A Study on Emotional Intelligence and Job Satisfaction among the Faculty Members of Management Colleges of Porbandar City

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ABSTRACT

Identifying factors that are important for success in life has been a challenge to researchers since long. Even a decade before it was believed that traditional intelligence, this could be measured as Intelligence Quotient (IQ) was responsible for success in life. Job satisfaction can simply be defined as the feelings people have about their jobs. In the present study, the main focus is to find the impact of emotional intelligence on job satisfaction among executives and to analyze the needs of executives (Self-esteem and Self-actualization needs), which provide suggestions for Faculty Members of Management Colleges. Primary data collection was done through questionnaire. Bhattacharya Instrument of Emotional Intelligence (BEIS-In), 2003 was used to measure the emotional intelligence. Job Satisfaction was measured by the tool developed by the researcher as influential factors of job satisfaction. Research design used in this study was descriptive research design. Total population is taken for the study, 50 Faculty Members. So census method is followed. Statistical tools applied for the study are Simple percentage analysis; mean score analysis and multiple correlation analysis. The finding of the study reveals that overall mean score of emotional intelligence is moderate (2.56) and job satisfaction is moderate (2.69). There is a significant difference between experience and factors of job satisfaction. There is no significant difference between the demographic variable and the factors of emotional intelligence. There is a significant relationship between emotional intelligence and job satisfaction. The suggestions are given based on the findings and concluded that result are related to the effective and intelligent management of emotions.

INTRODUCTION AND DESIGN OF THE STUDY

Identifying factors that are important for success in life has been a challenge to researchers since long. Even a decade before it was believed that traditional intelligence, this could be measured as Intelligence Quotient (IQ) was responsible for success in life. These scales predict the technical expertise of an individual that helps him/her in performing the job and therefore, acts as a facilitating factor in getting a job. However, those scales are not meant for predicting why some people are better in interpersonal relationships, more acceptable to people, and better managers of their lives, careers and stress. Then what qualities of the mind or spirit determine who would succeed? Researchers revealed that adaptability, leadership, self-confidence and interpersonal skills are some of the most important factors that distinguished the top performers from the poor performers and that they have no direct relationship with the so-called traditional intelligence. Rather, they are related to the effective and intelligent management of emotions.

Emotional Intelligence

‘Emotional intelligence is a set of abilities to perceive accurately, appraise and express emotion; the ability to access and generate feelings when they facilitate thought; the ability to understand emotion and emotional knowledge; and the ability to regulate emotions to promote emotional and intellectual growth’. (Mayer and Salovey, 1997; p.10).

Job Satisfaction

Hoppock defined job satisfaction as any combination of psychological, physiological and environmental circumstances that cause a person truthfully to say I am satisfied with my job (Hoppock, 1935).

Aim and purpose of the study

The aim of the study is to assess the emotional intelligence and job satisfaction among Faculty Members of Management Colleges, Porbandar City. On the basis of recent research, it may be concluded that emotional intelligence is a far more reliable indicator of success than intellectual intelligence. It seems that what has been regarded as folk wisdom is now being corroborated by science. Scientific work done in this area also confirms that it is possible to develop emotional intelligence. This may lead to improved interpersonal relations among human beings in the family, at the workplace and elsewhere.

Need of the study

It is important to stress that those Faculty Members who demonstrate sincerity and genuine care for the well-being are likely to engender positive responses. For instance, during difficult situations, leadership behavior can influence people concerned in such a way that, instead of sulking about the adverse situation, employees feel encouraged, even challenged, to adopt certain actions which may lessen the degree of difficulty in adverse situations. Ultimately, such a reaction could lead to reduce job performance or job satisfaction. Based
on the Indian context, the present study analyzes the role of emotional intelligence on job satisfaction among Faculty Members. The need of the study is to know about the relationship between the two variables and perception level of Faculty Members in their Management Colleges.

Statement of the Problem

The research on human behavior in Indian homes and organizations has shown that the Indian family is a closely-knit entity with visible emotional bonding. The elements of bonding in the family are carried over to the workplace and may be felt from the relationship between an employer and the employee. Unlike other developed countries, Indian business is yet to adopt a thorough professional approach which is usually characterized by interpersonal relations and avoid emotions. The Indian business is still dominated by a family environment and the show is run on emotional lines. The research is undertaken to know the results for the following question which as follows:

Research question

1. Whether the Faculty Members have high or low level of emotional intelligence at their work?

Objectives of the Study

The specific objectives of the study are:

- To examine the inter-relationship among the factors of emotional intelligence and job satisfaction of the respondents.
- To find the relationship between emotional intelligence and job satisfaction of the respondents.
- To suggest the methods for development of emotional intelligence and job satisfaction of the respondents.

Formulation of Hypothesis

Based on the objectives of the study the hypothesis is framed.

Ho: There is a significant difference between experience and job satisfaction of the respondents.

Ho: There is a significant relationship between emotional intelligence and job satisfaction.

Scope of the Study

The present study describes about the Impact of Emotional Intelligence on Job Satisfaction among Faculty Members of Management Colleges, Porbandar City. The organization can understand the psychological aspect of the Faculty Members. Self-perceptions of each individual are determined.

Future researchers can implement the concept in other sector. They can include other variables like job performance, career success, personality, organizational commitment, motivation and also can make a comparative study in other sectors.

Limitations of the Study

The present study suffered some limitations like particular period of time and it is confined to Faculty Members of Management Colleges alone which might not be truly representing the whole population of the state. So before generalization, there is a need to conduct an in depth study covering broader are of investigation. In spite of all these limitation, the finding may be helpful in increasing the emotional intelligence of Faculty Members.

Review of Literature

Konstantinos Kafetsios (et al.,) (2008) did a study about Emotional intelligence and job satisfaction: Testing the Mediator role of positive and negative affect at work. The study tested the extent to which positive and negative affect at work mediate personality effects (Emotional Intelligence) on job satisfaction. Sample of 523 educators are taken for the survey. Wong Law Emotional Intelligence Scale, a version of the Job Affect Scale and the General Index of Job Satisfaction are used. Structural equation modeling indicated that positive and negative affect at work substantially mediate the relationship between EI and job satisfaction with positive affect exerting a stronger influence. In males, affect at work fully mediated the EI effect on job satisfaction. The results confirm expectations deriving from Affective Events Theory regarding the role of work affectivity as an interface between personality and work attitudes and extend the literature on EI effects in organizational settings.

Seyyed Hossein Mousavi (et al.,) (2008) did a study on the relationship between emotional intelligence and job satisfaction of physical education teachers. The research was descriptive-correlational and the population of the research consisted of all the physical education teachers of Zanjani Province. Of the total number of 486 PE teachers, 215 teachers were randomly selected using proportional stratified sampling. Data collection materials were the standard Emotional Intelligence Questionnaire of Siberia Schernig and the Job Description Index (JDI). Descriptive and inferential (Pearson’s correlation coefficient, stepwise regression, and Fisher’s exact test) were applied for data analysis. Further, the results of stepwise regression showed that among the five components of emotional intelligence, social skills, empathy and motivation were predictors of teacher’s job satisfaction. It seems that job satisfaction of teachers can be increased by training and improving their emotional intelligence along with providing facilities and satisfying their needs.

Research Methodology

Research methodology is the way to systematically solve the research problem it may be understood as a science of new research is done scientifically. Descriptive research is used in the study. Total population is taken for the study, consisting 50 Faculty Members of Management Colleges. Census method is used. The primary data has collected through the questionnaire.

Tools for Analysis

There are two statistical tools are used in this study. They are:

1. Mean score Analysis
2. Multiple correlation Analysis

These analyses are done through SPSS (Statistical Package for Social Science), PASW (Predictive Analytics Software) Version 18.0.
ANALYSIS AND INTERPRETATION

Table I. Overall Mean Score of the Factors of Emotional Intelligence

<table>
<thead>
<tr>
<th>S.No</th>
<th>Factors</th>
<th>Mean</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Appraisal of positive emotions</td>
<td>2.22</td>
<td>0.660</td>
</tr>
<tr>
<td>2</td>
<td>Interpersonal skill and flexibility</td>
<td>2.30</td>
<td>0.754</td>
</tr>
<tr>
<td>3</td>
<td>Emotional facilitation and goal orientation</td>
<td>2.10</td>
<td>0.538</td>
</tr>
<tr>
<td>4</td>
<td>Appraisal of negative emotions</td>
<td>3.14</td>
<td>0.776</td>
</tr>
<tr>
<td>5</td>
<td>Interpersonal conflict and difficulty</td>
<td>3.05</td>
<td>0.835</td>
</tr>
<tr>
<td></td>
<td>Average Mean Score</td>
<td>2.56</td>
<td>0.712</td>
</tr>
</tbody>
</table>

From the above table, it shows the average mean score for each variable of emotional intelligence. Thus the appraisal of negative emotions with the mean 3.14 stands as first among the variable followed by interpersonal conflict and difficulty with the mean value of 3.05 and Interpersonal skill and flexibility as the third rank with the mean value of 2.30. The least importance factors are appraisal of positive emotions and emotional facilitation and goal orientation with the mean value of 2.22 and 2.10 respectively.

It is clear from the table that variable of emotional intelligence influencing moderately with mean score of 2.56.

Table II. Overall Mean Score of the Factors of Emotional Intelligence

<table>
<thead>
<tr>
<th>S.No</th>
<th>Factors</th>
<th>Mean</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Interpersonal relationships</td>
<td>2.13</td>
<td>0.760</td>
</tr>
<tr>
<td>2</td>
<td>Opportunity to use one’s abilities</td>
<td>2.26</td>
<td>0.685</td>
</tr>
<tr>
<td>3</td>
<td>Adequate Authority and Sense of control</td>
<td>2.20</td>
<td>0.672</td>
</tr>
<tr>
<td>4</td>
<td>Opportunity for promotion</td>
<td>3.23</td>
<td>0.868</td>
</tr>
<tr>
<td>5</td>
<td>Job Security</td>
<td>3.63</td>
<td>0.785</td>
</tr>
<tr>
<td></td>
<td>Average Mean Score</td>
<td>2.69</td>
<td>0.754</td>
</tr>
</tbody>
</table>

From the above table it shows the average mean score for each variable of job satisfaction. Thus the job security with the mean 3.63 stands as first among all variables followed by opportunity for promotion with the mean 3.23 and opportunity to use one’s abilities stands as the third rank with the mean 2.26. The least importance factors are adequate authority and sense of control and interpersonal relationship with the mean value of 2.20 and 2.13 respectively.

It is clear from the table job satisfaction result is moderate with average mean score of 2.69.

Correlation among the Factors of Emotional Intelligence

Ho: There is no significant relationship among the factors of emotional intelligence.

H1: There is a significant relationship among the factors of emotional intelligence.

Table III. Correlation Table

<table>
<thead>
<tr>
<th>Factors</th>
<th>APE</th>
<th>ISF</th>
<th>EFGO</th>
<th>APNE</th>
<th>APNE</th>
<th>ICD</th>
</tr>
</thead>
<tbody>
<tr>
<td>APE</td>
<td>Pearson Correlation</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ISF</td>
<td>Pearson Correlation</td>
<td>.418**</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EFGO</td>
<td>Pearson Correlation</td>
<td>.518**</td>
<td>.257</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>APNE</td>
<td>Pearson Correlation</td>
<td>-.287*</td>
<td>.201</td>
<td>-.027</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>ICD</td>
<td>Pearson Correlation</td>
<td>-.033</td>
<td>.064</td>
<td>.003</td>
<td>.582**</td>
<td>1</td>
</tr>
</tbody>
</table>

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

From the above table it is inferred that the correlation between interpersonal conflict and difficulty and appraisal of negative emotion are significant and positively correlated (r = 0.582, sig = 0.000, p < 0.01). Interpersonal skill and flexibility and Appraisal of positive emotion are significant and positively correlated (r = 0.418, sig = 0.000, p < 0.01), Emotional facilitation and Goal Orientation and Appraisal of positive emotion are significant and positively correlated (r = 0.518, sig = 0.000, p < 0.01), Appraisal of negative emotion and Appraisal of positive emotion are significant and negatively correlated (r = -0.287, sig = 0.043, p < 0.05). Thus it is inferred that there is a significant relationship among the factors of emotional intelligence.

Correlation among the Factors of Job Satisfaction

Ho: There is no significant relationship among the factors of job satisfaction.

H1: There is a significant relationship among the factors of job satisfaction.

From the above table it is inferred that the correlation between Opportunity to use one’s abilities and adequate authority and Sense of control are highly significant and positively correlated (r = 0.842, sig = 0.000, p < 0.01), Adequate authority and Sense of control and Interpersonal relationship are significant and positively correlated (r = 0.730, sig = 0.000, p < 0.01), Interpersonal relationship and Opportunity to use one’s abilities are significant and positively correlated (r = 0.719, sig = 0.000, p < 0.01), Opportunity to use one’s abilities and job security are significant and positively correlated (r = 0.708, sig = 0.000, p < 0.01), Interpersonal relationship and job security are significant and positively correlated (r = 0.659, sig = 0.000, p < 0.01), Opportunity for promotion and job security are significant and positively correlated (r = 0.599, sig = 0.000, p < 0.01). Thus it is inferred that there is a significant relationship among the factors of job satisfaction.

Table IV. Overall Mean Score of the Factors of Emotional Intelligence

<table>
<thead>
<tr>
<th>Factors</th>
<th>IR</th>
<th>OA</th>
<th>AS</th>
<th>OP</th>
<th>JS</th>
</tr>
</thead>
<tbody>
<tr>
<td>IR</td>
<td>Pearson Correlation</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>OA</td>
<td>Pearson Correlation</td>
<td>.719**</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>AS</td>
<td>Pearson Correlation</td>
<td>.730**</td>
<td>.842**</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>OP</td>
<td>Pearson Correlation</td>
<td>.498**</td>
<td>.532**</td>
<td>.529**</td>
<td>1</td>
</tr>
<tr>
<td>JS</td>
<td>Pearson Correlation</td>
<td>.659**</td>
<td>.708**</td>
<td>.655**</td>
<td>.599**</td>
</tr>
</tbody>
</table>

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

Correlation between Emotional Intelligence and Job Satisfaction

Ho: There is no significant relationship between emotional intelligence and job satisfaction.

H1: There is a significant relationship between emotional intelligence and job satisfaction.
Table V. Overall Mean Score of the Factors of Emotional Intelligence

<table>
<thead>
<tr>
<th></th>
<th>Emotionalintelligence</th>
<th>Job Satisfaction</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Pearson Correlation</td>
<td>Sig. (2-tailed)</td>
</tr>
<tr>
<td>Emotional intelligence</td>
<td>-0.283*</td>
<td>0.047</td>
</tr>
<tr>
<td></td>
<td>Sig. (2-tailed)</td>
<td></td>
</tr>
<tr>
<td>Job satisfaction</td>
<td>-0.283*</td>
<td>1</td>
</tr>
</tbody>
</table>

*. Correlation is significant at the 0.05 level (2-tailed).

From the above table it is inferred that the correlation between emotional intelligence and job satisfaction are significant and negatively correlated ($r = -0.283$, sig = 0.047, p<0.05). There is a significant relationship between emotional intelligence and job satisfaction. Hence alternative hypothesis is accepted.

FINDINGS

The findings of each factor along with hypothesis are reviewed with possible explanations and submitted as follows:

Among all the factors of emotional intelligence, appraisal of negative emotions factor stands as dominant factors. From the result we may conclude that respondents have the moderate level of emotional intelligence.

Among all the factors of job satisfaction, job security factor stands as dominant factor. From the overall result it may conclude that respondents have moderate level of satisfaction towards the organization.

Hence all factors of emotional intelligence are correlated and there is a significant relationship among the factors of emotional intelligence and job satisfaction. From the correlation analysis, it is found that there is a significant relationship between emotional intelligence and job satisfaction; that is negatively significant and correlated with ($r = -0.283$, sig = 0.047, p<0.05).

CONCLUSION

The study was conducted in Management Colleges for Faculty Members, Porbandar City. The study highlights that it is evident that self as a regulatory force plays an important part in emotional intelligence. The overall conclusion of this study is among the five factors of emotional intelligence it is found that only appraisal of positive emotion is closely related to job satisfaction. The Institutions can concentrate on other two factors (Interpersonal skill and flexibility and emotional facilitation and goal orientation) for future development of Management Faculty Members.

REFERENCES


