($\beta = 0.875$, $p<0.001$), accounting for 76.6% of its variance. This supports the notion that personal competencies influence efficacy beliefs. However, contrary to common assumptions, Teaching Self-Efficacy exhibited a significant negative correlation with Classroom Incivility Management ($\beta = -0.618$, $p<0.001$). This represents the core of the confidence paradox. The direct effect of Emotional Intelligence on Classroom Incivility Management was both positive and significant ($\beta = 0.293$, $p<0.05$). Conversely, the indirect effect via Teaching Self-Efficacy was significant and negative ($\beta = -0.541$, $p<0.001$). This indicates competitive mediation. The model accounted for 15.1% of the variance in Classroom Incivility Management, implying that additional critical factors beyond individual faculty capabilities also significantly influence outcomes.

The Confidence Paradox: Explaining the Negative TSE-CIM Relationship

The most noteworthy conclusion of this research is the strong inverse association between classroom incivility management and teaching self-efficacy. This calls into question the basic premise of social cognitive theory, which holds that greater self-efficacy always results in superior performance outcomes [10]. There are a number of potential theoretical reasons for this unexpected discovery.

The Overconfidence Effect

Teachers with extremely high self-efficacy in their teaching may underestimate the severity of uncivil behavior or overestimate their capacity to deal with disruptive behaviors, resulting in less proactive intervention. The Dunning-Kruger effect [11] shows that people with high self-perceptions frequently have a lack of metacognitive awareness of their limitations, which leads to a drop in performance when performing complex activities. High-performing professors may believe they can "handle anything" in the classroom setting and, as a result, neglect to use preventive measures, ignore early indicators, or ask for assistance when necessary. Given the low R² value of CIM (15.1%), this explanation implies that having an accurate sense of oneself may be as crucial as the level of confidence.

Suppressor Effect

Teaching Self-Efficacy serves as a ****suppressor variable****, as evidenced by the pattern of results, which show a positive direct impact of EI on CIM (0.293) but a negative indirect impact through TSE (-0.541). When a mediator reduces irrelevant variance, it improves the link between predictor and outcome, resulting in suppression. In this instance, TSE could be masking variation in EI that is not related to incivility management, which would indicate a more complicated link when all routes are taken into account at the same time. Statistically, this indicates that the actual impact of EI on CIM is only apparent when the model includes the suppressor (TSE). The suppressor effect described in this study shows that the link between faculty competence and the management of incivility is more complicated than what would be predicted by simple direct consequences.

Curvilinear Relationship

There remains a chance that the link between TSE and CIM displays a curved pattern instead of a simple straight line—moderate self-efficacy scores might be optimal, while extremely high scores could bring about overconfidence or lessened awareness. Our straight-line model might show this pattern as a negative number if most people fall within the high-efficacy group. Considering the narrow scope of our information (mostly comprising "Agree" and "Strongly Agree" answers), this viewpoint makes sense. This idea aligns with the Yerkes-Dodson law, suggesting an inverted-U shape between stimulation (or assurance) and achievement. Further research ought to explore non-straight effects by employing squared terms or adjusted regression methods.

Measurement Artifact

The negative relationship may reflect the specific facets of incivility captured in our CIM evaluation. This measurement incorporates aspects of forward-looking handling (establishing standards, forming rules) along with responding to events. Teachers with strong self-efficacy might be good at stopping problems but feel less need for dealing with them afterward, causing lower total results on assessments based on how often things happen. Alternatively, teachers with high efficacy might have clearer understandings of incivility (meaning they notice more actions as uncivil), leading to greater reporting instead of poor handling. In-depth exploration using interviews might help separate these possibilities.

Cultural Context

The specific setting of Indian higher education might strengthen the assurance puzzle. Within group-focused cultures marked by noticeable power gaps, teachers with increased self-efficacy might favor more controlling methods for managing classes that, even though showing assurance, might surprisingly stir up rather than lessen incivility. In contrast, cultural beliefs about showing deference to teachers could lead very assured teachers to wrongly assess student incivility, operating with the belief that students would not question their control. Studies comparing different cultures would be helpful for investigating this angle.

The Role of Teaching Self-Efficacy as a Mediator

The notable indirect effect ($\beta = -0.541$, $p < 0.001$) indicates that Teaching Self-Efficacy serves as a mediator in the connection between Emotional Intelligence and the management of Classroom Incivility. However, the presence of a competitive mediation pattern—where direct and indirect effects contradict each other—demands careful consideration.

This pattern implies that Emotional Intelligence influences Classroom Incivility Management through two separate routes:

- **A Positive Direct Pathway:** EI directly improves the management of incivility, likely due to emotional regulation and interpersonal abilities that empower faculty to effectively tackle uncivil actions in real-time
- **A Negative Indirect Pathway:** EI boosts teaching self-efficacy, but elevated self-efficacy (as previously mentioned) might result in overconfidence or a lack of vigilance, ultimately hindering the effectiveness of incivility management

The Total effect (direct + indirect = $0.293 + (-0.541) = -0.248$) is negative, suggesting that when considering both pathways, the suppressor effect of TSE prevails. This finding emphasizes the necessity of analyzing mediation from both perspectives and reveals the complexity of the psychological processes involved in classroom management.

These results build upon earlier theoretical contributions by [3], who identified emotional intelligence as a solution to academic incivility but did not clarify the mechanisms behind EI's influence. Our findings indicate that teaching self-efficacy serves as one of those mechanisms, yet its function is more intricate than merely being a straightforward positive mediator.

Variance Explained in Classroom Incivility Management

The model elucidated only 15.1% of the variance in Classroom Incivility Management ($R^2 = 0.151$), which implies that other significant factors not examined in this study have considerable impacts on faculty's effectiveness in managing incivility. According to Hair *et al.* [14], this indicates a weak to moderate effect size in behavioral research. Future investigations should take into account several categories of additional predictors:

Contextual Factors:

- **Institutional Support:** The existence of clear policies, administrative assistance and reporting channels [2]
- **Class Size and Composition:** Larger classes and diverse student groups may introduce more significant challenges related to incivility
- **Disciplinary Norms:** The patterns of incivility in management education may vary from those in other disciplines

Organizational Factors:

- **Organizational Climate:** The culture of respect and civility within the institution
- **Peer Support:** The presence of collegial relationships and opportunities for collaborative problem-solving
- **Leadership:** Support from department chairs and deans in addressing incivility

Student-Related Factors:

Student Characteristics: Factors such as age, motivation and previous academic experiences

Classroom Dynamics: The relationships among students and their levels of engagement

External Pressures: Issues related to student stress and work-life balance

Faculty Factors beyond EI and TSE:

- **Teaching Experience:** The number of years spent in the classroom may influence relationships
- **Training in Classroom Management:** Formal education aimed at managing incivility
- **Personality Traits:** In addition to emotional intelligence, traits such as agreeableness and conscientiousness

Future studies should integrate these variables to create more thorough models of classroom incivility management.

Theoretical Implications

Extension of Social Cognitive Theory: This research expands upon [10] Social Cognitive Theory by applying it to the management of classroom incivility. The results support the core premise of the theory that personal factors, such as emotional intelligence, affect behavior, including the management of incivility, through beliefs in self-efficacy. Nevertheless, the unforeseen negative correlation between TSE and CIM suggests that the theory may require modifications when addressing complex social behaviors like managing incivility. Researchers ought to consider incorporating the impacts of overconfidence and suppressor mechanisms into models of teacher efficacy and behavior.

Conceptual Distinctions of EI and TSE

The significant connection between EI and TSE prompts critical inquiries regarding how these concepts are distinguished within educational psychology. Researchers should investigate whether these concepts are genuinely distinct or if they represent different facets of a more comprehensive "teacher capability" framework. Our results indicate that, in practice, teachers with elevated emotional intelligence are often highly effective and effective teachers frequently exhibit high emotional intelligence; they may represent two aspects of the same phenomenon. Future theoretical endeavors should delineate the boundaries between these concepts and develop measurement techniques that capture their individual contributions.

Competitive Mediation in Organizational Studies

This research contributes to the expanding literature on competitive mediation, also referred to as inconsistent mediation, within organizational behavior studies. MacKinnon *et al.* highlighted that suppression effects, while statistically fascinating, require careful theoretical consideration. Our findings reveal that neglecting suppression can result in misleading interpretations regarding the relationships among psychological constructs. Researchers should consistently examine competitive mediation patterns rather than presuming that all mediation is complementary.

Practical Implications

Faculty Development Programs: In light of the unforeseen negative relationship between TSE and CIM, our research presents several practical implications for faculty development. Firstly, the robust connection between EI and TSE indicates that initiatives designed to enhance emotional intelligence could also increase teaching confidence.

Training programs should merge the development of emotional competencies with the enhancement of pedagogical skills, acknowledging that these abilities support one another.

Secondly, the low R^2 value for CIM suggests that merely improving faculty skills is inadequate for effective management of incivility. Institutions must also consider contextual elements-establishing clear policies, offering administrative support and cultivating a culture of respect. As [2] pointed out, faculty frequently feel unsupported when dealing with student incivility, making institutional support essential for effective management.

Targeted Interventions for Different Faculty Profiles

The observed competitive mediation pattern implies that universal interventions may not be effective. Faculty members with high EI but low TSE might gain from activities aimed at building confidence, whereas those with high TSE but lower EI may require training in emotional regulation and interpersonal skills. Development programs tailored to specific assessments could effectively cater to these varying profiles.

Rethinking Self-Efficacy and Performance

The negative relationship between TSE and CIM calls into question the belief that greater self-efficacy invariably results in improved performance. In intricate social contexts such as classroom management, excessive confidence can be counterproductive. Faculty development initiatives should focus on "calibrated self-efficacy" -confidence that is both accurate and based on realistic self-evaluation-rather than merely striving to enhance efficacy beliefs. Engaging in reflective practice, receiving peer feedback and reviewing teaching through video could assist faculty in forming more precise self-perceptions.

Policy Implications

The results indicate that higher education institutions in Gujarat and elsewhere must implement various strategies to tackle classroom incivility:

- "Training in emotional intelligence" for all teaching staff
- "Workshops on classroom management" focusing on both preventive and reactive approaches
- "Support systems" for faculty facing incivility
- "Well-defined reporting mechanisms" and consistent administrative follow-up
- "Educational initiatives for students" regarding the standards of respectful behavior in the classroom

Limitations and Future Research Directions

Methodological Limitations

Limitation	Description	Mitigation in Future Research
Cross-sectional design	Causal relationships cannot be established	Longitudinal or experimental designs
Self-report measures	Potential common method bias	Multi-source data (students, peers, observers)
Single context	Gujarat management faculty only	Multi-state, multi-disciplinary samples
Restricted range	Mostly high EI/TSE responses	Add reverse-coded items, use 7-point scales
High EI-TSE correlation	Construct overlap	Test second-order models; refine measurement

Measurement Refinement

Given the strong correlation between Emotional Intelligence (EI) and Teacher Self-Efficacy (TSE), subsequent research should:

- Create and validate metrics that more effectively differentiate these constructs
- Incorporate behavioral assessments of incivility management (for instance, classroom observations and student feedback)
- Employ Multi-Trait Multi-Method (MTMM) strategies to evaluate construct validity
- Investigate alternative measurement frameworks, including second-order factor models

Theoretical Extensions

Future investigations ought to:

- Explore moderators influencing the TSE-CIM relationship (such as institutional support, class size and teaching experience)
- Assess curvilinear impacts of self-efficacy on incivility management

- Analyze additional mediators (including coping mechanisms and emotional exhaustion)
- Delve into the influence of student characteristics and classroom dynamics
- Undertake qualitative studies to gain insights into faculty experiences with incivility and their strategies for response

Replication and Generalization

The unanticipated negative relationship between TSE and CIM necessitates replication prior to drawing definitive conclusions. Future research should:

- Reproduce this study across various geographical settings (including other Indian states and different countries)
- Evaluate the model with diverse faculty groups (across various disciplines and types of institutions)
- Implement experimental or quasi-experimental methodologies to determine causality
- Investigate whether the results remain consistent with alternative measures of incivility management

CONCLUSION

This study examined the complex relationships linking emotional intelligence, teaching self-efficacy and classroom incivility management among higher education faculty in Gujarat, India. The findings reveal an intricate pattern of associations in which teaching self-efficacy functions as a competitive mediator between emotional intelligence and incivility management. While emotional intelligence demonstrated a direct positive relationship with incivility management, its indirect effect through self-efficacy was negative, suggesting that heightened confidence may paradoxically correspond with less effective incivility management.

These findings carry significant implications for theory, practice and future research. Theoretically, they broaden the application of Social Cognitive Theory to the area of classroom incivility while also exposing its limitations in explaining intricate social behaviors. Practically, they indicate that faculty development initiatives should focus on enhancing both emotional skills and accurate self-assessment rather than merely increasing self-efficacy. Methodologically, they underscore the necessity of investigating competitive mediation and exploring suppressor effects.

Considering the limited variance accounted for in incivility management, future studies should extend beyond individual faculty traits to include contextual, organizational and student-related elements. Classroom incivility is a multifaceted issue that cannot be fully understood through the perspective of faculty abilities alone. Comprehensive models that integrate individual, classroom and institutional factors are essential for developing a thorough understanding and effective strategies for intervention.

As higher education continues to transform in the post-pandemic landscape, with evolving student expectations and classroom dynamics, addressing incivility will remain a significant challenge. This study aids in that endeavour by clarifying the intricate role of faculty emotional intelligence and self-efficacy, while also emphasizing the necessity for ongoing research.

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APPENDIX A:

QUESTIONNAIRE ITEMS

Emotional Intelligence Scale (WLEIS)

Self-Emotional Appraisal (SEA)

1. I have a clear understanding of why I feel a certain way in academic or teaching-related situations.
2. I can recognize and understand my emotions when engaging in faculty responsibilities.
3. I am aware of how my emotions influence my decision-making in teaching and research.
4. I can easily identify my emotions while interacting with students and colleagues.

Others' Emotional Appraisal (OEA)

5. I am skilled at recognizing emotions in my students based on their behavior.
6. I can accurately assess the emotions of my colleagues and students.
7. I am sensitive to the emotional needs of students in academic settings.
8. I understand how students' emotions affect their academic performance and behavior.

Regulation of Emotion (ROE)

9. I maintain control over my emotions even in challenging teaching situations.
10. I manage my emotions effectively while handling student concerns or administrative tasks.
11. I remain composed when faced with conflicts in the academic environment.
12. I can regulate my emotions to maintain a positive and professional attitude.

Use of Emotion (UOE)

13. I use my emotions to stay motivated and enthusiastic about teaching and research.
14. I encourage myself to remain optimistic even when faced with academic challenges.
15. I utilize my emotions to foster a positive learning environment for students.
16. I leverage my emotional awareness to improve my teaching and interactions with colleagues.

Teaching Self-Efficacy Scale (TSES)

Student Engagement

1. I am confident in my ability to motivate students who show low interest in learning.
2. I can engage students in discussions that enhance learning outcomes.
3. I can help students value learning even when they are discouraged.
4. I am effective in getting through to the most difficult students.

Instructional Strategies

5. I can use a variety of assessment strategies to evaluate student understanding.
6. I am confident in my ability to adjust lessons to meet student needs.
7. I can implement alternative strategies when a lesson doesn't work well.
8. I can craft good questions for student discussions and reflection.

Classroom Management

9. I can manage student behavior to create a productive classroom.
10. I can control disruptive behavior in the classroom effectively.
11. I can maintain discipline in a fair and consistent manner.
12. I can make my expectations about behavior clear from the start.

Classroom Incivility Scale

Class Disruption

1. Students arrive late to my class.
2. Students talk with classmates during my lecture.
3. Students make noise that disturbs the class.
4. Students work on assignments for other courses during my class.

Disrespectful Communication

5. Students use inappropriate or offensive language in class.
6. Students mock others' opinions during discussions.
7. Students ignore me when I address them.
8. Students disagree with me in a disrespectful manner.

Integrity Violation

9. Students cheat during exams or quizzes.
10. Students plagiarize content in their assignments.
11. Students copy homework from others.
12. Students fabricate or falsify data in projects/lab reports.
13. Students help others cheat during assessments.

Cell Phone Use

14. Students use their cell phones during my lecture.
15. Students text message during class.
16. Students browse social media during class.