

A Study to Access the Impact of Emotional Intelligence and Self-Efficacy on Job Satisfaction among the B-school Faculties in Coimbatore

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ABSTRACT--- *Measuring job satisfaction among the faculties working in various B-Schools is of more significant for the reason that which is a part of important segment of our society. Job Satisfaction is such a most important psychological attribute that which contributes more to the concept of performance evaluation. This is an exploratory research, attempting to discover how the dimensions of Emotional Intelligence and Self-Efficacy are significantly related with the Job Satisfaction of a faculty. The data were collected from faculties working in B-Schools, Coimbatore. Existence of a positive correlation is revealed between the dimensions of Emotional Intelligence and Self-Efficacy with Job Satisfaction among the B-school faculties, Coimbatore. This study explains how the multiple dimensions of Emotional Intelligence and self-efficacy is evaluated and further correlated with the job satisfaction among the faculties of B-School. The results of this study may also be experimented in other types and nature of organizations also. The idea behind this study is to give educational institutions an insight about the significance of Emotional Intelligence and Self-Efficacy contributing towards job satisfaction with respect to the performance of its faculties and how they can be leveraged to obtain the desirable results.*

Key words--- Emotional Intelligence, Self-Efficacy, Job Satisfaction, B-Schools

1. INTRODUCTION

1.1 Background of the study

The term Job Satisfaction describes how content an individual is with his or her job (Armstrong, 2006). There are a variety of factors that can influence a person's level of Job Satisfaction. Some of these factors include the level of pay and benefits, the perceived fairness of the promotion system within a company, the quality of the working conditions, leadership and social relationships, the job itself (Weiss, 2002). In today's fast changing economy, faculty members thrive for professional growth and development, not just salary; to secure better positions in future (BhavnaShetty and RajashreeGujarathi, 2012) which includes dignity and social status, getting job security, job matching with qualifications, physical environment and to work in a desired profession (Om Raj Katoch, 2012) is required for Job Satisfaction. Other important term is Emotional self-efficacy, defined as beliefs in one's own emotional functioning (Dacre Pool and Qualter, 2011). It is logically followed that employees who possess high Emotional Intelligence should have a greater awareness of and understanding behind the emotions they experience (Zahra Abdolvahabi, Sara Bagheri and FirouzKioumars, 2012). Emotional Intelligence may give individuals greater insight into their affective reactions, equipping them with the skills to manipulate their future attributions, and thus entailing an increase in their Self-Efficacy (Mehdi Sarkhosh and Abbas Ali Rezaee, 2012). There is relationship between Emotional Intelligence and Job Satisfaction (AristeaPsilopanagiotti, et al.,2012) which helps to increase the organizational learning capability (BagherAsgarnejadNouri, et al.,2011) among the faculties through effective communication and reduces the stress in the working environment (Hassan Jorfi, HashimFauzy Bin Yaccob and IshakMd Shah, 2011).

2. LITERATURE REVIEW

There are numerous studies on job satisfaction. It is the positive and favorable attitudes towards the job and their feelings about the work (Armstrong, 2006). It results in the appraisal and effective reaction to one's job which is raised

by means of emotions, beliefs and behaviors of person (Weiss, 2002). Many studies reveals that there is no significant difference between gender (RoshanLal and Sarabjit Singh Shergill, 2012), age group (Singh, 2012), marital status, and institutional status, qualification of teachers (TakupiwaNyanga, Pilot Mudhovozi and Regis Chireshe, 2012), college type (Dhingra, 2006). It was found that job satisfaction was influenced by workload, teaching experience, school culture, teachers' relationship with administration, organizational learning capability (Bagher Asgarnejad Nouri, et al., 2011) working conditions and motivation (Noll, 2004) with Job Satisfaction (Rajaregam and Christie Doss, 2012). Few studies also shows that the job characteristics such as salary, promotional opportunity, work clarity and significance, and skills utilization, as well as organizational characteristics such as commitment (Steel and Ovalle, 1984) and relationship with supervisors and co-workers, have significant effects on Job Satisfaction (Ting, 1997). Some studies says that job satisfaction helps to maintain the stress management, communication effectiveness (Hassan Jorfi, Hashim Fauzy Bin Yaccob and IshakMd Shah, 2011)

Researches were found which explains about Emotional Intelligence as an important part of an individual low depression, high life satisfaction and a good task performance (Martinez Pons, 1997). And EI helps people in the key decision making positions by increasing leader's technical and financial skills and helps to reduce problems due to failing to understand the role play in the work settings (Reece and Brandt, 1996)It was found that teachers with high Emotional Intelligence may produce the students who possess the element of Emotional Intelligence besides their intellectual aspect, resulted from teachers who tend to express their emotions in positive ways when they interact with others (Brackett, Palomera, Mojsa-Kaja, et al., 2010)

Many studies investigates the impact of self efficacy on job performance and found that there is a significant and positive relationship between these two factors (Belk Karabiyik and MithatKorumaz, 2014) and that self efficacy had a direct effect on Job Satisfaction Kim Viel-Ruma, David Houchins, et al (2010). It was found that self efficacy acts as a determinant of Job Satisfaction and students' academic achievement (Gian Vittorio Caprara, et al., 2006) and contributes to sustain their efforts towards pursuing children's optimal scholastic attainments (Currall, Towler, Judge and Kohn, 2005)

Many studies have found that there is relationship between Emotional Intelligence and Self-Efficacy beliefs (Mehdi Sarkhosh and Abbas Ali Rezaee, 2012), emotional awareness, and empathy (Zahra Abdolvahabi, Sara Bagheri and FirouzKioumars, 2012). And it was found that there was no significant difference with respect to age, gender and teaching experience regarding their Emotional Intelligence and Self-Efficacy (Rastegar and Memarpour, 2009). It was also found that EI and self efficacy have important effects on teacher and student outcomes (Mina Rastegar and SamaneMemarpour, 2008). It was also found that surface acts as a moderator of the relationship between Emotional Intelligence and Job Satisfaction (AristeaPsilopanagioti, et al., 2012). Finally recent researches explores and describes the positive relationship between Emotional Intelligence, Job Satisfaction and job Self-Efficacy(Caitlin Anne De Kok, 2013)

3. STATEMENT OF THE PROBLEM

In today's dynamic market scenario, the biggest challenge faced by educational institutions is attracting and retaining high quality faculties. While intrinsic factors play a significant role in motivating individuals to enter the teaching profession, extrinsic conditions can influence their Job Satisfaction and desire to remain in academia. In addition, demographic factors and faculty specific and school specific characteristics also affect Job Satisfaction. Therefore, it is amazing to know that even today many of the college faculties especially in B-Schools are dissatisfied with their jobs.

To mete out this challenge, the root cause is identified and two important aspects such as Emotional Intelligence and Self-Efficacy are found. Emotional Intelligence is the ability to manage emotions intelligently and a set of acquired skills or competencies that predict positive outcomes at work place and Self-Efficacy is the extent or strength of one's belief in one's own ability to complete tasks and reach goals. People who possess these two aspects are healthier, less depressed, more productive at work and have better relationships in personal work life. And an ability to manage these aspects at all time can help faculties to again Job Satisfaction at their work achieved by high levels of productivity, efficiency and effectiveness. As a result, it may lead to a higher job performance and Job Satisfaction.

3.1 Objectives of the study

This research tries to identify the impacts of Emotional Intelligence and Self-Efficacy on Job Satisfaction of faculties of the B-Schools. It investigates the relationship between the dimensions of Emotional Intelligence with Self-Efficacy and the Job Satisfaction of the respondents and thereby to cross check whether the former influences the latter in a positive sense or not.

The study sought to answer the following research questions.

1. What is the influence of the dimensions of Emotional Intelligence and Self-Efficacy on Job Satisfaction?

3.2 Contributions of the Study

This study would contribute additionally to the existing knowledge in the field of evaluation of job satisfaction of faculties in educational institutions. The study is focused on the Faculties working in B-Schools, Coimbatore in Tamil Nadu. Such a study provides them adequate knowledge on the concept of job satisfaction and would further help to understand its impact of EI and self efficacy on job satisfaction of the faculties. This study also serves as a source of reference to other types of organizations and institutions also, who wants to measure and manage the Job Satisfaction level of their employees which have a positive impact on their Job performance.

4. THEORETICAL BACKGROUND AND HYPOTHESIS

The elements used to measure Emotional Intelligence, Self-Efficacy and Job Satisfaction in which constructs were adapted from different instruments developed by various authors. This scale has been designed specifically for measuring the above mentioned constructs in work environment. They are as follows:

4.1 Emotional Intelligence Scale

The study used the Trait Emotional Intelligence scale -Short Form (TEI Que-SF) developed by Petrides and Furnham (2006). The scale has four factors namely: Wellbeing, self-control, emotionality and sociability. Well-being is comprised of questions 5, 20, 9, 24, 12, and 27. Self-control is comprised of questions 4, 19, 7, 22, 15, and 30. Emotionality is comprised of questions 1, 16, 2, 17, 8, 23, 13, and 28. Sociability is comprised of 6, 21, 10, 25, 11, and 26. Questions 2, 4, 5, 7, 8, 10, 12, 13, 14, 16, 18, 22, 25, 26, and 28 are reverse-coded. Questions 3, 14, 18, and 29 contribute only to the global trait Emotional Intelligence score. The scale contains 30 questions and is measured on the 5-point likert scale containing five choices like: 5- Completely Agree; 4- Agree; 3- Neither Agree nor Disagree; 2- Disagree; 1- Completely Disagree.

4.2 Self-Efficacy Scale

The study used Albert Bandura’s Teacher Self-Efficacy scale developed in the year 2006. The scale has 7 factors namely: decision making, college resource, instructional Self-Efficacy, disciplinary Self-Efficacy, enlist parental involvement, enlist community involvement and create a positive college climate. Decision making is comprised of questions 1 and 2. College resources are comprised of question 3 alone. Instructional Self-Efficacy is comprised of questions 4, 5, 6, 7, 8, 9, 10, 11 and 12. Disciplinary Self-Efficacy is comprised of questions 13, 14 and 15. Enlist parental involvement is comprised of questions 16, 17 and 18. Enlist community involvement is comprised of questions 19, 20 and 21. Create a positive college climate is comprised of questions 22, 23, 24, 25, 26, 27, 28 and 29. The scale contains 29 questions in the 5-point Likert scale containing five choices like: 5- to a great/very high extent; 4- to a high extent; 3- to some extent; 2- to a slight extent; 1- to no extent.

4.3 Job satisfaction Scale

Job Satisfaction using the Minnesota Satisfaction scales (Short form). The purpose of this Job Satisfaction scale is to know the levels of satisfaction on the present job of the respondents for the various reasons that were stated. The scale contains 20 questions in the 5-point Likert scale containing five choices namely: 5 – Very Satisfied; 4 - Satisfied; 3 – Neither Satisfied nor dissatisfied; 2 – Dissatisfied; 1 – Very Dissatisfied.

The constructs and scales used for the study are given (Table 1).

Table 1: Details of the questionnaire used for the study

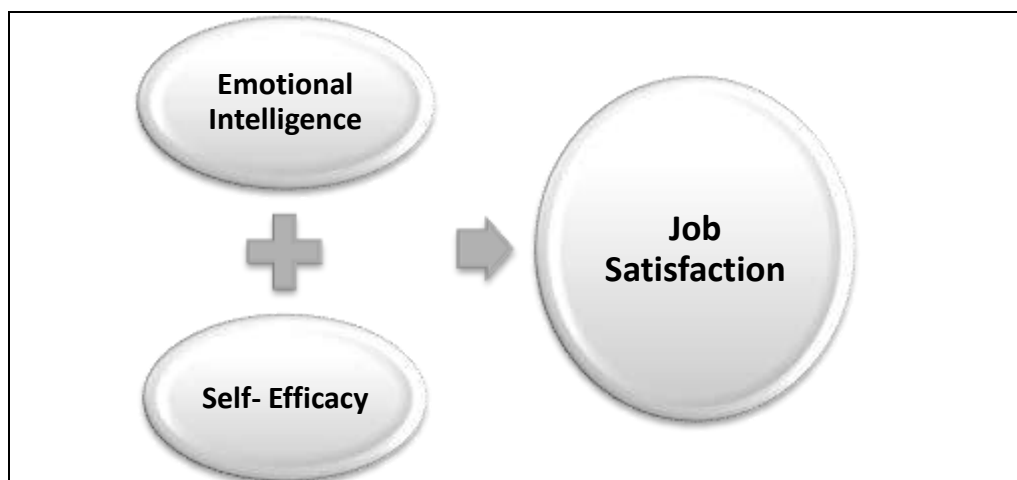
Variables/ construct	Author	Year	No. of questions
Emotional Intelligence	Petrides and Furnham	2006	30
Self-Efficacy	Albert Bandura	2006	30
Job Satisfaction	University of Minnesota	-	20

Table 2, describes the various constructs used in the study and their reliability values. This study used Cronbach’s Alpha reliability analysis. The alpha values are above 0.8 for all the constructs, which indicates that the instrument used for the study is highly reliable (Nunnally, 1976).

Table 2: Reliability statistics of constructs

Cronbach's Alpha	No. of items
Self-Efficacy	0.911
Job Satisfaction	0.888
Emotional Intelligence	0.800

The JS Instrument Scale along with EI and self efficacy scale were given to the faculties to record their self assessed score. Finally the JS score, EI Score and self efficacy score results are determined separately and then compared with each other. This comparison is made to find out the impact of EI and self efficacy factors on job satisfaction of the faculties and also in determining the relationship between these two factors. The theoretical model of this study is shown in figure 1 below.



Source: Author's

Construct (2016)

Figure 1: Conceptual framework on the impact of EI and its dimensions and Self efficacy over the assessment of job satisfaction.

5. RESEARCH METHODS

This is an exploratory research and attempts to discover how job satisfaction can be influenced in case of its integration with Emotional Intelligence and Self-Efficacy. The research is conducted among the higher education educators in various B-Schools in Coimbatore includes both male and female faculties. A sample of 300 respondents from 30 colleges was selected adopting Random sampling method. Survey method is followed to collect data and questioners are issue to all 300 respondents and 239 questioners are received with complete details and the balance 61 questionnaires were rejected due to its insufficiency and inaccurate responses. In this study demographic profile includes Age, Gender, Marital status, Educational qualification, Designation and Teaching experience.

6. DATA COLLECTION

The unit of population chosen for this study is the faculties working in various B-Schools, Coimbatore, Tamilnadu. The sample size for this study was determined based on the rules of thumb of Kline (2010) who suggested that a sample of 200 or larger is suitable for a complicated path model when the population is large. The sample size of 300 respondents was chosen and random sampling method was followed due to large population. The faculties were approached and they were briefed about the nature and purpose of the research and after their willingness to participate in the survey, questionnaires were administered to them to collect the data.

In order to attain the goals of this study i.e. to measure the relationship between Emotional Intelligence, Self-Efficacy and Job Satisfaction level of the faculties working in B-School, a validated questionnaire that measures the levels of Emotional Intelligence, Self-Efficacy and Job Satisfaction was taken which have been used and validated in previous studies and were adapted to local context to measure the levels of Job Satisfaction. In addition, a number of demographic and background information had been collected. All the items in the scales measuring the Emotional Intelligence and Job Satisfaction scored on a five point Likert scale ranging from 1 representing the strongest negative attitude towards the

statement (strongly disagree) to 5 representing the most positive attitude towards the statement (strongly agree). And for Self efficacy scored on a five point Likert scale ranging from 1 representing the minimum likes towards the statement (no extend) to 5 representing the maximum likes towards the statement (to great extend). The demographic variables were all entered as categorical or ordinal values.

7. STATISTICAL RESULTS

7.1 Demographic Data

Table 3: Scores of Emotional Intelligence, Self-Efficacy and Job Satisfaction among the B-School faculties, Coimbatore across Demographic Variables

ANOVA TABLE RESULT	GENDER		EDUCATION		DESIGNATION		EXPERIENCE	
	F	Sig.	F	Sig.	F	Sig.	F	Sig.
EMOTIONAL INTELLIGENCE	6.047	.015	1.436	0.223	0.358	0.783	1.252	0.290
SELF-EFFICACY	.221	.639	0.922	0.452	0.634	0.594	0.749	0.559
JOB SATISFACTION	.014	.907	3.217	0.014	1.276	0.283	2.062	0.087

Source: Researcher, September 2016.

This table shows the results of ANOVA table with respect to demographic variables such as: gender, education, designation and experience.

With respect to Self-Efficacy and Job Satisfaction with gender, the F ratio for the analysis is 0.221 and 0.014 with the probability of 0.639 and 0.907 respectively. It is concluded that whether male or female faculties, they have a similar mean Self-Efficacy Scores and Job Satisfaction scores. With respect to Emotional Intelligence and gender, the F ratio for the analysis is 6.047 with the probability of 0.015. It is concluded that they does not have a similar mean Emotional Intelligence score.

Thus, it is concluded that Self-Efficacy and Job Satisfaction level do not have difference among male and female faculties, but their Emotional Intelligence level differs.

With respect to Emotional Intelligence, Self-Efficacy with education, the F ratio for the analysis is 1.436 and 0.922 with the probability of .0223 and 0.452 respectively. It is concluded that whether faculties with any education qualification, they have a similar mean Emotional Intelligence and Self-Efficacy scores. With respect to Job Satisfaction and education, the F ratio for the analysis is 3.217 with the probability of 0.014. It is concluded that they does not have a similar mean Job Satisfaction scores.

Thus it is concluded that Emotional Intelligence and Self-Efficacy level do not have difference among faculties with education qualification UG, PG, MPhil or Ph.D, but their Job Satisfaction level differs as per their educational qualification.

With respect to Emotional Intelligence, Self-Efficacy and Job Satisfaction with designation, the F ratio for the analysis is 0.358, 0.634 and 1.276 with the probability of 0.783, 0.594 and 0.283 respectively. It is concluded that whether faculties belonging to any designation, they have a similar mean Emotional Intelligence, Self-Efficacy and Job Satisfaction scores.

Thus it is concluded that Emotional Intelligence, Self-Efficacy and Job Satisfaction level do not have difference among faculties belonging to various designation Lecturer, Assistant Professor, Associate Professor or Professor.

With respect to Emotional Intelligence, Self-Efficacy and Job Satisfaction with experience, the F ratio for the analysis is 1.252, 0.749 and 2.062 with the probability of 0.290, 0.559 and 0.087 respectively. It is concluded that though faculties having different years of experiences, they have a similar mean Emotional Intelligence, Self-Efficacy and Job Satisfaction scores.

Thus, it is concluded that Emotional Intelligence, Self-Efficacy and Job Satisfaction level do not have difference among faculties having different years of experiences: less than 5 years, 6 to 10 years, 11 to 15 years, 16 to 20 years or above 20 years.

7.2 Descriptive Statistics

There is a significance relationship and strong correlation between Emotional Intelligence, Self-Efficacy and Job Satisfaction among the faculties working in B-Schools, Coimbatore, Tamil Nadu.

Table4: Correlation between Emotional Intelligence, Self-Efficacy and Job Satisfaction among the B-School faculties, Coimbatore.

Pearson Correlation		SELF-EFFICACY	EMOTIONAL INTELLIGENCE	JOB SATISFACTION
SELF-EFFICACY	Pearson Correlation	1	.299**	.533**
	Sig. (2-tailed)		.000	.000
	N		239	239
EMOTIONAL INTELLIGENCE	Pearson Correlation		1	.328**
	Sig. (2-tailed)			.000
	N			239
JOB SATISFACTION	Pearson Correlation			1
	Sig. (2-tailed)			
	N			
**. Correlation is significant at the 0.01 level (2-tailed).				

Source: Researcher, September 2016.

When Emotional Intelligence and Self-Efficacy was correlated with Job Satisfaction, significant and positive correlation were found with Emotional Intelligence ($r=0.328$, $p<0.01$), Self-Efficacy ($r=0.533$, $p<0.01$) at 0.01 levels of significance. Therefore, hypothesis that there exists significant relation between Emotional Intelligence, Self-Efficacy and Job Satisfaction was strongly accepted. Hence, significant correlation was obtained between Emotional Intelligence and Self-Efficacy levels with Job Satisfaction scores of Faculties working in B-Schools, Coimbatore.

8. DISCUSSION AND IMPLICATIONS

Mondal, Paul and Bandyopadhyay (2012) in their study says that demographic factors like gender, age, teaching experience, qualification positively impacted on the level of teacher's Emotional Intelligence. In this study demographic variables like gender, designation, experience and education have a positive impact on Emotional Intelligence level of the faculties working in B-Schools, Coimbatore. Veneta Bastian, Nicholas Burns and Ted Nettelbeck (2005) in their study found that there is a correlation between Emotional Intelligence, life satisfaction, better perceived problem-solving and coping ability and lower anxiety. This study also reveals that there exist a good correlation between Emotional Intelligence and Job Satisfaction.

Klassen, Robert, Chiu and Ming (2012) in their study say that teachers with greater workload stress had greater classroom management Self-Efficacy, whereas teachers with lower classroom stress had lower Self-Efficacy and lower Job Satisfaction. This implies that Job Satisfaction is influenced by Self-Efficacy. In this study it is seen that Self-

Efficacy influences the Job Satisfaction than Emotional Intelligence level of faculties working in B-schools. Rajareegam and Christie Doss (2012) in their study presents the Job Satisfaction of teacher in engineering colleges and concluded that there is no significant difference between gender, age group, marital status, and institutional status, qualification of teachers, college type, workload and teaching experience with Job Satisfaction. This study also finds no significant difference between the job satisfaction levels across all demographic variables.

TakupiwaNyanga, Pilot Mudhovozi and Regis Chireshe (2012) their research study depicts that this study reveals the investigation Job Satisfaction among employees of higher education institutions. The study found that there are more female than male and younger than older reported that they were satisfied with their jobs. In this study it was found that female Associate Professors who are PhD qualified having more than 20 years of experience are having more job satisfaction. TakupiwaNyanga, Pilot Mudhovozi and Regis Chireshe (2012) in their study say that job satisfaction decreases with a wise in academic qualification. This study reveals that Job Satisfaction decreases as the educational qualification increases from UG to MPhil level. But if the faculties possess PhD, their Job Satisfaction level also increases. Caitlin Anne De Kok (2013) in their study says that there is a positive relationship between Self-Efficacy, Emotional Intelligence and Job Satisfaction. This study also declares that there exist positive relationships between Emotional Intelligence, Self-Efficacy and Job Satisfaction among the faculties working in B-School, Coimbatore.

9. CONCLUSION

To conclude, it was observed that there is a strong correlation between Emotional Intelligence, Self- Efficacy and Job Satisfaction in faculties working in B-Schools, Coimbatore. Job Satisfaction was observed higher in female faculties than that of male faculties.

Since the main objective of this study is to investigate the impact of Emotional Intelligence and Self- Efficacy on Job Satisfaction level of the faculties working in B-Schools, it is observed that Job Satisfaction impact respondents who are in Associate Professor level. It was also found that faculties who have completed their PhD are having higher level of Job Satisfaction when compared with other levels of educational qualification. Faculties having their experience more than 20 years are having more Job Satisfaction than that of others.

Thus developing a higher level of Job Satisfaction helps the faculties to increase their performance level also. As a result a better performance can be carried-out and it gives the faculties a feeling of organizational commitment' which is a healthy sign for any educational institutions.

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