

Job Satisfaction as a Mediator Between Leader's Emotional Intelligence and Organizational Engagement Among Teachers

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ABSTRACT

The present research aims to determine the mediating role of Job satisfaction between the leader's emotional intelligence and Organisational Engagement of teachers and also the relation of emotional intelligence of the group leaders with Employee Job Satisfaction and Organizational Engagement. Group leaders here means Top management in educational institutions. This research will try to bridge up the research gap and add to empirical findings in the particular field. The survey is conducted using the survey questionnaire specially designed for the purpose of exploring the relation between emotional intelligence, Job satisfaction and Organisational engagement. Questionnaires were distributed to 200 teachers working in different educational institutions in Delhi-NCR Region and 128 questions were analyzed. A 36-questions survey, which incorporates the parts of Emotional intelligence, job satisfaction and Organisational Engagement was completed to search the relationship among these factors. Some essential questions about personal details likewise included. To analyze the data, Multiple regression analysis was used. It was found Job Satisfaction mediates significantly between leader's Emotional Intelligence and Organisational Engagement.

Keywords: Emotional Intelligence, Emotions, Satisfaction, Organization, Engagement

INTRODUCTION

Organisational engagement, emotional Intelligence and job satisfaction, are very important to the healthy academic environment. Since academics

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are one of the bases of an effective leader and they provide a crucial knowledge care for their staff. The central idea of the present study is to find out the relationship between emotional intelligence, job satisfaction and organizational engagement where job satisfaction is a mediating variable.

In order to enhance the staff organizational engagement along with their Job Satisfaction turn into improved productivity. The behavior and attitude of teachers are responsible for quality output and delivery of services. Organisational engagement precipitates employee loyalty, whereas individual demonstration of their dedication towards the organization.

The leaders (top management in educational institutions) with higher emotional intelligence typically perform better. The various attributes of leaders are Work Competency, thought process, supportive behavior, vigilance, etc. Emotions are very important in human life. Nowadays, emotional intelligence theory is a standout amongst the most commonly researched subjects in the study of organizational behavior. Goleman (2001) defines Emotional intelligence as the ability to perceive and control feelings in ourselves as well as other people. Emotional intelligence is one factor to be associated with leadership most of the time. Those Leaders who are highly emotional in context with emotional intelligence are critical to organizational achievements. Leaders ought to be able to recognize the sentiments of colleagues about the environment of their workplace, to intercede at the time of issues when they arise, to manage their own particular emotions, remembering the true objective to get the trust of the delegates, a leader should have the capability to influence organizational performance by making a particular work environment, as suggested by Goleman (2001). Therefore a positive leadership generates a conducive working environment and relationship with subordinates.

LITERATURE REVIEW

The concept of emotional intelligence has attracted considerable attention over recent years and has become a central objective of research in human resource management. According to Wong and Law (2002), emotional intelligence comprises of four main dimensions: SEA- Self Emotional Appraisal (SEA) refers to the person's capacity to recognize his/her deep emotion and be capable to articulate those emotions naturally. OEA- Other's Emotional Appraisal (OEA) refers to the person's capacity to

recognize and understand other's Emotions. ROE- Regulation Of Emotions (ROE) refers to the person's capacity to regulate their own emotions like "I am able to control my temper" and UOE- Use of Emotions (UOE) is the capacity of a person to make use of their emotions.

Job satisfaction is a level to which employee has an optimistic affect towards his/her job. Herzberg (1968) introduces two-factor theory which includes hygiene and motivational factors. Hygiene factors are extrinsic to the job, whereas motivational factors are intrinsic to the job. To increase job satisfaction, a concept of job enrichment is introduced. According to Wu and Norman (2006), job satisfaction is considered as one of the crucial factors which influence teacher's desire to be with their profession for a long time. The investigation of teacher's job satisfaction has reasoned that organizational engagement and job satisfaction are decidedly corresponded with other organizational factors like communication with bosses, work acknowledgment and decency towards others. Other authors like Williams (2005) and Morris & Kalliath (2002), has mentioned that Job satisfaction has the positive and a mediating impact on teacher burnout in the stressful environment of work, especially in their jobs.

Employee engagement is considered as a growing business management concept in today's business world. An employee is considered to be engaged when he is fully concerned, and passionate towards his/her work. According to Scarlett Surveys (2001), "Employee engagement is a measurable degree of an employee's positive or negative emotional attachment to their job, colleagues and organization which profoundly influence their willingness to learn and perform at work". Truss et al. (2014) has analyzed that the concept of employee engagement is also called differently in various situations and organizations such as personal commitment, job engagement, work acknowledgement, staff engagement, and employee engagement in work. But in their further researches, some researchers like Markos & Sridevi (2010), Truss et al. (2014), and Albrecht (2010) analyzed that there are enough number of incidences which proves that organizational engagement is nowadays considered as a unique ideology.

Thus, engagement is distinctively different from employee satisfaction, motivation and organizational culture. The recent media coverage related to employee engagement has concentrated on the importance of engagement and how to make employees more engaged in the workplace. By definition, it can be said that when employees discover individual significance and inspiration in their work, get constructive interpersonal

help, and work in a productive workplace, they feel engaged. This is a move in the correct way since when an organization centers consideration around its people, it's making an investment in its most critical asset. A composite definition, gotten from these different ways to deal with employee engagement, could be read as follows: Employee engagement is elevated enthusiastic and scholarly association that an employee has for his/her occupation, his organization, his superiors, or colleagues that, thus, impacts him/her to apply extra optional push to his/her work.

Employee engagement is one of the most important variables which are affected directly by organizational climate. According to Schneider and Reichers (1983), Rhyde (2010). The relations between emotional intelligence, organizational engagement and job satisfaction are not investigated much in the previous literatures. As investigated by Sy.et.al. (2006), those employees who are emotionally sound or who are having high emotional intelligence are more satisfied from their jobs as they are more flexible at controlling and regulating their emotions than those who are not emotionally intelligent. Abraham (2006) has analyzed that despite the fact that emotional intelligence is specifically identified with the job satisfaction, yet it is generally controlled by other natural attributes moreover. His results verified that organizations should not only hire some emotionally intelligent employees, but it should also offer anatomy in its decisions. Sy, Tram and O'Hara (2006), evaluated the relation between the employees EI, their leader's EI and employee job satisfaction. They took a sample of 187 food service employees of 9 branches of one restaurant. By this study, they concluded that EI has the positive relationship with job satisfaction.

Considering organizational engagement, a Gallup study (2006) found out that those organizations which have a high engagement level within their employees have 18% more productivity rate than the organizations having low engagement within their employees. As there are the limited researches which shows that how leaders of particularly teaching institutions take advantage of their intelligence, emotionally and organizational engagement to improve the employee's job performance, Our study explores the mediation of job satisfaction on leader's emotional intelligence and organizational engagement of teachers in various teaching institutions.

In view of the above, present research aims to determine the mediating effect of job satisfaction between emotional intelligence of the leader and employee engagement among the teaching staff of private Indian

universities. Prior research shows that there is a noteworthy relationship of emotional intelligence with constructs like employee engagement and job satisfaction. The present research therefore also explores the interrelationship between workplace related constructs such as job satisfaction and organizational engagement. The first section of the questionnaire focuses on the background information of the respondents like gender, age, educational qualification and experience in present organization. The second section includes 36 questions in which 10 are of job satisfaction which are recommended by Paul E. Spectorin his job satisfaction survey from University of South Florida, 16 questions of employee engagement as suggested by Wong and Law Emotional Intelligence Assessment Scale and 10 questions about organisational engagement as recommended by Avatar Sweet sixteen Employee engagement Survey.

The main objectives are as under:

1. To determine the effect of emotional intelligence of leaders on job satisfaction and organizational engagement among teachers of various educational institutions.
2. To find out the interrelationship between workplace related constructs such as, employee engagement, and job satisfaction.
3. To find out the extent to which demographic variables such as age, gender, education, job changes, experience and position affect organizational engagement of employees in education industry.

TOOLS

1. Job Satisfaction: Paul E. Spectorin's Job satisfaction survey (1994)
JS1, JS2, JS3, JS4, JS5, JS6, JS7, JS8, JS9, JS10
2. Employee Engagement: Wong and Law Emotional Intelligence Assessment Scale (WLEIS, Wong & Law, 2002)
SEA- Self Emotional Appraisal - SEA1, SEA2, SEA3, SEA4
OEA- Other's Emotional Appraisal- OEA1, OEA2, OEA3, OEA4
ROE- Regulation of Emotions - ROE1, ROE2, ROE3, ROE4
UOE- Use of Emotions- UOE1, UOE2, UOE3, UOE4
3. Organisational Engagement: Avatar Sweet sixteen Employee engagement Survey (2013)
OE1, OE2, OE3, OE4, OE5, OE6, OE7, OE8, OE9, OE10

SAMPLE

In a sample size of 200 teachers, they were asked to give their responses on a 5 point Likert scale ranging from 1 to 5 where 1 indicated strongly disagree and 5 indicated strongly agree. Questions like, My supervisor is quite competent in doing his/her job, My supervisor shows too little interest in the feelings of subordinates, My leader encourages my career growth, My supervisor regularly gives me feedback on my work performance, etc. were asked addressing the attributes of a group leader towards teacher's behavior and satisfaction to assist the mediating role of job satisfaction concerning group leader as a motivational factor for the teachers.

DATA COLLECTION TECHNIQUES

In all, 200 teachers were approached at various educational institutions located in western U.P. But only 128 respondents filled the questionnaire as most of the teachers approached didn't respond due to time constraints and other assignments. Respondents were given assurance that the data collected would be kept confidential and would be used for research purpose only. The demographic characteristics of the respondents are shown in the table 1.

DATA ANALYSIS

Table 1: The Questions Asked in the Questionnaire were Divided into Three Segments

Age/Gender	Male	Female	Total	%
20-25 year	1	10	11	8.6%
26-30 year	12	16	28	21.8%
31-35 year	20	9	29	22.7%
36-40 year	4	15	19	14.8%
Above 40 years	15	26	41	32.1%
Total	52	76	128	100%
%	40.6%	59.4%	100.0%	

Out of the total 128 respondents, male (40.6%) and female (59.4%) contributed in this study. The age group was evenly spread, the highest

respondents were from 40 years or above (32%), followed by 31-35 years (22.7%), 26-30 years.

RESULTS

Multiple Regression analysis was applied to test the mediation of Job satisfaction in the relationship between Leader's Emotional intelligence and Organisational engagement of teachers in various educational institutions in the Delhi-NCR region of India. The analysis was done on .05 significance level. The analysis included Emotional intelligence as an independent variable and it was measured through four dimensions which are SEA, OEA, ROE and UOE. It also includes Job Satisfaction as a mediating variable and Organisational engagement as a dependant variable. Job satisfaction and Organisational engagement include 10 indicators each. The R square value of 1st model, i.e, Leader's Emotions on the Organisational Engagement of Employees without mediation is .365 and it is significant at .01 level of significance. In the 2nd Model, When we introduce Job Satisfaction as a mediating variable, the value of R square is .555 which shows increment in the R square value from the previous one and this increment is also significant. It shows that the interaction of independent variable, i.e, Emotional Intelligence and mediating variable, i.e., Job satisfaction is significantly related with organizational engagement among teachers.

Table 2: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.610 ^a	.372	.365	.55041	.372	53.706	4	363	.000
2	.749 ^b	.561	.555	.46076	.189	155.991	1	362	.000

a. Predictors: (Constant), EIUOE, EISEA, EIOEA, EIROE

b. Predictors: (Constant), EIUOE, EISEA, EIOEA, EIROE, JS

As shown in table 2, the computed r^2 value of 1st predictor is .372 and .561 of 2nd predictor. So we can say that about 37.2% and 56.1% of variance in Job Satisfaction of both predictors, respectively is explained by the

constructs of Emotional Intelligence where by including Job Satisfaction with Emotional Intelligence, the value is increasing from 37.2% to 56.1%.

Table 3: ANOVA^a

	Model	Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	65.081	4	16.270	53.706	.000 ^b
	Residual	109.971	363	.303		
	Total	175.051	367			
2	Regression	98.198	5	19.640	92.507	.000 ^c
	Residual	76.853	362	.212		
	Total	175.051	367			

a. Dependent Variable: OE

b. Predictors: (Constant), EIUOE, EISEA, EIOEA, EIROE

c. Predictors: (Constant), EIUOE, EISEA, EIOEA, EIROE, JS

Table 3 shows that both models are significant and it represents that the F value of 1st and second model is 53.706 and 92.507 respectively. And the p value of both the models is >.001.

Table 4: Coefficients^a (Regression Emotional Intelligence and Job Satisfaction)

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		Std. Error	Beta			
1	(Constant)	.403	.241		1.674	.095
	EISEA	.130	.062	.113	2.083	.038
	EIOEA	-.066	.058	-.060	-1.134	.258
	EIROE	.424	.062	.369	6.847	.000
	EIUOE	.309	.044	.330	7.069	.000
2	(Constant)	-.912	.227		-4.013	.000
	EISEA	.062	.052	.054	1.180	.239
	EIOEA	-.096	.049	-.087	-1.963	.050
	EIROE	.326	.052	.284	6.218	.000
	EIUOE	.242	.037	.258	6.538	.000
	JS	.693	.055	.473	12.490	.000

a. Dependent Variable: OE

As indicated in Table 4, The dimensions of Emotional intelligence were most significantly related to the Job Satisfaction except OEA (Others Emotional Appraisal). The results from the regression analysis were as follows:

1st Model:

Organisational Engagement = $.403 + .130 \text{ (EISEA)} - .066 \text{ (EIOEA)} + .424 \text{ (EIROE)} + .309 \text{ (EIUOE)}$ as shown in Table 4.

2nd Model

Organisational Engagement = $-.912 + .062 \text{ (EISEA)} - .096 \text{ (EIOEA)} + .326 \text{ (EIROE)} + .242 \text{ (EIUOE)} + .693 \text{ (JS)}$ as shown in Table 4.

KEY FINDINGS

Findings suggested that job satisfaction reveals positive effect on the organizational engagement of teachers when emotional intelligence of leaders are considered with it. No direct positive effect of emotional intelligence on the organizational engagement of teachers is found. In this manner, we can say that job satisfaction significantly mediates in a positive way between emotional intelligence and organizational engagement. Also, as results suggested, it can be said that teachers in the educational institutions will be more engaged if they are satisfied with their job as well as with organizations they are working in. It is also found that among various dimensions of Emotional intelligence (EI) which are SEA (Self Emotional appraisal), OEA (Other's Emotional appraisal), ROE (Regulations of Emotions) and UOE (Use of Emotions), only OEA (Other' Emotional Appraisal) have negative significance on organizational engagement, but it is significant with the presence of job satisfaction (JS) with it.

DISCUSSION

According to the various literatures, this study focuses on the mediating effect of job satisfaction between emotional intelligence and organizational engagement. In the available literature we found some other studies which show the relation between job satisfaction-emotional intelligence by Kafetsios., et al (2008), emotional intelligence-organizational

by Mohamadkhani and Lalardi (2012), emotional intelligence-job satisfaction-organizational commitment by Guleryuz., et al (2008), emotional intelligence-academic achievement by Nwadinigwe., et al (2012), emotional intelligence-job satisfaction by Naqvi., et al (2016). In this current study, we performed multiple regression which indicated that there is no such direct positive effect of emotional intelligence on the organizational engagement of teachers. But when emotional intelligence interacts with the job satisfaction, it reveals positive effect on the organizational engagement of teachers. So we can say that job satisfaction significantly puts the mediation effect in a positive way between emotional intelligence and organizational engagement. Also, it can be said that as the job satisfaction will be increased, teachers in the educational institutions will be more engaged in their respective organizations. In both the above mentioned results, only others emotional appraisal (OEA) is having negative significant on organizational engagement, but it is significant with the presence of job satisfaction with it.

LIMITATIONS

The present study focuses on the relation between emotional intelligence, job satisfaction and organizational engagement. Pair wise relations of the above said variables were widely considered but the relationships between emotional intelligence, job satisfaction and organizational engagement together were rarely investigated in the literature. The generalizability of the findings is limited by the fact that all the respondents belong to the teaching institutes of Delhi and NCR region and the results cannot be generalized. The net response rate was 64% which can be biased responses also. Teachers complete the questionnaires in an impartial way due to the heavy burden of job requirements and stress. The questionnaires were sent to fill on will and no obligations were associated. One of the main limitations is that no pilot study was performed.

Another limitation is that the study is performed taking into consideration the teachers of every type of teaching institutes, like academic institutions, professional institutions, degree colleges, school teachers, etc. Due to this, we cannot analyze the emotional state and job satisfaction of teachers of different institutes separately. Future researchers can study the impact of emotional intelligence separately with teachers of professional institutes and secondary educational institutes because the job

environment and work pressure of professional institutes is comparatively different than that of secondary educational institutes.

CONCLUSION

Emotional intelligence plays an important role at the workplace. Since teaching is a job where people face so many issues which can impact their emotions like relations with fellow teachers, superiors, subordinates, interaction with students, etc. Thus, emotional intelligence as a concept is very important for teachers. Our results suggest that emotions do not affect the engagement of teachers in their organization setting, but when it comes to its involvement with job satisfaction, teachers, feel positive and enthusiastic about their emotions in the organization. Hence, it can be said that there is a positive mediation role of job satisfaction between emotional intelligence and organizational engagement.

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