



EMOTIONAL INTELLIGENCE AND JOB SATISFACTION: AN EMPIRICAL INVESTIGATION

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ABSTRACT

Emotional intelligence is an important pre-requisite that is required for the success of a person as an individual and in organisations. Emotional Intelligence is the capability of individuals to recognize their own, and other people's emotions, to discriminate between different feelings and label them appropriately and to use emotional information to achieve one's goal. And now it has been accepted that the level emotional intelligence has relationship with performance and attitude. Teaching is considered to be one of the most stressful occupations, especially because it involves interaction with adolescence, where the faculty must make great effort to regulate not only his or her own emotions, but also those of students, parents and colleagues. As emotional intelligence is playing vital role in teaching, this paper attempted to study the role of emotional intelligence in job satisfaction of faculties in self financing colleges of Tiruchirappalli District. The researcher has selected 200 respondents using stratified random sampling technique.

Keywords: Job Satisfaction, Emotional Intelligence, Organisations

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1. INTRODUCTION

Human encounter lot of emotions in their life span and many of them has the power to change the life of an individual. According to Maurice “Emotions are human beings' warning systems as to what is really going on around them. Emotions are our most reliable indicators of how things are going on in our lives. Emotions help to keep us on the right track by making sure that we are led by more than the mental/ intellectual faculties of thought, perception, reason, and memory.”. The doors of the success are open for the one, who has the ability to manage emotions, and it is important for everyone's life so as to teachers. The role of the faculty is not only limited with handling and evaluating academic sessions (Gopinath, 2020c). They are the one who shapes the attitude of the students, who handle their emotional issues, taking care of admirative works of the institution. They are multi-faceted, all they require to do all these tasks is job satisfaction. Job satisfaction of a faculty is some thing different from the satisfaction of others who are working in other industries. Job satisfaction is associated with few positive organizational outcomes (Brayfield and Rothe, 2000)

- It enhances job performance
- It increases organizational citizenship behavior
- It reduces counterproductive workplace behavior
- It reduces levels of absenteeism
- It improves quality of service
- It reduces turnover
- It increases participation in decision-making
- It enhances maturity in expressing resentment
- It enhances morale

From the former studies the following are the influencers of job satisfaction of faculties (Gopinath, 2020a)

- Better infrastructural facilities
- Nominal workload
- Good monetary benefits
- Career advancement
- Motivation

The components of emotional intelligence such as self- control, managing emotions, motivating self, socialization and empathy, has relationship with better understanding of job satisfiers.

1.1. Does Emotional Intelligence Influences Job Satisfaction?

Emotional intelligence made the people to be adaptive to any situation and that enhances the productive behaviour in workplace. Numerous studies have proved that EI is a predictor of leadership potential and effectiveness. Sy, Stéphane and Richard (2005) found that leaders who are emotionally intelligent are proficient in displaying their own emotions, invoke emotions in others and convey a message of authenticity to subordinates. As the emotionally intelligent has the capability to identify and recognise negative, positive emotions, the level of their stress in job can also be reduced (Sivakumar & Chitra, 2016). EI in an employee plays a crucial role in moderating the negative factors of the organisation. Emotionally intelligent persons are capable of evaluating the organisational factors effectively, then the persons with less emotional intelligence who magnifies the organisational issues (Zeidner, Matthews and Roberts, 2004)

2. REVIEW OF LITERATURE

Gopinath & Chitra (2020) has investigated the relationship between emotional intelligence and job satisfaction of employees. and the researchers found that, emotional intelligence has strong relationship with job satisfaction. Specifically understanding self and socialisation has highly significant relationship with job satisfaction.

Chathurvedi et. al., (2017) have studied the relationship between emotional intelligence and job satisfaction of faculties. The researchers found that, EI and Job satisfaction dimensions were found to be highly positively correlated. Faculty members with comparatively high level of EI were found to score higher in Job satisfaction compared to those with low scores. The study thus emphasises on the predominant role of Emotional intelligence and its resulting impact on job satisfaction for improvising faculty fraternity.

Gopinath (2020) has made a study on employee attitude on workplace. The study was conducted among academic leaders and the research results explained that, employee have certain expectation in work place, and they get disappointed when their expectations were not fulfilled. Whereas the employees with high level emotional quotient were able to satisfy themselves, even with less amenities. On the other hand employees with low EQ intended to rise issues whenever it is possible.

The study of Mandip (2012) titled “Emotional intelligence as a forecaster of job satisfaction amongst the faculty of Professional Institutes of Central Indian City” has different opinion about the relationship. The researcher claimed that, there is no influence of age, gender and marital status on emotional intelligence and job satisfaction and they also claimed, that there is no significant impact of emotional intelligence on job satisfaction of faculties.

2.1. Objectives

- To study the association of socio-economic factors with emotional intelligence and job satisfaction
- To analyse the relationship between emotional intelligence and job satisfaction

2.2. Hypothesis

H0₁: There is no significant association between socio economic factors with emotional intelligence and job satisfaction

H0₂: There is no significant relationship between emotional intelligence and job satisfaction

3. RESEARCH METHODOLOGY

The researcher has followed descriptive research design, to describe the relationship between emotional intelligence and job satisfaction. For validating the objectives, the researcher has collected 200 samples from the faculties of self-financing arts and science colleges of Tiruchirappalli district. Stratified Random Sampling Technique was followed to select the samples from the population.

The required primary data was collected using structured questionnaire and the secondary data was collected form the published sources.

4. ANALYSIS

4.1 Association between socio economic profile of the respondent with Job Satisfaction and Emotional Intelligence

Table 4.1 explains the association of socio-economic factors with factors of emotional intelligence and job satisfaction.

Socio Economic Variable	Emotional Intelligence										Job Satisfaction	
	Self-Awareness		Managing Emotions		Motivating Self		Empathy		Socialisation			
	F value	P value	F value	P value	F value	P value	F value	P value	F value	P value	F value	P value
Age	4.321	1.001	2.456	2.452	3.667	1.256	2.671	0.987	2.567	0.825	2.579	0.001**
Qualification	3.256	0.02*	1.678	0.001**	2.456	0.03*	3.241	0.001**	2.334	0.001**	2.533	0.001**
Designation	2.345	0.03*	3.123	0.012*	2.346	0.001**	5.211	0.001**	6.221	0.001**	4.561	0.001**
Gender	1.234	0.983	2.56	0.125	4.112	0.211	2.113	0.231	5.121	0.101	5.121	0.120
Years of Experience	4.231	0.001**	4.562	0.001**	3.671	0.001**	4.125	0.001**	3.781	0.001**	4.671	0.001**

The p value explaining the association of age with emotional intelligence factors has p value greater than 0.05, therefore the null hypothesis assuming no association between age and emotional intelligence factors is accepted and the age has no impact on emotional intelligence factors. Whereas p value stating the association of age with job satisfaction is less than 0.01 hence the null hypothesis is rejected at 1 per cent level of significance. So, age has association with job satisfaction.

The association of educational qualification with self-awareness and motivating self has p value less than 0.05, hence the null hypothesis is rejected at 5 per cent level of significance. Qualification has association with self-awareness and motivating self. Similarly, the p value of managing emotions, empathy, socialization and job satisfaction has p value more than 0.01 and the null hypothesis is rejected at 1 per cent level of significance. Hence There is a strong positive association between foresaid factors.

The p value pointing the association of designation with self-awareness and managing emotions has p value less than 0.05, therefore the null hypothesis is rejected at 5 per cent level of significance and there is an association of designation with self-awareness and motivating self.

In the same way, p value of motivating self, empathy, socialisation and job satisfaction is less than 0.01 and the null hypothesis of these cases were rejected at 1 per cent level of significance. Therefore, there is a positive and significant association among designation and motivating self, empathy, socialisation, job satisfaction.

Association of Gender of the respondent with factors of emotional intelligence and job satisfaction has p value more than 0.01, hence the null hypothesis of these cases was accepted at 5 per cent level of significance. There is no impact of gender on emotional intelligence and job satisfaction.

The p value explains the association of years of experience with emotional intelligence and job satisfaction is less than 0.01 and the null hypothesis of these cases were rejected at 1 per cent level of significance. There is a significant impact of years of experience on emotional intelligence factors and job satisfaction.

4.2. Person Correlation between Emotional Intelligence Factors and Job Satisfaction

Factors of Emotional Intelligence and Job Satisfaction	Self - Awareness	Managing Emotion	Motivating Self	Empathy	Socialization	Job satisfaction
Self -Awareness	1.000	0.672**	0.562**	0.442**	0.552**	0.619**
Managing Emotion		1.000	0.452**	0.553**	0.543**	0.611**
Motivating self			1.000	0.562**	0.521**	0.556**
Empathy				1.000	0.653**	0.366**
Socialization					1.000	0.772**
Job satisfaction						1.000**

Table 4.2 States the relationship between emotional intelligence factors and job satisfaction. All the factors of emotional intelligence have significant and positive correlation with job satisfaction. Among the five factors of EI, socialisation has high correlation with job satisfaction (77 per cent), followed by self -awareness and Managing emotions (61.9 per cent and 61.1 per cent respectively). Empathy is the least contributing factor to job satisfaction (36 per cent).

5. FINDINGS

- Age of the respondent has no association with emotional intelligence factors, whereas it is related to job satisfaction of the faculties.
- Qualification has association with self-awareness and motivating self and it has strong positive association with rest of the emotional intelligence factors and job satisfaction.
- Designation of the faculties has association with self- awareness and managing emotions and strong relationship with remaining EI factors and job satisfaction.
- Gender of the respondent is no way associated with, all the factors of EI and job satisfaction
- Year of experience of the faculty has strong positive association with all all the factors of EI and job satisfaction
- With respect to the relationship between emotional intelligence factors and job satisfaction, socialisation has high correlation with job satisfaction followed by self -awareness and Managing emotions.

6. CONCLUSION

Job Satisfaction of faculties working in higher educational institutions, is a crucial thing which determines the future of the young generation. So, institutions are striving hard to make their employees satisfied (Gopinath, 2016). This study reveals that, EI has impact on determining the job satisfaction of faculties. Hence it is recommended to the institutions to organise training on emotional intelligence, so that it will support to enhance their level of job satisfaction.

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