



A Gender Based Study on Emotional Intelligence and its Impact on Job Satisfaction: Evidence from Gujarat Colleges

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ARTICLE INFO ABSTRACT

Emotional intelligence and job satisfaction both are predominant topics discussed at the workplace environment. The aim of this research is to investigate, the impact of emotional intelligence on job satisfaction of teaching staff and to check the gender wise change in emotional intelligence and job satisfaction of teaching staff from different colleges of Gujarat region located in India. The scale available for emotional intelligence and job satisfaction was been applied to measure the emotional intelligence and job satisfaction of teaching staff. After the collection of data, the analysis was been carried out to reach to the conclusion. The result showed that emotional intelligence and job satisfaction both remains same no matter if they are male or female teaching staff. Moreover, the emotional intelligence affects their job satisfaction too. The results can help organizations realize human capabilities and the way to improve them by providing more attention to the human aspect.

Keywords: Emotional Intelligence; Educational Institutions; Job Performance; Students; 1

1. Introduction

Emotional intelligence (EI), also known as Emotional Quotient (EQ), refers to an individual's capacity to recognize and understand their own emotions as well as those of others. It involves the ability to differentiate between various feelings and emotions, accurately labeling them. Just as cognitive abilities aid in logical reasoning and decision-making based on knowledge, emotional intelligence enables individuals to navigate complex situations with emotional resilience and understanding. India boasts a vibrant youth population, and channeling this energy towards emotional stability is crucial. This empowers them to confront challenges with positivity and make sound decisions amidst life's uncertainties. To achieve this goal, the researcher has concentrated on areas where emotional intelligence plays a pivotal role.

A few decades ago, emotions were often dismissed as irrelevant or unsuitable for the workplace. However, thanks to pioneering researchers, this perspective has shifted significantly. Emotional Intelligence (EI) is now recognized as a crucial determinant of success, both in professional settings and personal life. In the contemporary landscape, organizations regard Emotional Intelligence (EI) as a fundamental trait among high achievers, attributing it as the driving force behind various behaviors, including employee satisfaction.

1.1. Emotional Intelligence (EI)

“Emotional Intelligence (EI) encompasses the capacity to identify, comprehend, control, and leverage emotions adeptly across diverse contexts. It entails recognizing both one's own emotions and those of others, regulating emotions to suit different situations, and utilizing emotions to inform decision-making and actions. EI is frequently dissected into multiple dimensions or components, each contributing to an individual's overall emotional intelligence (Goleman, 1995). The dimensions include self-awareness, motivation, self-regulation, empathy and social skill. In this, the researcher has used the dimensions like self-awareness, emotion regulation, social skills and motivation (Mehta & Singh, 2013). Here are the fundamental components of emotional intelligence:

1.1.1. Self-awareness

Self-awareness is the ability to perceive oneself with a degree of objectivity. It involves an interplay between thoughts and feelings. In the context of emotional intelligence, self-awareness means recognizing both positive and negative emotions within oneself within specific situations or circumstances.

1.1.2. Self-motivation

Self-motivation is the capacity to act on what must be done without being unduly influenced by external factors or circumstances. Individuals who possess strong self-motivation can find the intrinsic drive and determination to accomplish tasks, even when faced with challenging situations or obstacles, without relying on external encouragement or support from others.

1.1.3. Social skill

Social skills refer to the capability to effectively communicate, persuade, and interact with individuals within society, maintaining harmony and minimizing conflicts. This includes expressing both positive and negative emotions in interpersonal interactions. Social skills encompass the art of persuasion, creating a friendly atmosphere in work settings, and tactfully managing difficult people and challenging situations.

1.1.4. Emotion Regulation

Emotion regulation refers to the ability to recognize and manage one's emotions effectively. It involves responding to a wide range of emotions in a manner that aligns with social norms and expectations.

1.1.5. Social Awareness

Social awareness is the capacity to perceive, comprehend, and respond to the emotions of others while feeling at ease in social settings. It encompasses knowledge about others, including their emotions, thought processes, perspectives, achievements, facial expressions, and other nonverbal cues.

2. Literature review

Research conducted in Lebanon indicates that teachers' emotional intelligence can indeed impact students' emotional intelligence. The study focused on some faculty members and students from a university. The findings suggest a correlation between teachers' emotional intelligence and the emotional intelligence of their students, highlighting the potential influence educators can have on shaping students' emotional skills and well-being (Bassem E. Maamari, 2019). Additionally, a study on the topic of emotional intelligence and self-efficacy seeks to investigate the correlation between emotional intelligence and teachers' efficacy in educational environments, encompassing both schools and universities. It delves into the characteristics and responsibilities that teachers possess, initiatives aimed at enhancing emotional intelligence and their resulting impacts, and the relationship between emotional intelligence, proactive coping mechanisms, burnout, and support from supervisors. Furthermore, the research touches upon suggestions and approaches for improving the overall well-being and effectiveness of teachers within their professional capacities (Ramana, 2013).

If we look in to the role of emotional intelligence at workplace then the Literature across various works has proposed a hypothesis regarding Emotional Intelligence and its impact on how effectively workers interact with their colleagues. This includes the strategies they employ to manage and resolve conflicts, handle stress and workload, and ultimately, their overall job performance (Brackett & Salovey, 2006).

(Qian, Humphrey, & Miao, 2017) Elucidated that employees can leverage their emotional intelligence to elevate their job satisfaction levels. This is because Emotional Intelligence aids in cultivating more positive emotions and experiences in the workplace.

(Lucía Herrera, 2020) Conducted a survey in the Spain on primary school students where it was supposed to examine the relation of emotional intelligence with students' academic achievement. The author has examined gender and cultural variances among primary school students. The research highlights the importance of teacher training to cultivate a stimulating learning environment and foster students' interest in education.

The survey conducted among IT employees aimed to determine whether their emotional intelligence (EI) levels and quality of work life (QWL) have an impact on organizational success. The findings suggest that individuals with high EI levels and a positive QWL are more likely to achieve success, creating a competitive advantage for IT organizations (Gupta, 2014).

Researcher has been exploring the concept of Job Satisfaction from different perspective. Job satisfaction has been defined in complementary ways. (Spector P. , 1985) describes it as "employee attitudes, encompassing factors like pay, promotion, supervision, fringe benefits, contingent rewards, operating procedures, coworkers, the nature of work, and communication" and (Spector P. ..., 2002) again described Job Satisfaction as the negative or and positive of employees about their work. Job satisfaction is that measure which has a positive relation to the limit when person's own needs are satisfied (Simatwa, 2011).

(Schneider & Snyder, 1975) View it as a personal assessment of a situation stemming from employment or feedback linked to a job that provides financial stability and security. Their definition emphasizes the role of work itself in determining satisfaction, overlooking factors like compensation and job security. (Antoncic & Antoncic, 2011) Offer a straightforward definition of job satisfaction as an individual's contentment with their work, their level of enjoyment in their role, and their overall feelings toward their job. (Simatwa, 2011) Also notes that job satisfaction arises from achieving results and performing tasks effectively. (Kuria, 2011) Adds that satisfaction and productivity increase when employees have economic security, acknowledgment of their contributions, fair grievance policies, opportunities for input and decision-making, and involvement in organizational management.

(Arani, 2003) Conducted a comparative study on secondary school teachers' job satisfaction, examining their value orientation and the organizational climate of schools in Iran and India. In this study, the dependent variable was teachers' job satisfaction; while their age, gender, value orientation, subject of teaching, type of school, school organizational climate and their salary were independent variables. The study highlighted significant differences in job satisfaction between government and private school teachers in both countries. Iranian teachers valued health, knowledge, and family prestige the most, while Indian teachers prioritized their knowledge, democracy and their religion.

A recent study in Pakistan delved into the dynamics of emotional intelligence (EI), emotional exhaustion, emotional labor, and teachers' satisfaction, yielding fresh insights. It revealed that EI has a positive correlation with teaching satisfaction, whereas emotional exhaustion has a detrimental effect, underscoring the mediating role of these variables. These findings challenge existing literature and offer a nuanced understanding of how EI, emotional exhaustion, emotional labor, and teaching satisfaction intersect. The study's conclusions, highlighting the positive impact of EI and the negative influence of emotional exhaustion on teaching satisfaction, significantly enrich our comprehension of the determinants of teachers' job satisfaction (Sonia Pervaiz, 2017).

3. Research Methodology

The target population of the study is teaching staff of different colleges from Gujarat, India. The researcher’s sample size is 147 teaching staff. The tools used for emotional intelligence was developed by (Mehta & Singh, 2013) and tool used to check job satisfaction was developed by Spector. The questionnaire was circulated to the participants and collected on time. The response was received in 5 point Likert scale item, starting from 5 for strongly disagree to 1 for strongly agree. In the response, 63(42.9%) were female candidates and 84(57.1%) were male candidates who were finally kept for the study.

4. Analysis

4.1. Reliability and validity of the data

The scale consists 27 items or statements to measure the emotional intelligence and job satisfaction of participants. The emotional intelligence is an independent variable while the job satisfaction is dependent variable in the study. To check whether the scale is reliable or not, the reliability of the scale was carried out. From which the overall reliability or the value of Cronbach Alpha for the scale was .910 which is greater than 0.6 so the scale is reliable for this study.

Table 1. Reliability

Reliability Statistics	
Cronbach's Alpha	N of Items
.910	27

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Cronbach's Alpha	N of Items
.910	28

The validity is done to check the scale’s validity for the research. The value of the validity should be greater than 0.5 and here validity of all the components of EI and job satisfaction is above 0.5 so the scale is valid too.

4.2. Exploratory Factor Analysis

The exploratory factor analysis was followed by the reliability test. This test is done to check the accuracy of the factors selected for the study. The KMO value should be greater than 0.5. Here overall KMO value for the scale was .876 which is more than 0.5. So the scale adopted is perfect for the study.

Table 2. KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.876
Bartlett's Test of Sphericity	Approx. Chi-Square	1759.128
	df	351
	Sig.	.000

4.3. Regression Analysis on Emotional Intelligence vs Job Satisfaction

The regression analysis measures the impact of one variable on the other variable. The significance value is less than 0.05 thus it is assume that there is an impact of independent variable on dependent variable.

Table 3. Regression analysis

Model summary		ANOVA ^a
R value	R square	Sig. value
.350	.182	.000

The R square value is 0.182 thus it means that the model explains 18.2% of impact of independent variable EI on dependent variable satisfaction. The standardized coefficient beta value is 0.350 which means the model explains 35% explanatory power.

Table 4. coefficient

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.091	.599		1.821	.071
	EI_2_mean	.639	.142	.350	4.493	.000

a. Dependent Variable: JS_mean

4.4. T-Test analysis of Gender vs Emotional Intelligence

The T test was been run to compare the emotional intelligence level among respondents based on their gender. As per the t-test result, Sig. value p is 0.335, which is more than 0.05 so there is no significant difference in Emotional intelligence as per the gender differences.

Table 5. Group Statistics

Gender		N	Mean	Std. Deviation	Std. Error Mean
EI_2_mean	female	63	4.1767	.49109	.06187
	male	84	4.1884	.43579	.04755

Table 6. Independent Sample Test

		for Equality of		t-test for Equality of Means				
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
EI_2_mean	Equal variances assumed	.936	.335	-.153	145	.879	-.01173	.07671
	Equal variances not assumed			-.150	124.439	.881	-.01173	.07803

4.5. T-Test analysis of Gender vs Job Satisfaction

The T test was been run to compare the job satisfaction level among respondents based on their gender. As per the t-test result, Sig. value p is 0.335, which is more than 0.05 so there is no significant difference in job satisfaction as per the gender differences.

Table 7. Group Difference

Gender		N	Mean	Std. Deviation	Std. Error Mean
JS_mean	female	63	3.6548	.86186	.10858
	male	84	3.8482	.81682	.08912

Table 8. Independent Sample Test

		for Equality of		t-test for Equality of Means				
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
JS_mean	Equal variances assumed	.121	.728	-1.388	145	.167	-.19345	.13940
	Equal variances not assumed			-1.377	129.702	.171	-.19345	.14048

5. Conclusion

The primary focus of this study was to assess the impact of emotional intelligence on job satisfaction and to analyze whether there is gender differences in emotional intelligence and the job satisfaction levels or not. Through analysis like Reliability and Validity analysis, the study established that the chosen scale was reliable and valid. The next step, Exploratory Factor Analysis, yielded the necessary values for the research. Subsequently, T-tests and Regression Analysis were conducted.

The T-test results, in line with the established thresholds, indicated no significant difference in both emotional intelligence and their job satisfaction between genders. Additionally, the regression analysis confirmed that emotional intelligence does influence job satisfaction. This suggests that regardless of gender; emotional intelligence and their job satisfaction remains consistent. It is required to enhance emotional intelligence among teaching staff is essential for fostering job satisfaction.

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