



e-ISSN: 2319-8753 | p-ISSN: 2347-6710

IJIRSET

International Journal of Innovative Research in
SCIENCE | ENGINEERING | TECHNOLOGY



INTERNATIONAL JOURNAL OF INNOVATIVE RESEARCH

IN SCIENCE | ENGINEERING | TECHNOLOGY

Volume 12, Issue 1, January 2023

ISSN INTERNATIONAL
STANDARD
SERIAL
NUMBER
INDIA

Impact Factor: 8.118

A Study on Emotional Intelligence and Its Role on Job Performance

Somwati

M.com-2019(Central University of Haryana), UGC NET-Commerce-2020, India

ABSTRACT: The focus of this essay is to look at how EQ plays a role in the happiness of educators in the classroom. It's common knowledge that India's educational system is undergoing rapid transformation, with long-standing practises giving way to fresh ideas. While these unconventional approaches are not impossible to believe, they are very complicated and peculiar. This means that educators face a diverse set of obstacles in their daily job. Unhappiness on the job may be caused by a number of circumstances, including an ever-changing company culture, an excessive amount of responsibility, and a pervasive feeling of insecurity. Therefore, it is crucial for organisations to figure out how to measure employee happiness on the job. Candidates' IQs are taken into consideration while making hires (Intelligent Quotient). On the other hand, their EI is the determining factor in their behaviour and attitude (Emotional Intelligence). Having a high level of emotional intelligence—that is, the capacity to identify, evaluate, interpret, and manage one's own and other people's emotions in social and professional settings—has been connected to a more positive outlook on one's career and overall life satisfaction. Emotional intelligence's value as a framework for making sense of the role emotions play in the workplace has been on the rise recently. Job-related emotions include a wide range of feelings, from boredom to stress to pride in one's profession. The cognitive aspect of work satisfaction consists of an individual's beliefs about their profession, such as the idea that their job is intellectually challenging and difficult. The behavioural aspect consists of people's actions in relation to their jobs, such as being late, staying late, or calling in sick to avoid shifts. If it's true that emotional intelligence increases productivity and outcomes via proactive problem solving and critical thinking, then it's crucial to learn how to use it in the workplace. In addition, new findings in psychological testing have pinpointed emotional intelligence as a key factor in determining whether or not a person would be happy in their current job.

KEYWORDS: Emotional Intelligence, Job Satisfaction, Psychological aspects

I. INTRODUCTION

People's individual traits and work habits has a significant impact on productivity. The roles of college instructors are multifaceted, forcing them to act as educators, advisors, counsellors, evaluators, and decision-makers all at once. This calls for a high degree of mental agility. The attitude of one's employees is crucial to the success of any company. Happiness at work has a significant impact on productivity. College instructors may better cope with stress by learning the link between emotional intelligence and job satisfaction.

The gap between academics' emotional quotient and their level of job satisfaction will be illuminated by this study. The findings might be utilised to improve the morale of workers in the workplace. The broad use of new technologies has resulted in a more complicated global economy, which in turn has made for more demanding and competitive working conditions. Even while having a high IQ is generally thought to be important for success in the career, many people have trouble gauging how their emotional intelligence will do. The extent to which one succeeds in the workplace may be proportional to their EQ (EI). Individuals that are self-conscious, self-controlled, relationally skilled, and socially aware tend to do better at work. EI participates in all facets of the business, from the initial recruiting process to higher-level promotions. Some people, notably John D. Mayer, have drawn a line between the two concepts of emotional intelligence and emotional understanding (2005a). 1920, E. N the term "social intelligence" was first used by L. Thorndike, a psychologist at Columbia University, in 1920. (Thorndike 1920, in Spanish). Many psychologists, like Gardner, argue that traditional IQ tests and other measures of intelligence do not adequately characterise cognitive capacity. The term "emotional intelligence" was created by Wayne Payne in 1985, but it wasn't until Daniel Goleman popularised it in 1995. (Smith, 2002). Emotional Intelligence: What It Is and How to Get It It was Peter Salovey and John "Jack" Mayer in the 1980s that spearheaded the study of this idea. Intelligence was first properly defined in a landmark research released in 1990. Companies with high levels of emotional intelligence are able to draw on the knowledge and expertise of their staff to solve problems effectively. In order to make a positive impression on

others and come up with creative solutions to common problems, managers and employees must collaborate. Trust, loyalty, and commitment may be steered with practised emotional management. A rise in innovation and output is possible for any group or company. To ensure the success of an employee's EI, all levels of staff must promote and endorse the idea of a competitive business advantage.

Research Problem

For a long time, it was believed that emotional responses and logical cognition were incompatible. Emotion psychologists, however, have been more interested in the science of identifying and understanding emotional states, both in oneself and in others, during the last several decades. To do this, one must use their emotional intelligence in order to make decisions, deal with obstacles, and build relationships. The purpose of this research is to learn more about how emotional intelligence (EQ) influences teachers' feelings of contentment in the classroom.

II. REVIEW OF LITERATURE

An abundance of recent studies have highlighted the value of emotional intelligence in the workplace. In the workplace, there has been a shift in focus, according to Krishnakumar's (2008) research (EI). Emotional intelligence is a measure of a person's awareness, identification, understanding, and management of their own feelings (EI). The focus of this study is on how EI relates to performance in the classroom and in life. Worker outcomes including contentment, dissatisfaction, and productivity may all be influenced by EI, according to the study's authors. Furthermore, these repercussions are projected to be particularly severe in emotionally demanding vocations. Two hundred and seventy-eight security and medical experts were surveyed. Several hypotheses concerning the consequences of Emotional Intelligence were investigated, and the findings indicated that while EI did enhance work satisfaction, it had no influence on either turnover intent or performance on the job.

According to Shooshtarian et al., "emotional intelligence" is a significant concept that has evolved in the domains of psychology and management in the last decade (2013). They studied the connection between EQ and happiness, productivity, and commitment in the manufacturing sectors of Fars Province, Iran. The demographic from which our sample was taken consisted of industrial workers in Iran's Fars Province. Three hundred and fifty participants who were picked at random filled out the questionnaires. There were 289 questionnaires used for statistical analysis. Studies have shown a correlation between a person's EQ and their work satisfaction. Additionally, a substantial degree of association was established between the employees' emotional intelligence and their overall productivity on the job. Both emotional intelligence and worker devotion were shown to be unrelated, while emotional intelligence also failed to predict output. These results stress the importance of emotional intelligence and its bearing on careers.

Emotional intelligence and a sense of purpose at work are two essential concepts in today's workplace, say George and Ealias (2012). They're a boon to your professional and personal success. However, few studies have looked at the factors that affect these two concepts. So, they set out to investigate the connection between emotional intelligence and job satisfaction. They also investigated how criteria including job description, years of experience, and marital status influenced an employee's emotional quotient and level of satisfaction on the job.

High school English instructors' emotional intelligence, job satisfaction, and organisational loyalty were all investigated in a 2012 study, as reported by Nahid (2012). In this study, questionnaires were employed as part of a survey research strategy known as ex post facto. Happiness at work, loyalty to one's organisation, and happiness with one's existing position were shown to be positively and significantly correlated with individuals' emotional quotients. There is no age or gender gap in the levels of job satisfaction and organisational commitment among high school English teachers. Yet there are no discernible differences in age between the participants, providing credibility to the notion that emotional intelligence varies by gender.

Emotional Intelligence (EI) is a new paradigm in the study of organisational behaviour and leadership, as stated by Seyal and Afzal (2013). This tool has shown to be just as effective as the OC survey in measuring workers' contentment with their jobs. To learn how EI and OC affect academics' pleasure at work, they polled 90 faculty and lecturers at a technical university in Brunei Darussalam. In addition to making the connection between EI and OC, they were interested in seeing how content academics were in their current positions. Results indicated that two of EI's seven dimensions and one aspect of organisational commitment were highly correlated with positive results. predict worker happiness with a high degree of precision.

According to Kappagoda (2011), executives in every industry should be familiar with the concept of "Emotional Intelligence.". Data were collected from a random sample of 50 administrators and 200 teachers. A combination of a

regression analysis and a correlation coefficient was utilised to make sense of the information. As it turned out, a strong relationship existed between the emotional intelligence of administrators and the satisfaction of instructors in the classroom. In order to make teachers more content in their jobs, it has been proposed that school leaders improve their emotional intelligence.

Researchers Abi and Jijo (2012) investigated the link between emotional intelligence and job satisfaction, attempting to isolate the impact of variables such as job function, tenure, and marital status. Over two hundred and eight workers from a multinational electronic corporation's India headquarters participated in the research by completing online questionnaires. Karl Pearson's correlation coefficient, ANOVA, and t-test were utilised for statistical analysis. Their findings showed a strong correlation between EQ and job satisfaction. The happiness and EQ of workers did not differ much by designation. Experience and marital status have a major bearing on both concepts.

Coco's (2013) study on emotional intelligence in academic administration allowed her to explore the hypothesised linkages between emotional talents and happiness with occupational expectations. Deans, he says, and other educational leaders, would benefit from developing their emotional intelligence. Five core competencies emerged as the theoretical model's basis after its development and analysis. Hus found that self-identified flexible, confident, and stress-resistant deans reported greater levels of work satisfaction. Workers who valued their own development and who could go outside the box to solve problems also reported higher levels of contentment in their careers.

Mandip et al. (2012) state that modern firms put a high premium on both emotional intelligence and workplace satisfaction. To put it simply, they give you an upper hand in all aspects of life. Teaching is a career in which individuals may tremendously benefit from learning about and practising emotional intelligence because of the large number of interactions that occur between students and teachers. Dissatisfaction with one's work has been linked to a number of unfavourable consequences, such as lower productivity, more absenteeism, poor decision-making, defensiveness, hostility, a loss of creativity, and even job turnover.

Platsidou (2010) surveyed primary special education teachers in Greece to assess their work satisfaction in relation to their self-perceived emotional intelligence (EI). Factor analysis has shown that the EI scale has four independent subscales. The findings showed that the majority of Greek instructors surveyed reported having high levels of EI. Educators who have a strong sense of their own EI are less likely to experience burnout and more content with their jobs. Satisfaction with one's job and its principal subscales was found to be a predictor of emotional exhaustion; satisfaction with one's job and its promotion was found to be a predictor of depersonalization; satisfaction with one's job and its promotion was found to be a predictor of personal accomplishment; and satisfaction with one's job and its promotion was found to be a predictor of optimism/mood regulation and

In contrast to the robust connection between EQ and physiological stress, which was discovered by Ismail et al. (2011), EQ was shown to have a much weaker connection to psychological stress. Teachers and professors have shown increased resilience in the face of mental stress due to their enhanced capacity for emotional regulation, according to their study. Thus, it might result in a more contented workforce. Academic employees' ability to cope with psychological stress on the job is negatively impacted by their failure to control their own emotions and the emotions of their colleagues. It might lead to discontent in the workplace.

Researchers Jeloudar et al. (2012) investigated the relationship between teachers' emotional intelligence and their perceptions of their work. Study after study has shown that happier teachers are those with strong emotional intelligence. Research has demonstrated that teachers with varying degrees of education have vastly diverse levels of emotional intelligence.

According to Shooshtarian et al., "Emotional Intelligence" is one of the most groundbreaking concepts to enter the domains of psychology and management in the last decade (2013). The purpose of the study conducted in the Fars Province of Iran was to determine the impact that employees' emotional intelligence (EQ) had on their outlook, conduct, and commitment to their jobs. Three hundred and fifty lucky survey takers shared their thoughts. A total of 289 questionnaires were included in the analysis. Data on employee satisfaction was collected using the Multi-Scale Emotional Intelligence Scale (MSEIS1). Having a high EQ has been found to have a positive effect on job satisfaction.

Cobb (2004) made an attempt to probe the connection between teachers' EQ and their satisfaction in the classroom and at work. She had the teachers complete a personality inventory, a job description inventory, and the BarOn EQ-i self-report scale. One hundred and one teachers were asked for their opinions, and 101 responded. Teacher satisfaction may be affected by a person's emotional intelligence, according to a survey analysis. The findings of this study supported the hypothesis that educators with more years of experience would benefit most from a boost in emotional intelligence.

According to Coetzer (2013), there has been a rise in the amount of publications investigating the link between EI and JOBS. Disagreement exists about the strength of the correlation between EI and happiness on the work across different demographics. One of South Africa's top performing institutions, WestcolFET, claims it would use Job Satisfaction as part of its business plan to increase productivity. With the demographics of Westcol in mind, he set out to determine what characteristics correlate to EI and work satisfaction among FET academics there. One hundred Westcol FET faculty filled out the Job Diagnostic Survey and the abbreviated form of the Genos Emotional Intelligence Inventory (JDS). Using a convenience sample, we interviewed sixty-six people. Participants' levels of happiness with their present jobs were measured using the Job Dissatisfaction Scale (JDS), and their emotional intelligence was evaluated using the Genos EI.

In the context of their careers, Yahyazadeh-Jeloudar et al. (2012) explored how high school educators' sense of work satisfaction is related to their emotional intelligence. This study surveyed 177 educators throughout the country using the Emotional Competence Inventory (ECI) and a modified Job Descriptive Index, which measures six key characteristics related to job satisfaction based on a single demographic variable of interest. Teachers' EQ was shown to be linked to students' reports of happiness in the classroom. Further, they found that educators' EQ was strongly correlated with their level of education.

III. OBJECTIVES OF THE STUDY

The purpose of this research is to determine whether there is a connection between teachers' emotional intelligence and how happy they are in their jobs at the university level..

For this purpose following objectives were set:

1. The goal of this research is to assess the level of emotional intelligence among college faculty.
2. In order to investigate college faculty members' levels of work satisfaction.

HYPOTHESES

H1: College teachers are not satisfied with their job.

H0: College teachers are satisfied with their job.

SCOPE & LIMITATIONS

This is strictly for the academic staff exclusively.

The study has certain shortcomings, but so do many others. One flaw in the study is that it relies too much on two scales—those measuring emotional intelligence and job satisfaction—to draw any meaningful conclusions. It's likely that respondents awarded the statements on the scale greater or lower scores than they truly deserve based on their own personal biases. The tiny size and non-probabilistic character of the sample employed may potentially reduce the conclusions' generalizability.

EI AND JOB PERFORMANCE

Emotional intelligence has been linked to higher levels of professional achievement, and this has been studied in a number of settings. Employees are better able to grow in areas such as self-awareness, interpersonal skills, and perseverance in the face of adversity thanks to the special social dynamics of the workplace. The office as a concept is also becoming more mainstream.

An increase in efficiency on the job is a direct result of the EI's efforts to maintain employees' emotional stability. Managers with EQ have a greater capacity to handle pressure and to recognise and ease the stress of others around them. Employees' creativity and productivity soar when they feel safe enough to share their thoughts and emotions with their colleagues (Ganji 2011; Hasanzadeh 2009). As a result, being able to read and manage one's emotions is essential in work (Ganji, 2011). Emotional intelligence may be a more reliable predictor of job success. The operations, managerial efficacy, training, and performance of institutions (including banks, schools, and enterprises) must be enhanced.

In order to fully grasp the field of human resource development and its function in bolstering organisations' strategic ability, studies of emotional intelligence, its influence, and its general implications on improved performance are

essential. Having high levels of emotional intelligence helps one make better decisions and produce better results at work.

IV. CONCLUSION

As a result, it's reasonable to assume that emotional regulation skills are highly valued in the modern workplace. So, it's important to give candidates with high EQ equal weight with their IQ when hiring educators. EI is strongly correlated with happier workers who are more invested in their work and more productive on the job.

The health, relationships, and levels of the stress hormone cortisol of those who take the time to refine their emotional intelligence via purposeful practise are only some of the long-term advantages. Consequently, it's evident that being aware of and in control of one's emotions may be vital to making sound decisions on the job. Employees are more able to keep their cool under pressure. High-EI people are more likely to be compassionate and skilled at mediating disputes. Teachers with a high level of emotional intelligence are more likely to listen to constructive feedback, think it through, and make changes based on it. When considered together, these elements help shape a productive office environment.

REFERENCES

1. Sukumarakurup, Krishnakumar (2008). THE ROLE OF EMOTIONAL INTELLIGENCE AND JOB EMOTIONAL REQUIREMENTS IN JOB ATTITUDES AND BEHAVIOR, PhD Dissertation, Faculty of the Virginia Polytechnic Institute and State University, Virginia.
2. Shoosharian, Zakieh, FatemehAmeli and MahmoodAminiLari (2013). The Effect of Labor's Emotional Intelligence on Their Job Satisfaction, Job Performance and Commitment, Iranian Journal of Management Studies, Vol.6, No.1
3. Jijo, George, AbiEalias (2012). Emotional Intelligence and JobSatisfaction: A Correlational study, Research journal of commerce and behavioral science, 1(4).
4. Abi, Ealias and Jijo, George (2012). Emotional Intelligence and Job Satisfaction: A Correlational study, RJCBS, Volume: 01, Number: 04, Online at <https://www.theinternationaljournal.org/ojs/index.php?journal=rjcbs&page=article&op=view&path%5B%5D=677>
5. Nahid, NaderiAnari, (2012) "Teachers: emotional intelligence, job satisfaction, and organizational commitment", Journal of Workplace Learning, Vol. 24 Iss: 4, pp.256 – 269
6. Seyal, A. and Afzal, T. (2013). An Investigation of Relationship among Emotional Intelligence, organizational Commitment and Job Satisfaction: Evidence from Academics in Brunei Darussalam, Online at <http://dx.doi.org/10.5539/ibr.v6n3p217>
7. Kappagoda, Sampath, (2011). The Relationship between Principals' Emotional Intelligence and Teachers' Job Satisfaction: A Case of National Schools in Sri Lanka (October 20, 2011). International Conference on Business & Information, 2011. Available at SSRN: <http://ssrn.com/abstract=2216372>
8. Swarnalatha, C. and G. Sureshkrishna (2013). Emotional Intelligence and Job Satisfaction: A Study among Employees of Automotive Industries in India. International Business Management, 7:46
9. Coco, Charles M. (2013). Emotional Intelligence and Career Competencies: Finding Satisfaction in Academic Administration, Online at http://www.na-businesspress.com/AJM/CocoCM_Web13_3_.pdf
10. Gill, Mandip, Syed Farhat Ali, Gupta Barkha, DubeyGodulika and Lad Kamna (2012). Emotional Intelligence as a Forecaster of Job Satisfaction amongst the Faculty of Professional Institutes of Central Indian City, Indore, ISCA Journal of Management Sciences, Vol. 1(1), 37-43
11. Platsidou, Maria (2010). Trait Emotional Intelligence of Greek Special Education Teachers in Relation to Burnout and Job Satisfaction, School Psychology International Vol. 31(1):60–76
12. Ismail, A., Yao A., Yeo E., Lai-kuan K. And Soon-yew J. (2011), Occupational stress features, emotional intelligence and job satisfaction: An empirical study in private institutions of Higher learning. Online at www.revistanegotium.org.ve
13. Mojgan, Emdady and NasrinBagheri (2013). The relation between emotional intelligence and job satisfaction, European Journal of Experimental Biology, 2013, 3(1):554-558
14. Yahyazadeh-Jeloudar, S. andFatemeLotfi-Goodarzi (2012). Teachers' Emotional Intelligence and Its Relationship with Job Satisfaction, Advances In Education Vol.1, No.1



15. Jeloudar, Soleiman, Yahyazadeh and GoodarziFatemeLotfi., (2012). Teachers' Emotional Intelligence and Its Relationship with Job Satisfaction, *Advances in Education*, 1(1)
16. Shooshtarian, Zakieh, FatemehAmeli and MahmoodAminiLari (2013). The Effect of Labor's Emotional Intelligence on Their Job Satisfaction, Job Performance and Commitment, *Iranian Journal of Management Studies*, Vol.6, No.1,
17. Cobb, B (2004). ASSESSING JOB SATISFACTION AND EMOTIONAL INTELLIGENCE IN PUBLIC SCHOOL TEACHERS, Thesis - The Faculty of the Department of Psychology, Western Kentucky University, May 2004
18. Cobb, C.D., & Mayer, J.D. (2000). Emotional intelligence: What the research says. *Educational Leadership*, 58(3), 14-18.
19. Coetzer, WentzelChristoffel (2012). The relationship between emotional intelligence and job satisfaction amongst Westcol FET lecturers, Online at <http://hdl.handle.net/10210/8469>
20. Jeloudar, Soleiman, Yahyazadeh and GoodarziFatemeLotfi., (2012). Teachers' Emotional Intelligence and Its Relationship with Job Satisfaction, *Advances in Education*, 1(1)
21. Syed Sofian Syed Salim, Rohany Nasir, Mohammad Aziz Shah Mohamed Arip and Muhammad Bazlan Mustafa, 2012. The Role of Emotional Intelligence on Job Satisfaction among School Teachers. *The Social Sciences*, 7: 125-129.
22. Gholami, Bahman, Simin Shams and MasoomehAmoozadeh (2013). The Investigation of the Relationship between Emotional Intelligence, Job Satisfaction and Organizational Commitment of Personnel in Banks and Financial Institutions of Darrehshahr City, Online at www.irjabs.com



INNO SPACE
SJIF Scientific Journal Impact Factor
Impact Factor: 8.118



ISSN INTERNATIONAL
STANDARD
SERIAL
NUMBER
INDIA



INTERNATIONAL JOURNAL OF INNOVATIVE RESEARCH

IN SCIENCE | ENGINEERING | TECHNOLOGY

 **9940 572 462**  **6381 907 438**  **ijirset@gmail.com**



www.ijirset.com

Scan to save the contact details