

Emotional Intelligence and Job Satisfaction Among Lecturers of Higher Education Institutions in Dimapur District

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Abstract

Emotional Intelligence and Job Satisfaction are two ideas of outrageous interest in the current teaching profession and in the workplace. They assume a vital role a strategic advantage in close to personal and professional life. The teaching profession is one of those inside which individuals can enjoy the extraordinary outcomes from the EI proceeding to revising human affiliation that occurs among the lecturers in the work environment just as with the understudies. The main objective of this study was to analyze the link between the Lecturer's EI and Job Satisfaction among the distinctive Higher Education Institutions in Dimapur District under 5 heads as follows: Nagaland University, National Institute of Technology, ICFAI University, St.Joseph University, and Colleges affiliated with Nagaland University. The investigation involves around 500 number Lecturers of these organizations, the sample size is 50, and data collected by using Stratified Random Sampling. The investigation utilized Five Point Likert Scale was utilized to quantify Job Satisfaction and the size of 15 inquiries under 5dimentions of EI and depends on an ideal model of EI, like the system created by Mayer, Salovey, and Caruso (2002).Multiple linear regressions were utilized for the examination. Results from the investigation exposed a significantrelationship between the elements of EI was found to have a significant relationship with Job Satisfaction.

Keywords: Lecturers, Job Satisfaction, Work-Life Balance, Emotional Intelligence, Workplace.

Introduction

Teaching professionalism is interpreted as expert work with its sociological, philosophical, and instructive measurements that target accomplishing the best expectations in the teaching profession, which is completely founded on the proficient arrangement, information, abilities, and qualities (Derksen, 2010). In addition to that, Lecturers impact the character of each student. Consequently, the current instructive framework is a hybrid scope of the traditionalist and present modern generation. The lecturers need to play out numerous and complex roles to address instructive, monetary, mental, values and welfare needs (Cherniss, 2010). Lecturers are the key success factor of any nation which uplifts the holistic development of any nation leading to growth. The review of literature articulates the fact that the present work has never been studied in undertaking the population of Lecturers in Dimapur District. By taking this study, it will provide the definite relation of EI to job satisfaction. Researchers assume that the results of the present study shall also help representatives to devise proper intermedia tion to uphold the job satisfaction of teachers.

Objectives

The objectives of the present study are following:

1. To determine the level of Emotional Intelligence and Job Satisfaction of Lecturers of Higher Educational Institutions in Dimapur.
2. To study the correlation of selected Demographic Variables and Job Satisfaction Levels of Lecturers in Dimapur.
3. To explore the relationship between Emotional Intelligence and Job Satisfaction of Lecturers of Higher Educational Institutions in Dimapur.

Hypotheses

Following assumptions were hypothesized on the basis of the literature review:

1. There is a positive relationship between the selected demographic variables and the EI of the Lecturers.
2. There will be a positive relationship between Emotional Intelligence and Job Satisfaction.

Methods

Research design, Population, and sample

It was a quantitative and correlational study where the survey technique was used as a data collection mechanism. The population of this study comprised five (05) Higher Educational Institutions in Dimapur. Both male (52%) and female (48%) lecturers became part of this research. In terms of educational qualification, (34%) most of the lecturers were Post Graduates with NET or SET and (28%) Ph.Ds respectively. In academic rank, most of the respondents (96%) were Assistant Professors, (2%) Associate Professors, and (2%) were Professors. A sample of 50 respondents was chosen through a stratified random sampling technique.

Instruments

A structured questionnaire has been prepared and used for this study which comprising 3 parts as Demographic Detail to obtain information about the participants along with the following instruments as remaining two parts:

Emotional Intelligence

The Emotional Intelligence Scale developed and standardized by Mayer, Salovey, and Caruso (2002) on the target sample was taken as a model for this study. The scale measuring five dimensions of EI such as Self-awareness, Self-recognition, Self-motivation, Empathy, and Social skills has been used. The scale comprises 15 items on a 5-point Likert scale anchored from "1" (Not at all) to "5" (Most of the time). The range of possible scores was 15 to 75. Thus higher scores state a higher level of EI. Cronbach's alpha of the scale was observed at

0.86 and showed excellent reliability of the scale.

Job Satisfaction Scale

The Job satisfaction scale developed by Singh (1990) has been taken as a model. This scale is composed of 15 items. The responses were on a 5-point Likert rating scale had anchors of “1” (Highly Dissatisfied) to “5” (Highly Satisfied). The range of possible scores was 15 to 75. Thus higher scores state a higher level of Job Satisfaction.

Results

Simple Percentage Analysis

To analyze the distribution level of demographic variables, the Level of Emotional Intelligence and Job Satisfaction statistical tool of Simple Percentage Analysis was used. Also, Mean and Standard Deviation also calculated to get the arithmetic average and the level of distribution.

Table 1 Demographic Profile of the Respondents

Designation	Freq.	Percent
Assistant Professor	48	96.0
Associate Professor	1	2.0
Professor	1	2.0
Total	50	100.0
Qualification	Freq.	Percent
Post Graduate	5	10.0
M.Phil	2	4.0
Ph.D.	14	28.0
Post Graduate with NET or SET	17	34.0
Ph.D. with NET or SET	5	10.0
Others	7	14.0
Total	50	100.0
Profession Category	Freq.	Percent
Government	7	14.0
Private	43	86.0
Total	50	100.0
Monthly Income Level	Freq.	Percent
Below Rs.20,000/-	4	8.0
Rs.21,000/- to Rs.40,000/-	37	74.0
Rs.41,000/- to Rs.60,000/-	5	10.0
Above Rs.61,000/-	4	8.0
Total	50	100.0
Gender	Freq.	Percent
Male	26	52.0
Female	24	48.0
Total	50	100.0
Marital Status	Freq.	Percent
Unmarried	26	52.0
Married	24	48.0
Total	50	100.0
Age Group	Frequency	Percent

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Less than 30yrs	14	28.0
31 to 35yrs	14	28.0
36 to 40yrs	9	18.0
41 to 45yrs	8	16.0
46 to 50yrs	2	4.0
51 to 55yrs	1	2.0
Above 55yrs	2	4.0
Total	50	100.0
Type of family	Frequency	Percent
Nuclear Family	37	74.0
Joint Family	13	26.0
Total	50	100.0

Source: Primary Data

Table 2 Level of Emotional Intelligence of the Lecturers

Level of Emotional Intelligence	Freq.	Percent
Low Level Emotional Intelligence	1	2.0
Medium Level Emotional Intelligence	12	24.0
High Level Emotional Intelligence	37	74.0
Total	50	100.0

Source: Primary Data

Table 3 Level of Job Satisfaction of the Lecturers

Overall Job Satisfaction Level	Freq.	Percent
Much Satisfied	10	20.0
Satisfied	20	40.0
Neutral	12	24.0
Dissatisfied	4	8.0
Much Dissatisfied	4	8.0
Total	50	100.0

Source: Primary Data

Table 4 Descriptive Statistics

Variables	Mean	Std. Dev.	N
Designation	1.06	0.314	50
Qualification	4.68	2.394	50
Profession Category	1.86	0.351	50
Major Subject	3.32	1.766	50
Handling Course	1.36	0.663	50
Experience	2.48	0.814	50
Monthly Income Level	2.18	0.691	50
Working Under the Institution	2.74	1.275	50
Living Area	2.12	0.689	50
Native State	2.32	2.436	50
Gender	1.48	0.505	50
Marital Status	1.48	0.505	50
Age Group	2.62	1.563	50
Type of family	1.26	0.443	50
Number of dependents	2.28	1.011	50
Nature of the dependents	2.8	1.874	50
Level of Emotional Intelligence	2.72	0.497	50
Overall Job Satisfaction Level	2.44	1.146	50

Source: Primary Data

Pearson Correlation Analysis

Pearson correlation was computed to evaluate the relationship between selected Demographic variables and Job Satisfaction.

Table 5 Relationship between selected Demographic Variables and Job Satisfaction

Correlations										
Variables	1	2	3	4	5	6	7	8	9	10
1	1									
2	-0.137	1								
3	0.078	-0.103	1							
4	.444**	-0.160	0.026	1						
5	.420**	0.060	.484**	.460**	1					
6	-0.186	0.096	0.042	-0.125	-0.077	1				
7	-0.186	0.147	-.305*	-.324*	-0.019	-0.122	1			
8	.339*	-0.104	0.013	.595**	.386**	-0.074	-.411**	1		
9	-0.115	-0.112	-0.155	0.100	0.244	-.296*	0.161	0.087	1	
10	-0.075	-0.015	0.106	0.141	0.027	0.157	0.157	-0.201	0.132	1

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

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

1=Designation, 2=Qualification, 3=Profession Category, 4=Experience, 5= Monthly Income Level, 6=Gender, 7=Marital Status, 8=Age Group, 9= Type of family, 10= Overall Job Satisfaction Level

Source: Primary Data

Table 5 revealed that the results were statistically significant, strong positive correlation between Experience and Monthly Income on Designation $r=.444$, and $r=.420$, $n=50$, $p<.001$, moderately

positive correlation between Age group on Designation $r=0.339$, $n=50$, $p<.005$.

The results were statistically significant, strong negative correlation Monthly Income on Qualification and Profession Category $r=-.484$, $r=-.411$, $n=50$, $p<0.001$, Age group on Marital Status $r=-.411$, $n=50$, $p<.001$, moderately negative correlation between Marital status on Profession and Experience $r=-.305$, $r=-.324$, $n=50$, $p<0.005$, low negative correlation between Type of family on Gender $r=-.296$, $n=50$, $p<0.005$.

Multiple Regression Analysis

Table 6 Regression Analysis of selected Demographic Variables, Level of Emotional Intelligence, and Job Satisfaction

Model Summary ^{c,d}										
Model	R	R Square ^b	Adjusted R Square	Std. Error of the Estimate	Change Statistics				Durbin-Watson	
					R Square Change	F Change	df1	df2		Sig. F Change
1	.943 ^a	.889	.826	1.123	.889	14.167	18	32	.000	1.758

- a. Predictors: Level of Emotional Intelligence, Native State, Nature of the dependents, Major Subject, Age Group, Qualification, Handling Course, Gender, Number of dependents, Designation, Marital Status, Living Area, Experience, Type of family, Level of Work-Life Balance, Working Under the Institution, Monthly Income Level, and Profession Category
 - b. For regression through the origin (the no-intercept model), R Square measures the proportion of the variability in the dependent variable about the origin explained by regression. This CANNOT be compared to R Square for models which include an intercept.
 - c. Dependent Variable: Overall Job Satisfaction Level
 - d. Linear Regression through the Origin
- Source: Primary Data

ANOVA ^{a, b}

Model	Sum of Squares	Df	Mean Square	F	Sig.
1 Regression	321.638	18	17.869	14.167	.000 ^c
Residual	40.362	32	1.261		
Total	362.000 ^d	50			

- a. Dependent Variable: Overall Job Satisfaction Level
- b. Linear Regression through the Origin
- c. Predictors: Level of Emotional Intelligence, Native State, Nature of the dependents, Major Subject, Age Group, Qualification, Handling Course, Gender, Number of dependents, Designation, Marital Status, Living Area, Experience, Type of family, Level of Work Life- Balance, Working Under the Institution, Monthly Income Level, Profession Category
- d. This total sum of squares is not corrected for the constant because the constant is zero for regression through the origin.

Source: Primary Data

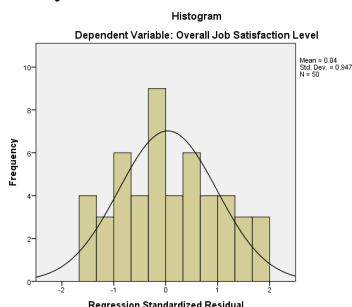


Table 6 shows regression analysis of selected Demographic variables, level of Emotional Intelligence, and Job Satisfaction. Level of Emotional Intelligence, Native State, Nature of the dependents, Major Subject, Age Group, Qualification, Handling Course, Gender, Number of dependents, Designation, Marital Status, Living Area, Experience, Type of family, Level of Work-Life Balance, Working Under the Institution, Monthly Income Level, Profession Category accounted significant amount of variance ($R=0.943$, $R^2=.889$, Adjusted R Square= 0.826, $F=14.167$, $p<0.01$). Therefore, H_2 is accepted.

Discussion

The obtained results confirmed that the selected demographic variables Experience, Monthly Income and Designation were having a strong positive correlation; Age group and Designation

were having a moderate positive correlation. Similarly, those selected demographic variables and the level of Emotional Intelligence having a significant amount of variance as positively in Job Satisfaction. Thus, it can be inferred that the Lectures Higher Educational Institutions of Dimapur who experienced a higher level of Emotional Intelligence showed higher Job Satisfaction with their Job.

Conclusion

The Aforementioned, findings concluded that the demographic factors and level of emotional intelligence of a lecturer are playing a very important role in the accomplishment of Lecturers’ satisfaction with their job. Lecturer’s Job Satisfaction brings the greater performance, achievement motivation, positive emotion, commitment, positive work climate, balanced personal and professional life, etc., Because, it can trigger immediate psychological reactions, therefore, it can play a central role in the development of Lecturers’ overall performance.

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