



Investigating the Relationship between Emotional Intelligence and Resulting Job Satisfaction among Faculty Fraternity in Selected Colleges in NCR

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Abstract

Education is basic element which determines sustainability and progress of nation. Role of teachers in ensuring transfer of learning is most significant. Another fact is that "behaviour" is one of the most important components by which we understand others behaviour which is outcome of emotions. The greatest challenge faced by management institutes involve coping with constant change, and ensuring teaching effectiveness and student satisfaction, this makes role of emotional intelligence important. It helps in assessing the effect of emotions on behaviour. Higher EI improves everyone's performance. It is obvious that teachers occupy an important and crucial place in the system of education. It can be understood that job satisfaction reflects the level of emotions that we display and practice and the state and level of the same will depend on emotions. Thus the investigator decided to study the Job Satisfaction of teaching professionals in management institutes in relation to their Emotional Intelligence. The research instruments used in the survey questionnaire were Faculty's Job Satisfaction Measurement Questionnaire constructed by Vidushi and for measuring management faculty's Job Satisfaction, the Emotional Intelligence Scale constructed by the authors Anukool Hyde, Sanjot Pethe & Upinder Dhar for measuring Emotional Intelligence was utilized. Three hundred responses were obtained from the faculty of twenty-four institutions in the NCR region. The findings of study indicated that faculty members scored above average EI irrespective of gender difference. Job satisfaction among female faculty members seemed higher in comparison to males. 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 insinuable role of Emotional intelligence and its resulting impact on job satisfaction for improvising faculty fraternity delivery.

Keywords: Emotional intelligence, Job Satisfaction, Self-awareness, Self-competence, College Students

JEL Classification: M12

Paper Classification: Research Paper



Introduction to Emotional Intelligence and Job satisfaction

The ability with which we are able to take care of one's own emotions and other people's is termed emotional intelligence. The significance that IQ of 20th century possessed has been replaced with the term EQ (emotional intelligence quotient) at the dawn of 21st century. To a certain extent we can say that the emotional intelligence is a combination of both emotion and intelligence. Psychological developments are expected to vary according to culture, traditions and practices of the society. Behaviour at various places like school, community and the work-place is influenced by emotional intelligence skills. At the personal level performance, communication skills, academic achievement, personal relationships and other activities are related to an individual's emotional intelligence skills. The emotional intelligence has the ability to enhance our understanding of how individuals behave and adjust themselves to social environment. It is now being identified as a crucial differentiator in the work place, in relation to personal and organizational success.

The emotional intelligence of the teaching professionals is a single essential variable in developing a class room where emotional intelligence can be fostered healthily. The emotional intelligence of faculty helps them to handle their own emotions effectively, particularly their negative emotions. The application and use of Emotional Intelligence is observed in everyday life of teachers in teaching and learning cycle for attaining success and satisfaction. Awareness of Emotional Intelligence and specifically their own level of Emotional Intelligence will increase the ability of teachers to identify their own and students' strengths and areas for development in social, moral, ethical and cognitive dimensions.

Researchers like Salovey and Mayer (1990) initially presented emotional intelligence in distributed academic related work conceptualizing it as "manifestation of social intelligence that includes capacity to monitor one's own and others' feelings, to separate among them, and to utilize this data to guide one's reasoning along with suitable action." The term "emotional intelligence" (EI) centres one's consideration on the underlying emotional components of human potential and execution. In the late 1930's and 40's, Thorndike and Wechsler investigated the concept of "social intelligence," Gardner (1983) advanced the construct with his studies in "multiple intelligence." More recently different psychologists have further enunciated the complexity of intra and inter personal intelligences (Bar-On, 1992, 1997; Goleman, 1998; Saarni, 1988). Different scholars have utilized name like "successful; intelligence" which coordinates interpersonal abilities with cognitive capabilities, mooring the concepts around results, for example, achievement or adequacy (Sternberg, 1996).

To a certain extent we can say that the emotional intelligence is a combination of both emotion and intelligence. Psychological developments are expected to vary according to culture, traditions and practices of the society. Behaviour at various places like school, community and the work-place is influenced by emotional intelligence skills. At the personal level, performance, communication skills, academic achievement, personal relationships and other activities are related to an individual's emotional intelligence skills. The emotional intelligence has the ability to enhance our understanding of how individuals behave and adjust themselves to the social environment. It is now being identified as a crucial differentiator in the work place, in relation to personal and organizational success.

The emotional intelligence of faculty is a single essential variable in developing a class room where emotional intelligence can be fostered healthily. The emotional intelligence of faculty helps them to handle their own emotions effectively, particularly their negative emotions. The application and use of Emotional Intelligence is observed in everyday life of teachers in teaching

and learning process for attaining success and satisfaction. Awareness of Emotional Intelligence and specifically their own level of Emotional Intelligence will increase the faculty's ability to identify their own and students' strengths and areas for development in social, moral, ethical and cognitive dimensions.

Job Satisfaction

When there is satisfaction in job, work is done with great care and sincerity. Job-satisfaction is the entire framework of job components that make an individual like work circumstance and be eager to lead for it without abhorrence at the start of this work day.

Job satisfaction essentially implies one of the most pleasant and keenly sought after state of mind. It can be made a vehicle for the achievement of a higher end. Undoubtedly, it can be said that the job satisfaction is broadly acknowledged psychological part of effective functioning in any profession. However, a more comprehensive approach requires that many additional factors such as employer's age, health, temperament, desires and level of aspiration, family relationship, social status, recreational out-lets, activity in organizations etc. should be considered.

Those who are satisfied with their firms and their work are called ideally adjusted. Job-satisfaction gives happiness, efficiency and success in one's professional-activity. A worker who is satisfied with his work is characterized by his spirit of devotion and determination for the fulfilment of the set goal. Every profession has got certain aspects that lead to job satisfaction and at the same time other aspects leads to dissatisfaction.

Teacher job satisfaction is vital area of study since it has been found that our level of job satisfaction also affects our general satisfaction towards life. General life is an important influence on the daily psychological health of a teacher. This in turn has an impact on teachers' job performance Andrew and Whitney, (1974). There are evidences that job satisfaction is strongly related to physical, psychological health of individual. Cherrington (1989) further contends that frustration and despair caused by an unpleasant job permeates individual's life and make workers feel depressed both on the job and at home.

Review of Previous studies on Emotional Intelligence and Job satisfaction

Emotional Intelligence & Job Satisfaction

There are very few researches which have assessed the relationship between Emotional Intelligence and resulting Job satisfaction. As the EI of representatives expands, their resulting satisfaction with their jobs likewise builds. It was discovered that job control goes about as the mediator in demonstrating the relationship that exists between Emotional Intelligence and resulting Job Satisfaction. A study demonstrated that Emotional Intelligence is a huge indicator of life satisfaction. An exploration inspected the relationship between Affects (comprising feelings and mind-sets) and Job Satisfaction and inferred that influence is tolerably identified with standard measures of resulting Job Satisfaction. Harrod and Scheer (2005) portrayed that emotional intelligence levels were emphatically identified with female folks' instruction and family unit pay and additionally portrayed Emotional intelligence as the subordinate variable, father's instruction and sex were both indicators. Fernandez Pablo (2006) made a think about "Emotional Intelligence - A hypothetical & Empirical Review of its First 15 years of History". In this composition a hypothetical and exact survey of initial 15 years of history of EI is exhibited. The creators give applicable keys about future contemplations for exploration on EI. The creators (1) propose a few thoughts concerning the estimation of the build and the utilization of capacity

and self – reported measures. (2) emphasized on the learning, improvement, and preparing capability of EI; and (3) on the cross - social legitimacy of EI. Penrose Andre et.al. (2007) assessed on “Emotional Intelligence and educator self-viability-The commitment of educator status and length of experience.” As indicated by that practicing teachers and principals in selected Government schools in Victoria gave information on their levels of emotional intelligence and educator viability convictions. The information backed the hypothetical exportations of linkage between emotional intelligence and teacher’s self-viability. The research demonstrated that neither sexual orientation nor age direct this relationship. However, length of showing knowledge and current status include huge immediate impacts foreseeing teacher self-viability, however, did not direct the relationship between emotional intelligence and teacher self-viability. These discoveries are noteworthy as this shows a relationship between levels of emotional intelligence in teachers, their self-viability convictions and teacher adequacy. Pugh Victor (2008) considered on “Perceiving emotional intelligence in expert measures for educating”. This undertaking led in a grade school investigated the speculation that learner educators could reflect upon reaction to enhance their utilization of emotional intelligence in the classroom, subsequently making resulting upgrades to their teaching as characterized by the obliged proficient instructing models. Four instructors and their educator guides under observation partook with an educator instructor to give two information sets – joint lesson perception records and semi-organized meetings. The joint perceptions were led with the teacher, utilizing an observational agenda focused around an emotional intelligence capabilities skeleton, the guide, surveying exhibit of the obliged proficient principles. Two lessons for every scholar were seen with a four week interim. Not long after the second perception, learner instructors and guides were questioned in associate sets. The results showed connected upgrades regarding emotional intelligence also with the expert benchmarks, with the guide and learner educator members affirming the worth and importance of evaluation through an emotional intelligence channel. Karadal, H., & Arasli, H. (2009) in their experimental study with the help of confirmatory factor analysis found that employees perceived that their work environments were politically dominated and that there were limitations on issues related to growth, salary increase, and training, resulting in a reduction of their satisfaction and in negative attitudes and behaviours, thus affecting their emotional behaviour and sensitivity towards their people. Kauts Amit, Saroj Richa (2010) studied on “Educator viability and Occupational Stress in Relation to Emotional Intelligence among Teachers at auxiliary stage.” The study is based on the thought that understanding of emotional intelligence can increment educator adequacy and diminish work related stress among educators at optional school stage. Mahmoudi Armin (2011) explored on “Emotional Intelligence among the B.Ed., Teacher Trainees.” This study demonstrates that building one’s emotional intelligence has a long lasting effect. The study examines the emotional intelligence among the B.Ed., educator trainees to evaluate and to figure out the appreciation of the variables. The speculations defined for the investigation of the emotional intelligence among the B.Ed., teacher trainees and there exist no critical contrasts regarding variables. Paul, Mondal (2012) conducted A Study of Emotional Intelligence Level between Secondary School Teachers in Burdwan District in West Bengal. This study tried to investigate the nature and degree of emotional intelligence among some selective auxiliary level teachers. The results uncovered that a few components have essentially positive effect on u t-test was utilized to test the theories whether any variety of normal EI among teachers existed or not. At last, it was reasoned that the degree of EI among educators’ is altogether influenced by their own identity, attitude. Lee, C., Song, & Bernhard, B. (2013) did an experimental study on 387 respondents with structural equation modelling and confirmatory factor analysis. Effectively designed emotional intelligence motivating behaviour helps in augmenting organizational trust positively affects satisfaction, which in turn has a positive effect on customer orientation.

Kong, H. (2013) in an experimental study based on structural equation modelling on 1012 respondents found there was a positive relationship between supervisors who support the work–family dynamic and career skills. Career skills contributed positively to satisfaction and job involvement amongst employees. Chiang, F., Birtch, (2014) studied 302 respondents based on interviews and confirmatory factor analysis. Hierarchical regression analysis found work pressure decreased satisfaction to a large extent. This relationship was mediated through work content, training, and rewards. Melita and Douglas (2015), in their paper titled, “Emotional intelligence, leadership effectiveness, and team outcomes,” found significant relationship between Emotional intelligence and emotional regulation and control. It represents a critically important competency for effective leadership and team performance in organizations today for effective outcome. Chandra and Piyonao (2016) in their paper titled, “The Influence of Leadership Styles, Work Environment and Job Satisfaction on Employee Performance” found significant positive relationship between emotional intelligence and employee performance, the results of this research focussed that leadership style has an impact on performance, the work environment also have an impact on performance, job satisfaction has an impact on performance, and leadership style, work environment and job satisfaction had significant influence on performance. EI is one of the most important factors that has been theoretically related to organisational performance and individual variables such as job satisfaction (Chiva and Alegre,2008). There are very few studies that have evaluated the relationship between Job Satisfaction and Emotional Intelligence. A relationship that exists between Job Satisfaction and aggregate EI scores was scored by Bar-On (1997). There are a few reasons why worker’s Emotional Intelligence may impact Job Satisfaction, Interpersonal feeling of mindfulness and administrative course of action connected with emotional intelligence are required to profit individuals’ social connections subsequently influencing the knowledge of feeling and anxiety at work as stated by Kafetsios and Zampetakis, (2008).

An alternate study directed by Sy and O’hara(2006) discovered a positive correlation between Emotional Intelligence and resulting Job Satisfaction among sustaining administrative employees. The study highlighted that employees with high Emotional Intelligence have higher Job Satisfaction, which upheld the finding of Wong and Law (2002). Employees with higher EI are fit for recognizing and directing their emotions, and are hence mindful of reasons that help positive and negative feelings.

Job Satisfaction and Emotions

Disposition and emotions while living up to expectations are the crude materials which cumulate to structure the emotional component of job satisfaction (Weiss and Cropanzano, 1996). Dispositions have a tendency to be longer enduring while emotions are regularly more extraordinary, fleeting and have an acceptable protest or reason. There is some confirmation in the literature that state temperaments are identified with overall job satisfaction. Positive and negative emotions were likewise discovered to be altogether identified with overall job satisfaction. Recurrence of encountering net positive emotion will be a finer indicator of overall job satisfaction than will force of positive emotion when it is accomplished. Emotion regulation and emotion work are likewise identified with job satisfaction. Emotion work (or emotion management) alludes to different deliberations to manage emotional states and presentations. Emotion regulation incorporates the majority of the cognizant and oblivious endeavours to build, keep up, or diminish one or more segments of an emotion. Albeit early investigations of the results of emotional work stressed its unsafe impacts on specialists investigations of labourers in a mixture of occupations propose that the outcomes of emotional work are not consistently negative.

Focus of Study

With the above theoretical and the conceptual background of job satisfaction and level of emotional intelligence in organisational performance, the study intends to focus its attention on tracing out the impact of emotional intelligence on resulting job satisfaction among the management faculties working in public and private institutions in NCR region, India.

Research Objectives

For the purpose of conducting study, the following objectives were set:

1. To study level of emotional intelligence among the teaching professionals of management institutes of NCR region.
2. To measure the level of resulting job satisfaction among the teaching professionals of management institutes of NCR region, India.
3. To determine the effect of emotional intelligence on resulting job satisfaction among the teaching professionals of management institutes of NCR region, India.
4. To compare the emotional intelligence and job satisfaction level between the male and female faculties.
 - (a) To compare the emotional intelligence based on gender as a variable among faculties.
 - (b) To compare job satisfaction level based on gender.

Research Hypotheses

- H₁. There is no significant relationship between job satisfaction and emotional intelligence of management faculties.
- H₂. There is no significant difference in job satisfaction of male and female faculties.
- H₃. There is no significant difference in emotional intelligence of male and female faculties
- H₄. There is no significant relationship between emotional intelligence abilities and job satisfaction factors.

Significance of the Study

It is quite imperative that an organized and a well-defined educational system is the backbone of any country. It is sure that a satisfied and emotionally intelligent teacher can develop a well-equipped pedagogical and anagogical environment, right type of teaching learning environment. Considering the significance of emotional intelligence for job satisfaction which ultimately leads to effective job performance, the investigator has selected this topic for the study and there is no doubt it will be of immense importance of all those who are working in the educational field.

It is quite interesting to note that a faculty member with high level of EI will be unique in his/her approach to teach and explain and also understand students learning and behavioural needs and thus will be more competent to manage learning of student and development of holistic personality of students. It becomes more important as depending on the level of education the society also gets shaped. For effectiveness at workplace as well as for better satisfaction it is imperative to find the relationship between levels of EI and outcome on job satisfaction.

Research Design

For the present study descriptive survey method supported by a standardized scale is used. The job satisfaction is the dependent variable in the study and Emotional Intelligence is the independent variable. Type of sampling chosen was stratified random sampling technique. The reason for choosing stratified random sampling was due to the reason that the attributes of all the faculty fraternity are shared with respect to components of Emotional intelligence and job satisfaction also supported by review of literature. Thus the huge population of faculty members based on various cities is divided into various stratum and accordingly the faculty members from both government and private colleges were collected. While selecting sample, faculty members with minimum 5-7 years of experience were selected for the study. The location of the study was NCR region covering cities like Faridabad, Noida, Ghaziabad , Palwal etc .

From the list of management institutes in NCR region, 24 institutes were selected by stratified random sampling and as per the suitability and sample size of 300 finally based on the completely filled questionnaire wherein male and female were equally selected. Out of total 350 distributed questionnaire, only 324 were returned out of which 22 were incomplete and 300 responses were selected for the purpose of analysis. Faculty members who had minimum 5-7 years of experience were selected since the level of EI and Satisfaction from Job grows perpetually after experiencing few years in an organization. The researcher preferred to use Job Satisfaction Measurement Scale developed by Vidushi (2010) as it was standardized on a sample of management teachers on 05 different dimensions viz Personal factors, Social factors, Organization factors, Research teaching and Financial Factors. Teacher's Job Satisfaction questionnaire consisted of 46 questions. A Likert format answer key was created with each statement rated on five-point scale wherein strongly agree (5) to strongly disagree (1).

The reliability of job satisfaction scale was estimated by using Spearman Brown Split Half method and test-retest method. (Refer Table 1)

Table 1 : Table showing Reliability of Job Satisfaction Scale

Sr.No.	Dimension	Split half Reliability	Test-retest Reliability
1.	Personal Factor	0.75	0.82
2.	Organizational Factor	0.52	0.60
3.	Social Factor	0.81	0.79
4.	Research and Teaching Factor	0.73	0.68
5.	Financial Factor	0.66	0.71

On the basis of these high values as Guilford (1954) says that the "Tool should be chosen even though their reliability may be of the order of only 0.50" it can be concluded that Job Satisfaction scale for teachers is reliable to assess the job satisfaction of management faculties.

The researcher preferred to use Emotional Intelligence Scale developed and standardized by Anukool Hyde, Sanjay Pethe and Upinder Dhar (1992) for the present study.

Reliability of instrument

Based on the reliability coefficient on a sample of 200 subjects as provided in the scale the split half reliability coefficient was 0.88 which can be considered as good for the study.

Validity of instrument

The face and content validity of the scale was determined. The validity index was calculated which indicated high validity 0.93.

There are 34 items in the questionnaire by which 10 factors can be evaluated. There are no right or wrong answer to the statements. The statements are designed to understand the differences in individual reactions to various situations. The dimensions of the EI scale include Self-awareness, Empathy, Self-motivation, Emotional Stability, Managing relations, Integrity, Self-development, Altruistic Behaviour, Commitment against which EI is measured.

Basic descriptive study and correlation was applied for understanding the relation between the chosen variables.

Frequency distribution of job satisfaction for male, female and total sample:

In order to assess the job satisfaction scores of the selected population based on gender of faculty members, the scores procured on job satisfaction scale given in the Table 2.

Table 2 : Table showing Frequency distribution of job satisfaction for male, female and total sample

C.I.	Male		Female		Total Sample	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
100-110	2	1.33%	1	0.67%	3	1%
110-120	1	0.66%	2	1.33%	3	1%
120-130	1	0.66%	3	2%	4	1.33%
130-140	4	2.66%	1	0.67%	5	1.66%
140-150	21	14%	21	14%	42	14%
150-160	22	14.66%	32	21.33%	54	18%
160-170	19	12.66%	24	16%	43	14.33%
170-180	26	17.33%	30	20%	56	18.66%
180-190	37	24.66%	25	16.67%	62	20.66%
190-200	16	10.66%	11	7.33%	27	9%
200-210	1	0.66%	0	0%	1	0.33%
Total	150	100%	150	100%	300	100%

The study of Table 2 reveals that most of the scores of the job satisfaction of male, female and total sample seemed concentrated in the middle of the distribution and gradually decrease through the left and right end of the distribution. To see the distribution divergence, the value of mean, median, standard deviation, skewness, kurtosis and t-ratio were also computed and have been shown in Table 3.

Table 3: Statistical Values of Job Satisfaction Scores for male, female and total sample

Stat Variable Group-	N	Mean	Median	S.D.	Skewness	Kurtosis	t-ratio
Male	150	163.7	13	3.88	0.520	0.095	0.095
Female	150	167.5	14	3.85	0.347	0.066	0.066
Total Sample	300	165.6	14	3.86	0.469	0.228	0.228

From the Table 3 it is clear that the job satisfaction for male, female and total sample are accumulated at centre of the distribution, besides the minute and insignificant positive skewness as the values are very low and insignificant. The kurtosis values indicate slight leptokurtosis in the distribution for male, female and total sample.

Frequency Distribution of Emotional Intelligence Scores for male, female and total sample:

In order to validate the nature of emotional intelligence scores of selected population based on gender of faculty members scores procured on Emotional Intelligence Scale are given in the Table 4.

Table 4 : Table showing the Frequency Distribution of Emotional Intelligence of male, female and total sample

C.I.	Male		Female		Total Sample	
	F	Percentage	F	Percentage	F	Percentage
80-90	5	3.33%	0	0%	5	1.66%
90-100	9	6%	6	4%	13	4.33%
100-110	21	14%	13	8.66%	34	11.33%
110-120	38	25.33%	43	28.66%	81	27%
120-130	48	32%	60	40%	108	36%
130-140	20	13.33%	23	15.33%	43	14.33%
140-150	7	4.67%	5	3.33%	12	4%
150-160	2	1.33%	0	0%	2	0.66%
Total	150	100%	150	100%	300	100%

It is clear from the above table that most of the scores of emotional intelligence of male, female and total sample seemed concentrated in the middle of the distribution and gradually decreased through left and right end of the distribution.

Further to observe the distribution divergence, the values of descriptive statistics like mean, median, standard deviation, skewness and kurtosis were also computed and have been represented in Table 5.

Table 5: Table showing Statistical Emotional Intelligence scores of respondents

Stat Variable	N	Mean	Median	S.D	Skewness	Kurtosis
Male	150	117.63	122	16.44	-0.620	0.871
Female	150	120.88	123	18.6	-0.511	0.771
Total Sample	300					

The above table shows the fact that the scores of Emotional Intelligence for male, female and total sample are accumulated at the centre of the distribution, besides the slight and insignificant negative skewness. The kurtosis value indicates slight leptokurtosis in the distribution for male, female and total sample.

Objective 1-To study the Emotional Intelligence of Management Institute Faculties

Status of Emotional Intelligence of Management Faculties

After the study of emotional intelligence scores the status of management faculties in relation

to their emotional intelligence was studied. To achieve the goal, the EI level can be categorised into, three categories of management faculties.

- Above average
- Average
- Below average

Emotionally intelligent were male. For this objective, the norms given in the manual are used. As per the manual of Emotional Intelligent Scale, the score attains above 85 were considered as above average emotionally intelligent. The score below 55 was considered as below average emotionally intelligent and scores between 85-55 were considered as average emotionally intelligent. The gender wise distribution of the 3-catagories of teachers is shown in Table 6.

Table 6 : Average and below average faculties in relation to their Emotional Intelligence level

Category	Male	Female	Total
Above average	145(96.66%)	147(98%)	292(97.33%)
Average	5(3.34%)	3(2%)	8(2.67%)
Below Average	0	0	0
Total	150	150	300(100%)

From Table-6 it is clear that all most all management faculties are above average emotional intelligent reason behind may be that higher education makes them mature and more emotionally stable and develop dimensions like Self-awareness, Self-regulation, Empathy and Social skills.

Objective 4 a–Comparison of Emotional Intelligence of Faculty Members based on Gender of Management Faculties:

One of the objectives of the study was to study the emotional intelligence of management faculties in relation to male and female faculty members. For this, the means were compared based on scores of emotional intelligence in relation to gender of management faculties. The resulting mean values of emotional intelligence scores for female and male observed were 120.88 and 117.63 respectively, which shows that both male and female have same level of emotional intelligence. Thus based on the scores obtained and statistical support, it is observed that the emotional intelligence of male and female are equal. For further details with a purpose to find out the validity of observation the t- values were calculated that are presented in Table- 7 given below.

Table 7:Table showing Descriptive statistics of Emotional Intelligence Scores of male and female faculties

Gender	N	M	SD	t-value	P
Male	150	117.63	16.4		Insignificant
Female	150	120.88	18.6	2.64	A t 0.05 level

The hypothesis that was framed to study and assess the Emotional Intelligence of management faculties in relation to gender is that “There is no significant difference in emotional intelligence of male and female faculties.” For testing the same t-test was applied. The difference of mean scores of male and female faculties on Emotional Intelligence was computed, followed with the t-test. The t-value was found insignificant at 0.05 level for df 298. So the above mentioned hypothesis is accepted here.

This is evident that based on gender both faculty members are equal in their level of emotional intelligence i.e. female faculties possess same level in self-awareness, self-motivation, emotional stability, empathy, managing relation, integrity, self-development, value orientation, commitment and altruistic behaviour in comparison to male. It is because in the present scenario it is the ability, capacity, talent and potential and outcome centricity that matters rather than the gender of the employee.

The studies done by Reiff (2001) and Hopkins (2005) supports the findings of the present study. The study resembles the study of Singh (1993), Dearkser (2002), Richardson (2000) whose studies showed that both male and female groups have adequate emotional maturity and emotional intelligence to cope with the demands of changing environment.

Objective 2 - To study the Job Satisfaction of Management Faculties

Status of Job Satisfaction of Management Faculties

To study the status of management faculties in relation to their Job Satisfaction, categories of faculties were categorized into three groups viz. more satisfied, average satisfied and less satisfied with their job. For this the norms given in the manual are followed. According to the manual of job satisfaction scale, the score above 180 were considered as more satisfied faculties, the scores below 150 were considered as less satisfied and scores between 150 and 180 were considered as average satisfied faculties as given in Table 8.

Table 8: The Number and Percentage of more satisfied, average satisfied & less satisfied Faculties in relation to their job

Category	Male	Female	Total
More satisfied	62 (41.33%)	46 (30.66%)	108 (36%)
Average Satisfied	72 (48%)	82 (54.66%)	154 (51.33%)
Less Satisfied	16 (10.66%)	22 (14.66%)	38 (25.33%)
Total	150	150	300

It is evident from the above Table 8 that almost 51.33% management faculties are average satisfied with the job because they have normal degree of personal factor, social factor, organizational factor, research and teaching and financial factors. It also shows that 36% faculties are more satisfied and 25.33% are less satisfied with their job.

Objective 4 b-To Compare Job Satisfaction of Faculty Members based on Gender of Management Faculties

The hypothesis framed to study the Job Satisfaction of management faculties in relation to gender was, there exists no significant difference in job satisfaction of faculty members based on their gender. To test this hypothesis t-test was applied. The difference of mean scores of male and female faculties on job satisfaction was computed. Its significance was then tested by using the t-test. The value of t was found to be 2.53 which is significant at 0.05 level of significance for df 298 as given in Table-9.

Table 9 : Table showing Descriptive statistics of job satisfaction scores based on gender of faculties

Gender	N	M	SD	t-value	P
Male	150	164.53	16.89	2.53	Sig.at 0.05 level
Female	150	169.65	17.85		

As a result, the set hypothesis was rejected and it was concluded that there is a significant difference between the levels of job satisfaction based on gender. It is also evident from the table that compared to their male counterparts the female faculties appear to be more satisfied with their jobs. It is also clear from the pictorial representation of two groups. In India generally it is perceived that teaching as a profession is comparatively easier and convenient for the female workforce wherein they are able to create a balance between personal and professional life and these results in higher satisfaction. On the other hand, the male in the society is generally attached with traits like power, authority, autonomy, challenges etc. (debated in the present scenario) and thus this could be one reason why they score a little low in comparison to female counterparts. Hence, the difference in the levels of job satisfaction of male and female faculties might be seen to the logical consequence and the socio-economic environment prevailing in the country.

Objective 3- To study Job Satisfaction of Management Faculties in relation to their Emotional Intelligence

To see the patterns and dependence between the scores of job satisfaction and emotional intelligence of management faculties, Zero-Order Correlation between these two variables were computed.

It may be observed from that the emotional intelligence of management teachers is significantly related with Job Satisfaction ($r=0.26$). Based on the score of co-relation, it can be seen that with increase in the scores of Emotional Intelligence, job Satisfaction increases.

For a detail analysis, Coefficients for Emotional Competencies and Job Satisfaction factors are evaluated in the Table 10.

Table 10: Correlation between Emotional Intelligence and Job Satisfaction

Factors	Emotional Intelligence	
	Job Satisfaction	Coefficient of Correlation(r)
	Level of Significance(p)	>.01

Table 10 reveals that the various EI dimensions as given in the scale like Self-Awareness, Empathy, Self-Motivation, Emotional Stability, managing relation, Integrity, Self-Development, Value Orientation, Commitment, Altruistic Behaviour are having positive co-relation with job satisfaction factors as Personal Factor, Social Factor, Organizational Factor, Research & Teaching and Financial Factors. Hence the set hypothesis which stated that there is no significant relationship between Emotional Intelligence abilities and job satisfaction factors is rejected. It is obvious from the table that high emotional intelligent teachers are more satisfied with their job and vice versa. To study job satisfaction of management faculties in relation to their emotional intelligence, the total sample of management faculties was categorized in two groups i.e. high satisfied teachers and less satisfied teachers. For the making of these two extreme groups, the Kelly Method (1938) was used. On the basis of Kelly method (1938) total scores of job satisfaction of teachers were arranged from highest to lowest and then the top 27%(more satisfied faculties) and the bottom 27% (less satisfied faculties) were selected. Thus the total score was the criteria in order to compare these two extreme groups. To make a comparison between these two groups of teachers, critical ratios were applied to test the significance of the difference between the mean of emotional intelligence of two groups, which are given below in Table 11. The table shows comparison of more and less satisfied management faculties on their Emotional Intelligence. The value of t obtained is significant at

0.01 level of confidence for df 160. It means the two groups of faculties more satisfied and less satisfied faculties have different level of the scored Emotional Intelligence.

Table 11: Pearson Correlation Coefficient for Emotional Competencies and Job Satisfaction Factors

	Personal Factor	Social Factor	Organisational Factors	Research and Teaching	Financial Factors
Self-Awareness	0.330	0.642	0.331	0.308	0.642
Empathy	0.393	0.581	0.308	0.516	0.581
Self-Motivation	0.597	0.308	0.539	0.632	0.330
Emotional Stability	0.354	0.539	0.627	0.432	0.393
Managing Relation	0.330	0.415	0.304	0.647	0.597
Integrity	0.414	0.453	0.305	0.616	0.453
Self-Development	0.417	0.495	0.609	0.519	0.516
Value Orientation	0.512	0.570	0.509	0.628	0.567
Commitment	0.412	0.350	0.429	0.550	0.431
Altruistic Behaviours	0.416	0.449	0.516	0.463	0.456

Findings of Study

a) Level of Emotional Intelligence of Management Faculties

Almost all management faculties are above average emotionally intelligent. This supports the fact that based on the academic qualification and experience right from academic delivery to conscious level of E.I the selection process of colleges while recruiting faculty force and also the environment supporting the development of Emotional intelligence is appreciative.

b) Comparison of Emotional Intelligence based on Gender of Management Faculties

The mean values of emotional intelligence scores for male and female faculties have been found to be 117.63 and 120.88 respectively from which it is quite evident that both groups displayed similar level of Emotional Intelligence. The t-value of Emotional Intelligence of two groups based on gender was found to be insignificant at 0.05 level for df 298. Results show that there is no significant difference in the mean of emotional intelligence scores of the male and female faculties. Thus making the set hypotheses accepted. So, from the above analysis it can be interpreted that irrespective of the differences in gender the professional competence, work environment, emotional regulation and display remained similar for both. One of the reasons attributed for this is that after basic experience and understanding of organization environment the expectations and deliverables resulting in form of behaviour becomes effective.

c) Status of Job Satisfaction of Management Faculties

Almost 51.33% management faculties are average satisfied with the job because they have normal degree of personal factor, social factor, organizational factor, research and teaching and financial factors. It also shows that 36% faculties are more satisfied and 25.33% are less satisfied with their job. This is a positive indication which also hints that majority of employees after a span of experience and clarity on their job profiles are able to deliver their expected outcomes and also realize the fact that educational institutions right from selection to training are particular about making their workforce happy and effective. This also gives enough clues that faculty force is happy with the administrative function of the institutions which helps in a positive behavioural outcome.

d) Comparison of Job Satisfaction of Management Faculties based on Gender

- The mean score of Job Satisfaction score of female faculties is 169.65 while that of the male faculties is 164.53. It may be inferred that the female faculties appear to be more satisfied with their jobs in comparison to male faculties.
- The t-value was found 2.53, which is significant at 0.05 level of significance for df 298. So it is proved that there is quite a significant difference in the mean of Job Satisfaction scores of the male and female faculties. Thus the set hypotheses that stated that there is no significant difference in Job Satisfaction of male and female management faculties stands rejected.

Thus, it is clear that the work environment, procedural framework, job clarity, education level and organization climate probably adds in creating homogeneity between job satisfaction across genders.

e) Job Satisfaction of Management Faculties in context to their Emotional Intelligence

- The value of t between emotional intelligence of more and less satisfied management faculties is 5.12, which is significant at 0.01 level of confidence for df 160. It means the two groups of faculties namely more satisfied and less satisfied with their job differ significantly on their Emotional Intelligence.
- High emotionally intelligent faculties are more satisfied with their job and vice versa. So, emotional intelligence affects job satisfaction positively.
- Emotional Intelligence of management faculties is fairly significantly related with job satisfaction ($r=0.26$). Based on the correlation scores it is quite evident that the selected variables viz. Emotional Intelligence and Job Satisfaction do not operate independently but with each other, any increase in the scores of emotional intelligence results into increase in Job Satisfaction and same applies for EI also. Thus, the set hypotheses that there is no significant relationship between Job Satisfaction and Emotional Intelligence of management faculties stands rejected.

Faculty members as individuals with clarity on part of their responsibility and outcome are happy and contented with their jobs since whatever they do is with a purpose matched with clarity, clear communication and transparency, thus emotionally intelligent faculty members are more contented and give effective outcome in contrast to those lacking in EI figures which may lead to intra conflict, lack of clarity and poor decisiveness.

f) Outcome of relationship between level of Emotional Intelligence and resulting Job Satisfaction

The emotional intelligence competencies as defined in the scale viz. self-awareness, Empathy, Self-motivation, Emotional Stability, Managing Relation, Integrity, Self-Development, Value Orientation, Commitment and Altruistic Behaviour were found to be highly co-related with job satisfaction factors i.e personal factors, social factors, organizational factors, research and teaching factors and financial factors.

Thus, the set hypotheses that stated that there is no significant relationship between Emotional Intelligence abilities and job satisfaction factors stand rejected.

Based on the above mentioned findings, it can be concluded that almost all management faculties are above average emotionally intelligent because the higher education makes them mature and more emotionally stable and develop the suggested dimensions like Self-awareness, Self-regulation, Empathy and Social skills.

The above analysis also reveals that female faculties have the same level of emotional abilities like male, because the advancement and growth in the society provide equal status and opportunities to both the gender. The results obtained for job satisfaction level of male and female faculties is that female management faculties appear to be more satisfied with their job as compared to the male faculties.

Implications of the Study

In spite of phenomenal growth of educational institutions in the field of higher education, there is growing feeling that the standard of higher education is declining. This decline may be due to less skilled and satisfied teachers, low salary, ambiguous promotional policies non-seriousness of teachers and students, outdated course curriculum etc. The observations made through this study would be helpful in knowing about the deficiencies existing in relation to the above mentioned reasons and the management of the institutions will look into the matter to overcome these deficiencies. The observation would also be helpful to management in taking certain strategic decisions to improve the level of emotional intelligence which will improve the job satisfaction and consequently to improve the performance of the institution. Therefore, the implications of the study would not confine only to the sampled management institutes but in general these would be of significance for all professional institutes. As already discussed very few studies have been conducted on the subject related to the researched area. Thus the study will help in contributing in the assessment of relationship between the two selected constructs. With the changes and higher expectations on part of all stakeholders from academic institutions right from industry to global employability, it is important that student's competency building and expected absorption by effectual preparation on the part of faculty fraternity is only possible when a well-defined competency with respect to emotional intelligence is related. Since it is the emotional intelligence and its related components which decide and determine the outcome in form of behaviour and reflects in every actions right from teaching to counselling to guiding and exposing along with building character of student thus EI can play a transformational role in making learning effective and outcome based.

Conclusion

Thus from the above study, based on the set objectives and the findings it is quite clear that Emotional intelligence plays a pivotal role not only in assessment of own behavioural tendencies and outcome largely but also affects the level of satisfaction that we derive from the task we perform. It is quite evident that our level of EI decides the most underlying assumptions of our well-being and outcomes associated with the task that we perform. An individual with high level of EI was observed, reflects higher satisfaction as the components underlying EI also remains high right from self-development to commitment, empathy and others thus indicating that right from rapport building, self-awareness, team work, understanding each other becomes stronger and thus organization should focus on these dimensions while planning for assessment, training, developing new roles etc.

Once an individual is clear and has a developed level of EI both employee and the organization benefits. Irrespective of gender differences EI is amongst the most important and crucial element important for understanding, evaluating and improvising behaviour. Since it is behaviour which is the first identity or uniqueness that an individual holds and depending on interaction with environment, heredity factors, environmental variables it varies. Thus, for faculty fraternity the impact of Emotional intelligence and its related components can play distinctive role in deciding and determining the outcome of student. With high level of conscious emotional intelligence faculty fraternity can help in developing professional



competence, emotional stability, thoughtfulness, mindful behaviour amongst students and also equally augmented deliverables in their assigned task.

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