

A Study On The Impact Of Emotional Intelligence On Job Satisfaction Of College Faculty Members In Vellore

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Abstract

Teaching is the set of activities involved in assisting or educating to enhance the knowledge and skills of the learners. The multiple roles played by faculty members and sometimes hinder them to succeed in their career. Teaching is professional job, they have to find ways to play their roles effectively and efficiently. The term Emotional Intelligence can be defined as the ability to identify and manage one's own emotions as well as the emotions of others. The study aims to find the impact of emotional intelligence on job satisfaction of college faculty members, Vellore. Descriptive research design and simple random sampling method were used. The sample size for the study was 119 and questionnaire method was adopted to collect the data. The multiple regression results revealed that three variables of emotional intelligence skills affect the job satisfaction of faculty members working in Arts and Science College, Vellore.

Keywords: Teaching, Faculty members, Emotional Intelligence, and Multiple regression.

I Introduction

The efficiency of any organization is been evaluated on how management effectively is utilizing the resources. Among all resources, human resource should be managed to the optimum for the success of any organization. In this modern and fast scenario, the nature of the job for an employee is undefined at quite an extent. To fulfill the requirement of the employer, the employees have to face the challenges of work.

The teaching profession is one of the noble profession where the teacher enlightens the students knowledge and life. Every teacher expects the growth and success of the students,

both intellectually and socially. The nature of teacher's job is sometimes undefined. Teachers success is not only with students performance but also on how they face the challenges and manage the relationship with others. The multiple roles played by faculty members and sometimes hinder them to succeed in their career. The study examines how the faculty members manage themselves and with others. The term emotional intelligence defined as the ability to identify and manage one's own emotions and the emotions of others.

Bradberry and Greaves defined emotional intelligence as an ability to recognize and understand emotions of oneself and others and the ability to use this awareness to manage behavior and relationship. Goleman's new model identified four major emotional intelligence constructs. The constructs are self-awareness, self-management, social awareness, and relationship management. Individuals want to succeed in their life and as teachers, if they succeed in their life, it reflects in success of the students life.

The term job satisfaction measures one's feeling towards the job. Measuring job satisfaction helps to improve organization progress. Every individual holds a positive or negative attitude towards the job. If a positive attitude exists it reflect job satisfaction of employees if negative attitude exists it job dissatisfaction. The study aims to measure the association between emotional intelligence and job satisfaction.

II Purpose, Scope, Significance, Objectives and Hypothesis of the study

The purpose of this study to find the impact of emotional intelligence on job satisfaction of college faculty members.

The study is conducted in some of the Arts and Science Colleges in Vellore, through the online survey and structured questionnaire.

This study focuses on the emotional intelligence of faculty members in Arts and Science Colleges, Vellore. By applying emotional intelligence skills in their job, leads to job satisfaction. If emotional intelligence skills utilized at full extent, it can be beneficial to students. It contributes to societal development.

Objectives for the study are

1. To study the demographic profile of the respondents.

2. To identify the variables that influence emotional intelligence.
3. To assess the impact of emotional intelligence on job satisfaction of faculty members.

Hypothesis of the study

There is no significant impact of emotional intelligence on job satisfaction of faculty members, Arts and Science Colleges.

III Review of literature

Mohamad & Jais (2016) examined the relationship between emotional intelligence among school teachers in Kedah. The study analyzed the four dimensions (self-regulation, self-awareness, self-motivation and social skills) on emotional intelligence and job performance. The correlation test revealed that there was a strong and positive relationship between emotional intelligence and job performance. The authors suggested that an organization has to take the step to improve the emotional intelligence of teachers to lead the high-performing workforce.

Pau & Sabri (2015) in their study analyzed the relationship between emotional intelligence and job satisfaction of new qualified Malaysian dentists. A postal questionnaire survey was adopted with 581 sample. The identified nine-factor from the principal component analysis. Occupational characteristics and sociodemographic factors were not associated with emotional intelligence and job satisfaction, it was statistically proved. However, there was an association between emotional intelligence and job satisfaction. The study concluded that the development of interventions to be made which improve the emotional intelligence and job satisfaction of the dentist.

Sampath Kappagoda (2013) in his study examined the nature and level of emotional intelligence among Sri Lankan bank managers. The study measured four sub-dimensions of emotional intelligence: self-awareness, self-management, social awareness, and relationship management. The highest mean value for social awareness is 4.09. The result stated slightly higher emotional intelligence scores for male managers. Both genders have a low capacity to deal with their emotions. Compared to female managers, social awareness and relationship management skill were higher for male managers. There was no significant difference between married and unmarried respondents on the emotional intelligence sub-dimensions. The managers whose experience level is 16 to 20 years had scored higher

emotional intelligence. The study suggested that effective emotional intelligence training to be organized to bring positive changes among bank managers.

Harminder Kaur Gujral (2013) in his study examined the relationship between emotional intelligence and coping styles. The targeted respondents are belongs to information technology sector. To collect the data, the study used standardized emotional intelligence and coping styles questionnaire. Correlation result stated that there was a positive relationship between emotional intelligence and coping styles for stress. Regression result revealed that there is a significant impact on emotional intelligence on coping styles for stress. The study concluded that to cope up with stress, the employees have to know the self-awareness, social awareness, and self-management and relationship management skills to improve their performance. The management should take interest to impart training to improve on emotional intelligence skills of employees, which in turn employer and employee shall be benefited.

IV Research Methodology

The study is descriptive in nature. In probability sampling, Simple random sampling method was adopted. The study collected its data from few colleges of Arts and Science, Vellore. The researchers adopted questionnaire mode for data collection through online as well as a questionnaire survey. The total sample was 125, out of that six were rejected due to incomplete data, and 119 samples were useable for analysis. The study applied factor analysis to find the number of extracted through principal component analysis. Then multiple regression was applied to find the nature and magnitude of the relationship between dependent and independent variables.

V Analysis and Interpretation

To measure the internal consistency of the questionnaire, Cronbach's Alpha test was applied in this study. The test revealed that Cronbach's Alpha value as 0.782 for the ten variables of emotional intelligence was considered reliable for the study.

Table No. 1

Demographic Profile of the Respondents

Demographic factors	Categories	Frequency	Percentage
Gender	Male	27	22.7
	Female	92	77.3
Marital Status	Single	42	35.3
	Married	77	64.7
Age group (in years)	Below 25 Years	20	16.8
	25 - 35 Years	52	43.7
	36 - 45 Years	37	31.1
	Above 45 Years	10	8.4
Total Experience (in years)	Less than 5 years	64	53.8
	6 - 10 Years	33	27.7
	11 - 15 Years	14	11.8
	Above 15 Years	8	6.7

The above table shows the demographic profile of the respondents. Majority of the respondents (77.3 per cent) are female, 64.7 per cent of respondents were married, most of the respondents are belong to the age group of 25 – 35 years of age and 53.8 per cent of respondents holds less than five years of experience.

Table No. 2**Mean Rank of Emotional Intelligence**

DIMENSIONS	STATEMENT	MEAN VALUE	RANK
SELF MANAGEMENT	I freely express my feelings to others.	3.59	3
	I face the problematic situation rather than postponing or avoiding.	3.81	1
	I relax myself when I am tensed.	3.66	2
RELATIONSHIP MANAGEMENT	I support / help others whenever they need it.	4.33	1
	I encourage others idea / creativity.	4.27	2

	People like to work with me during challenging tasks.	4.04	4
	I am more productive working with team.	4.06	3
SOCIAL MANAGEMENT	I can understand the feelings of others.	4.18	1
	I am ready to help others even though when they do not seek help from me.	3.87	3
	I always motivate and support my colleagues.	4.15	2

The above table shows the mean value and mean rank of variables related to emotional intelligence. On the self-management dimension, the variable **‘I face the problematic situation rather than postponing or avoiding’** is ranked first with mean value of 3.81. On the relationship management dimension, the variable **‘I support / help others whenever they need it’** is ranked first with mean value of 4.33. On the social management dimension, the variable **‘I can understand the feelings of others’** is ranked first with mean value of 4.18.

Multiple Regression

To test the hypothesis, multiple regression test was applied. In this study, ten independent variables are considered to test the dependent variable. The R Square value is .305 (Table No. 3) which means 30.5 of the variability i.e emotional intelligence of faculty members affects job satisfaction. The ANOVA table shows that the significance value is .000 (Table No. 3a) proved the model is significant and valid.

Table No. 3

Regression Analysis

Model	R	R Square	Adjusted R Square	Std.Error of the Estimate ¹
1	.552	.305	.241	.725

Table No. 3a

ANOVA

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	24.933	10	2.493	4.744	.000
Residual	56.764	108	.526		
	81.697	118			

The below table reveals the hypothesis testing of multiple regression analysis. The study considered ten independent variables and the dependent variable.

Table No.3b**Hypothesis Testing Coefficients**

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std.Error	Beta		
(Constant)	2.009	.612		3.282	.001
I freely express my feelings to others.	-.009	.069	-.012	-.133	.894
I face a problematic situation rather than postponing or avoiding.	.200	.089	.220	2.261	.026
I relax myself when I am tensed.	.092	.075	.116	1.228	.222
I support/help others whenever they need it.	-.306	.134	-.275	-2.289	.024
I encourage others idea/creativity.	.426	.135	.386	3.150	.002
People like to work with me during challenging tasks.	.156	.127	.163	1.233	.220
I am more productive working with the team.	.046	.104	.055	.445	.657
I can understand the feelings of others.	.064	.122	.058	.524	.601
I am ready to help others even though	-.96	.093	-.120	-1.056	.293

when they do not seek help from me.					
I always motivate and support my colleagues.	-.077	.110	-.069	-.697	.487

Constant – I am happy and successful in my present job.

From the hypothesis testing analysis, the P value for the variables such as I freely express my feelings to others (.894), I relax myself when I am tensed (.222), People like to work with me during challenging tasks (.220), I am more productive working with team (.657), I can understand the feelings of others (.601), I am ready to help others even though when they do not seek help from me(.293) and I always motivate and support my colleagues (.487) were statistically insignificant i.e $p > 0.05$. The p-value for the variables such as I face the problematic situation rather than postponing or avoiding (.026), I support/help others whenever they need it (.024) and I encourage others idea/creativity (.002) were statistically significant i.e $p < 0.05$. Hence it was concluded, these three variables of emotional intelligence skills affect the job satisfaction of faculty members of Arts and Science Colleges, Vellore.

VI Findings

1. The demographic profile shows that majority of the respondents (77.3 per cent) are female, 64.7 per cent respondents were married, 43.7 per cent of the respondents were under the age group of 25 – 35 Years of age and 53.8 per cent of the respondents are experienced less than 5 Years.
2. Among the three dimensions of emotional intelligence, the variable ‘I support / help others whenever they need it’ is scored with highest mean value of 4.33.
3. From the multiple regression test, out of ten variables, three variables such as ‘I support /help others whenever they need it, I encourage others idea and creativity and I face the problematic situation rather than postponing or avoiding’ values are less than 0.05. Hence, it concluded these three variables influence the dependent variable (I am happy and successful in my job.)

These findings help the researchers to give possible suggestions and conclusion for this study.

VII Recommendation and Conclusion

In today's scenario, the utilization of emotional intelligence skill is to be practiced to face the challenge in the job. Satisfied faculty members not only fulfill the organization expectation and also enlightens the students life, which in turn shows the upliftment of the society. The study suggested that faculty members have to accept and face the uncertainty in their job. This can be done through adopting the practice of the utilization of emotional intelligence skills by self-management, self-awareness, social awareness and relationship management. Management has to take steps to improve emotional intelligence skills of the faculty members through proper training, appreciation, and motivation of employees.

The study concluded that some of the variables of emotional intelligence affect the job satisfaction of faculty members working in Arts and Science Colleges, Vellore. Faculty members who are high in emotional intelligence skills will bring change among themselves and with others, to survive in this challenging and competitive world.

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