A Study on Effect of Job Satisfaction, Stress and Emotional Intelligence on Job Performance among HEI Faculty Members

Sahana Achyutha[1] and Lakshmi Suneetha V[1]

[1]Dept. of Management Studies, The Oxford College of Engineering, Bangalore, India
sahanaachyutha2020@gmail.com

Abstract. Work satisfaction, stress, and emotional intelligence are important characteristics that have an impact on n individual's performance. The purpose of this research is to gain a better understanding of the relationships between faculty members' stress levels, emotional state, and performance. Faculty members can be more effective and successful by understanding the elements that determine work performance. In the academic context, job performance is a crucial factor. One of the most important factors influencing faculty members' research productivity and success as teachers is their emotional intelligence. The study is descriptive research and questionnaire method was used to collect the data. Correlation analysis was used to explore relationships between variables.Regression analysis is used to identify predictors of job performance.This research study aims to shed light on the intricate relationship between job satisfaction, stress, emotional intelligence, and job performance among HEI faculty members. By understanding these dynamics, institutions can implement strategies to support faculty members in their roles and, in turn, enhance the overall quality of higher education.

Keywords: Job Performance, Emotional Intelligence, Stress, Job Performance

1 Introduction

Job performance among college teachers is crucial for the effective delivery of education and the overall learning experience of students and it plays an important role for the development of the institution [10]. Job performance among college teachers is a multifaceted concept that encompasses various aspects of teaching, research, and service within an educational institution. It encompasses various aspects of teaching effectiveness, subject knowledge, research and scholarly activities. Professional development opportunities, mentorship programs, and a supportive institutional culture can contribute significantly to the continuous improvement of job performance among college teachers. Emotional intelligence (EI) is a crucial skill for college teachers as it

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impacts their interactions with students, colleagues, and the overall learning environment. EI manifests among college teachers as self- awareness, self – regulation, social skills, emotional support, adaptability. Students' motivation, engagement, and overall academic experience can all be improved by teachers who possess emotional intelligence by fostering a helpful and encouraging learning environment. Developing emotional intelligence is an ongoing process that can significantly contribute to a teacher's effectiveness and the success of their students. Work satisfaction, stress, and emotional intelligence among college teachers in India can be influenced by various factors including work environment, workload, interpersonal relationships, and personal characteristics.

2 Review of Literature

2.1 Job performance

According to [16], an individual's job performance refers to their planned job-related duties and the effectiveness in executing those tasks. It involves the explicit behaviour of the job that is related to the tasks specified as part of the job description. The outcome of an individuals' performance is controlled by their behaviours as well as variables in the work environment that support or impede with the job performance [13]. This segment is a general compilation of the information obtainedfrom published and unpublished sources of data in the specific areas of job satisfaction, emotional intelligence and stress.

2.2 Job Satisfaction

A precise definition of job satisfaction given by [12]states that it is a complex and multifaceted concept that encompasses an individual's overall contentment and positive or negative feelings about their job and work environment. That can be influenced by factors like: the nature of the job, relationships with colleagues and supervisors, organizational culture, work-life balance, and opportunities for growth and development [8].

Several key factors that contribute to job satisfaction among college teachers include: work environment, Recognition and Appreciation, Professional Development, Workload and Work-life balance, Job Security and Career Advancements are some of the significant factors that influence an academician's job satisfaction [5].

2.3 Emotional Intelligence

Emotional intelligence (EI) is a crucial skill for college teachers as it impacts their interactions with students, colleagues, and the overall learning environment. Emotional intelligence manifests among college teachers as Self- responsiveness, Self Regulation, compassion and societal Skills. [17] defined emotional intelligence as an ability to understand and control emotions, as well as to drive intellectual and emotional growth.

Findings by [15] indicate that emotional intelligence forecasts work performance, job satisfaction, work commitment and job involvement. Employees who control their emotions at work have less unpleasant feelings, leading to higher performance and job

satisfaction. [7] in their study indicated that individuals with high emotional intelligence are motivated to complete all challenging tasks and have a positive influence on their co-workers and peers. It also improves their involvement in training sessions, assessment, promotion and their participation in organisational activities [4]. The engagement, motivation, and general academic experience of students can all be improved by teachers who possess high emotional intelligence by fostering a helpful and upbeat learning atmosphere. Developing emotional intelligence is an ongoing process that can significantly contribute to a teacher's effectiveness and the success of their students.

2.4 Stress

College teachers often face a range of stressors in their professional lives. Understanding these stressors is important to find ways to mitigate their impact. Some common sources of stress among college teachers are Teaching Load, Administrative Tasks, Student behaviour, Student Performance, Career progression, Publishing & Research, Work-Life Balance, Emotional engagement and Institutional Factors. Stress at work that arises due to routine operations is both physiological and psychological based on specific stimuli. Actions of superiors, co-workers, performance activity and environmental conditions are elements of professional stress [14].

3 Objectives of the study

- To examine job satisfaction among HEI faculty members.
- To assess stress levels among HEI faculty members.
- To assess emotional intelligence among HEI faculty members.
- To explore the relationship between job satisfaction, stress and emotional intelligence.

4 Research Hypotheses

The following hypotheses have been framed on the basis of the above objectives

H_{a1}: There is homogeneity in faculty job satisfaction level with reference to various age groups

Ha_2: There is significant difference in the stress level with reference to male and female faculty members

H_{03}: JS, EI, Stress & JP are positively correlated

5 Research methodology

This research is descriptive and population comprises of full time faculty members working in higher educational institutions in urban Bengaluru. The respondents for the study included full time teachers in Undergraduate and Postgraduate courses in University affiliated colleges in Bangalore city. Non probability convenience sampling technique was used for collecting information from a sample size of 100 respondents

with a structured questionnaire. The questionnaire consisted of demographic characteristics and the constructs were rated by the respondents on a 5-point Likert rating scale (5 = strongly agree, agree, neither agree nor disagree, disagree, 1 = strongly disagree). Initial reliability Cronbach's Alpha was ($\alpha = 0.84$**)** and data was analyzed using SPSS 23.0 and MS Excel.

5.1 Instruments

The four dimensions of EI was measured with sixteen items with EI scale urbanized by Wong and Law (2002) The self-report measure used to assess emotional intelligence (EI) utilising 16 items grouped into four components (four items each) are self-emotion appraisal (SEA), others' emotion assessment (OEA), use of emotion (UOE), and emotion regulation (ROE).

The Generic Work Satisfaction Scale by MacDonald & MacIntyre (1997) was used to assess job satisfaction on a single dimensional scale with 10 item using a five-point Likert scale where 1 represents strongly disagree and 5 represents strongly agree.

Scale of Individual job performance with 18 item devised by Koopmans (2015) was used to measure the sub divisions of task performance, Contextual performance and counterproductive behaviours on a 5 point scale.

The Perceived Stress Scale (PSS) created by [3] for measuring psychological stress is a self-assessment questionnaire that measures the degree of stress in various situations in an individual's life in terms of unpredictable, uncontrollable, and overloaded circumstances. The scale incorporates 10 direct queries about existing intensity of experienced stress on 5 point scale.

5.2 Pilot Study

Pilot study was conducted on a small group of sample from the population to obtain assessment on the reliability and validity of the data collected (Chawla & Sondhi, 2011). The questionnaire was distributed to 30 respondents who were not part of the main study. This step helped in rephrasing some ambiguous questions and for checking the initial reliability of the instrument.

Table 1. Details of the Constructs

Construct	Number of Items
Emotional Intelligence Scale (EIS)	16
Job Satisfaction Scale (JSS)	10
Job Performance Scale (JPS)	18
Perceived Stress Scale (PSS)	10
Total	**54**

The final questionnaire for the survey contained 54 questions and was divided into the following sections:

Section A comprised of the age, gender, educational qualification and designation details of the respondents.

Section B aimed to elicit data related to Emotional Intelligence Scale (EIS).

Section C sought information from Job Satisfaction Scale (JSS).

Section D comprised of questions from Job Performance Scale (JPS)

Section E was on Perceived Stress Scale (PSS).

5.3 Construct Reliability

Reliability is checked used with Cronbach's alpha Reliability is the possibility of a measure or instrument to yield a consistent and steady result when subjected to multiple trials (Carmines & Zeller, 1979).

Table 2. Item Break-up of Questionnaire

Construct	Number of Items	α
Emotional Intelligence Scale (EIS)	16	0.88
Job Satisfaction Scale (JSS)	10	0.75
Job Performance Scale (JPS)	18	0.90
Perceived Stress Scale (PSS)	10	0.86
Total	**54**	**0.84**

Typically, the dependability of Cronbach's alpha falls between 0 and 1. The degree of initial consistency of the scale's items increases with Cronbach's alpha coefficient's proximity to 1.0. Hinton et al., (2004) suggest that cut off choice for reliability check are: $\alpha > 0.9$ indicates excellent reliability, α between 0.7 – 0.9 refers to high reliability, α in the range of 0.5 - 0.7 specifies moderate reliability and $\alpha < 0.5$ signifies low reliability. Table 2 displays the $\alpha = 0.84$ indicating good reliability of the questionnaire.

5.4 Data Collection

The questionnaire was distributed among the teachers working in higher educational institutions in urban Bengaluru. The respondents included the designation of Assistant Professors, Associate Professors and Professors working full time in Undergraduate (Arts, Commerce, Science) and Postgraduate (MBA, MCA) courses in University affiliated colleges in Bangalore city.

5.5 Data Analysis

Data collected with a structured questionnaire was analyzed with reference to the objectives of the study. For this purpose the data was first coded into numerical values and captured by SPSS version 23.0 for further analysis. Descriptive and inferential statistics is used for the analysis of data. Descriptive statistics were conducted with mean and standard deviation. Independent sample t-test in used to compare and detect the difference between the means of male and female gender with response to the construct

variables of the study. The one way Analysis of Variance (ANOVA) is used to statistically check the homogeneity in means among two or more independent levels. Pearson's Correlation relation is a technique of statistics used to study the extent and nature of relationship between the constructs.

5. Results & Discussion

5.1 Demographic Profile of the Respondents

The demographic characteristics of the HEI respondents includes gender, age, educational qualifications and designation

Table 1. Demographic Profile of the Respondents

Characteristic	Options	Percentage	Total
Gender	Male	58	100
	Female	42	
Age	<=35	38	100
	36-45	43	
	46-55	16	
	>56	3	
Educational Qualifications	UG	32	100
	PG	45	
	PhD	23	
Designation	Asst. Prof	53	100
	Assoc Prof	27	
	Prof	20	

The gender distribution in Table 3 indicates that 58% of men and 42% female constituted the respondents. According to Williams (2004) academia is not immune to gender bias. Age of the respondents are categorised into four groups 81% of the respondents are below the age group of 45 years. It is indicative that majority of the teachers in the institutions comprises of junior faculty members. Majority of the institutions prefer to have young faculty as they are dynamic and willing to accept multiple tasks responsibilities. This gives them scope to learn the different responsibilities at job. The 19% of the above 45 years age group constitute the senior faculty. The senior faculty are responsible for various college level administrative roles. With reference to academic

qualification 32 respondents have undergraduate degree, while 45% possess a post graduate degree and 23% have attained their doctorate degree.

Table 2. Job satisfaction among respondents

Sl. No	Scale	Number of respondents	Percentage
1	SA	23	23
2	A	29	29
3	Neutral	20	20
4	D	12	12
5	SDA	16	16
Total		100	100

Above table 4 indicates that 52% of the respondents expressed their satisfaction towards their job. While 28% are dissatisfied at their job and 20% of the respondents expressed a neutral response.

The data was subjected to ANOVA to test the homogeneity between job satisfaction and job designation. The hypothesis is stated as below:

H_{a1}: There is homogeneity in faculty job satisfaction level with reference to various age groups

Table 3. ANOVA Output

Source of Variation	*SS*	*df*	*MS*	*F*	*P-value*	*F crit*
Between Groups	3.75		3.75	0.180451	0.68218	5.317655
Within Groups	16 6.25		20.78125			
Total	17 0					

Table 5 on homogeneity comparison indicates that null hypothesis is accepted (F value < F critical, p =0.68), there is no significant difference with respect to job designation and job satisfaction.

5.3 Stress levels among HEI faculty members

Table 4. Stress Levels among respondents

Sl No	Scale	Number of respondents	Percentage
1	SA	25	25
2	A	32	32
3	Neutral	17	17
4	D	11	11
5	SDA	15	15
Total		100	100

Table 6 indicates that 57% of the respondents agree that they experienced professional stress at their job while 26% disagree that they are stressed at job and 17% expressed a neutral opinion.

The following hypothesis is used to assess the means of independent samples using independent T test.

Ha_2: There is significant difference in the stress level with reference to male and female faculty members

Table 5. t-test output

Construct	**Gender**	**Mean**	**SD**	**T**	**Sig.**
Stress	Female	4.44	0.51	1.85	0.32
	Male	4.52	0.48		

Table 7 indicates that alternate hypothesis (Ha_2) is rejected and null hypothesis is accepted ($H0_1$) that irrespective of gender faculty members have similar stress levels indicating that all teachers have roles and responsibilities with reference to academic, administrative, research and development activities therefore male and female have a similar inclination towards stress.

5.4 Emotional intelligence among HEI faculty members

Table 6. Weighted Average of EI Components

Components of EI	Mean	SD	Wt. Av	Rank
Self-Awareness	4.5	0.6	4.25	1
Self-Regulation	4.29	0.7	3.9	2
Motivation	3.9	0.91	1.6	5
Social Skills	4.01	0.93	2.0	4

Empathy	4.3	0.69	3.5	3

Table 7 summarizes the mean, and SD, weighted average of components of emotional intelligence. Self-awareness is ranked first indicating the fact that teachers have knowledge of their thoughts, feelings and emotions. Self -regulation is second specifying that teachers have the ability to regulate their emotions and think before acting. Empathy is ranked third demonstrating the capacity to understand and appreciate the others viewpoint and perception. Social skills are their ability to create and maintain healthy relationships and build networks, is ranked fourth and motivation is ranked fifth.

5.5 The connections among stress, emotional intelligence, and job satisfaction and performance

To explore the inter-relationship among stress, emotional intelligence and job satisfaction and performance, correlation test was used.

H_{03}: JS, EI, Stress & JP are positively correlated

Table 7. Correlation Matrix

Clusters	EI	JS	Stress	JP	Mean	SD
EI	1				4.2	0.6
JS	0.51**	1			3.8	0.8
Stress	0.54**	0.41**	1		4.2	0.5
JP	0.53**	0.51**	0.32**	1	4.0	0.6

Table 8 shows the clusters of Emotional Intelligence, Job Satisfaction, Stress, and Job performance are positively correlated to each other. All the relationships are statistically significant at 0.01 levels with varying degree of strength ranging from 0.32 to 0.54. Satisfied employees are more likely to be involved in their jobs, leading to greater effort and dedication, ultimately enhancing their performance. Stress and job performance often follow an inverted U-shaped curve. A certain level of stress can enhance performance (known as eustress), as it can provide motivation and focus. However, excessive stress (distress) can impair cognitive functions, decision-making and overall job performance. Emotional intelligence and job performance are positively correlated. Teachers with high EQ are better at understanding and managing their own emotions

and the emotions of others, leading to effective interpersonal relationships, communication, and problem-solving skills, all of which contribute to job performance.Emotional intelligence can mediate the relationship between satisfaction and performance at the job.

The inter construct correlation has provided evidence of an association between all the constructs of knowledge, skill and abilities. To understand the predictive power among the variables the data was subjected to regression analysis.

Table 8. Multiple Regression Analysis of EI, JS, Stress on Job Performance

Clusters	Unstandardized Coefficient		T value	Sig.
	B	Std. error		
(Constant)	-0.05	0.05	-10.5	0.1
EI	0.36	0.01	28.21	0.00
JS	0.05	0.00	7.4	0.00
Stress	0.15	0.01	11.5	0.00
R	0.69			
R^2	0.63			
Adjusted R^2	0.61			
F	64.5			
Sig.	0.00			
Dependent Variable	Job Performance			

Table 9 point out that the dependent variables totally contribute to 61% of the variation in job performance. As the difference between R^2 and adjusted R^2 is less and F = 64.5 the overall model fit is statistically significant. Therefore it is opined that Emotional Intelligence, The relationship between stress and job satisfaction and performance is significant.

6 Conclusion

Work satisfaction, stress, and emotional intelligence are significant traits have an impact on how well a person does their work. Work satisfaction, stress, emotional intelligence, and job performance are intricately and multi-dimensionally related. Understanding and addressing these factors can contribute to higher work satisfaction, reduced stress, and enhanced emotional intelligence among college teachers in India. Job performance and job happiness are often positively correlated. Satisfied employees are

often more motivated, engaged, and committed to their work, which can lead to higher levels of productivity and job performance.High emotional intelligence is particularly crucial for leadership roles. Leaders with high EQ can empathize with their team members, manage conflicts constructively, and inspire and motivate others, leading to better team performance. The effects of stress on work performance can be lessened by emotional intelligence. Stress may be easier for those with high EQ to handle, which could lessen its detrimental impact on their performance.

The associations between job contentment, stress, emotional intellect, and job performance are intertwined and influenced by various factors. HEIs that recognize these complexities can implement strategies such as stress management programs, emotional intelligence training, and promoting a positive work environment to enhance both employee well-being and job performance. It requires a holistic approach involving the education system, institutions, and policymakers to create an environment conducive to the well-being of teachers.

A mediating role of Job Satisfaction in influencing Stress and Emotional Intelligence on Job Performance can be investigated. Impact of institutional policies and work environment on job satisfaction can be examined. The function of emotional intelligence in enhancing job performance and its impact on student engagement and learning outcomes can also be investigated. faculty members' self-awareness regarding their emotions and their impact on teaching and interactions can be evaluated.

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