

# **THE CORRELATION BETWEEN JOB SATISFACTION AND EMOTIONAL INTELLIGENCE AMONG ACADEMICIANS AT PRIVATE HIGHER INSTITUTIONS**

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**Abstract:** This study determines whether there is any correlation between job satisfaction and emotional intelligence among academicians. In addition, it also examines how far, the job burden affects the academicians' emotions. Besides, it also determines if emotional instability is the sole reason of job dissatisfaction of these academicians. The findings of this research in similar fields of study. Questionnaires were given to 330 lecturers of 10 selected institutions of private higher learning in the Klang Valley. The Likert-type questions were categorized into seven categories. The researcher analyzed the core skills of emotional intelligence in communication skills and emotional consciousness, self-awareness, self-management, social awareness, relationship management, inspirational leadership and job satisfaction. The findings showed that each social awareness, relationship management and inspirational leadership have a strong linear relationship to job satisfaction. Social Awareness is more on recognizing and establishing rapport with others. Relationship management is more on motivating, building long-term relationships, helping others and seeking solution. Inspirational Leadership is about effective networking, developing influencing skills, developing leadership capacity and inspiring a shared vision. It can be stated that the academicians were more interested in these three items in relation to their job satisfaction. The results of this research study support the hypotheses that each Social Awareness, Relationship Management and Inspirational Leadership have a strong linear relationship to Job Satisfaction. In relation to the variables of Core Skills of Emotional Intelligence, Self-awareness and Self-management, the researcher suggested that in order to enhance these variables, a study on understanding the semantics of these variables should be considered in relation to the Malaysian culture. With this understanding, it could enhance job satisfaction among academicians. It also concluded that there are differences in not only occupational categories but also assessing emotional intelligence in relation to the Asian people. The research clearly indicated that future researchers should be careful when using any western instruments in measuring job satisfaction. This is because of different cultures and ethnical backgrounds as compared to the western countries. For example, when a Malaysian researcher uses Goleman's Model of assessing emotional intelligence, the findings could be different of values. Therefore, it is suggested that a study should be carried out in relation to emotional intelligence and job satisfaction that is more relevant to the Malaysian sampling and cultural diversity.

**Keywords:** Job Satisfaction, Emotional Intelligence.

## 1. INTRODUCTION

Academicians play a very important role in fulfilling Vision 2020. Abdul Shukor Hashim (1992) has mentioned that in the year 2020, the education system in Malaysia would be an extension of the present one. Most definitely the education system will undergo numerous changes. The National Education Philosophy formed in 1987 aims to develop the full potential of students so that they will grow up to be citizens with well balanced components spiritually, physically and mentally (knowledgeable, responsible, able to achieve personal happiness and able to contribute to the development and prosperity of the nation). This will create a society that is loyal, disciplined and united. For so many years, teaching has been identified as one of the most noble and professional careers. Thus, out of this mentality, many graduates have chosen to join the world of education. However, with the burden of workload nowadays, they have the tendency to discontinue this decent career after a few years. A research conducted by Ibrahim Ahmad and Abdul Majid (2001) has found a very shocking phenomenon. Their findings has revealed that 13.4 percent or 31 out of 250 teachers who started their teaching services in Kuala Lumpur have had the intention to quit their teaching profession and to join other professions. The main reasons disclosed by the researchers were that the job was boring, had no future and there was no job satisfaction. There were a few more reasons indicated by these researchers in their conference paper entitled 'Problems Faced by

This approach could enhance knowledge, science and technology. This could also help to increase lifelong learning and to prepare an efficient and effective education system which can achieve an international standard. Malaysia would then be able to become an educational hub that can provide excellent education and to improve its academic image, locally and internationally. According to Michealowa (2002) there is a strong connection between educators' satisfaction and students' achievement. One can draw a conclusion from the above-mentioned statement that if educators are not satisfied, their students' achievement may eventually be compromised. However, the points raised above are not only mentioned empirically. The truth needs to be found. In order to prove this, a scientific research study is essential. According to Ruestow (2008) emotional intelligence plays an important role in the working environment. An individual may not be able to control his/her personal emotions when entering the workplace each day. An educators' emotions are carried into the work environment and these emotions inevitably affect their interactions at work. The emotional intelligence of both the leader and the follower plays integral roles in the workplace.

Emotional intelligence is very vital at the work environment because the ability to gauge oneself and ones' co-workers emotionally fosters the necessary social skills to succeed in professional context (Dong & Howard, 2006). Unpleasant working environment might lead one into stress factors causing one to work unsatisfactorily. However, as far as the researcher is concerned, there are only a handful of studies being done on Emotional Intelligence in Malaysia but they do not deal directly with the subject being discussed that is the correlation between job satisfaction and emotional intelligence among academicians at private higher institutions. This has prompted the researcher to carry out a research study because of a number of reasons and objectives. The first objective is that it is hoped that the findings of this study would provide awareness to Malaysian academicians on matters of emotional intelligence. This is important because intelligence is implicit. Therefore, it cannot be viewed upon by the authorities very lightly. As such, this

research study is imperative as this may help to improvise and educate academicians to achieve job satisfaction and emotional intelligence to a certain workable level.

## **2. RESEARCH DETAILS**

As repeatedly mentioned within the primary section of this study, the main problem to be tackled herein is the practical ways by which to sustain these academicians in their work. How is this particularly viewed to be achieved? Through the implicative research of on the emotional intelligence and job satisfaction that shall be discussed within the context of this study. The predicament of this study is to determine whether there is any correlation between job satisfaction and emotional intelligence among academicians. As far as the researcher is concerned, no study has yet been done on this topic. This has motivated the researcher to conduct this research for a number of reasons. The objective is to examine how far, if any, the job burden affects the academicians' emotions. Secondly, it is to examine if emotional instability is the sole reason of job dissatisfaction of these academicians.

**Phase 1 :** Review of the literature to benchmark with the other instruments.

**Phase 2 :** Determined the Theoretical of Developing the Assessment Instruments,

**Phase 3 :** Developing the Research Questions, Hypothesis as a a "logical supposition, a reasonable guess, an educated conjecture". This research study offers six hypotheses:

**H<sub>0</sub>:** There is no significant linear relationship between Core Skills of Emotional Intelligence and Job Satisfaction.

**H<sub>1</sub>:** There is a significant linear relationship between Core Skills of Emotional Intelligence and Job Satisfaction.

**H<sub>0</sub>:** There is no significance linear between Self Awareness and Job satisfaction.

**H<sub>2</sub>:** There is a significance linear relationship between Self Awareness and Job satisfaction.

**H<sub>0</sub>:** There is no significant linear relationship between Self-Management and Job Satisfaction.

**H<sub>3</sub>:** There is a significant linear between SelfManagement and Job Satisfaction.

**H<sub>0</sub>:** There is no significant linear relationship between Social Awareness and Job Satisfaction.

**H<sub>4</sub>:** There is a significant linear relationship between Social Awareness and Job Satisfaction.

**H<sub>0</sub>:** There is no significant linear relationship between Management and Job Satisfaction.

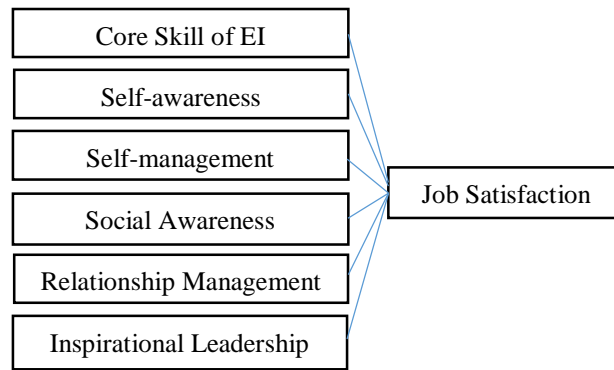
**H<sub>5</sub>:** There is a significant linear relationship between Management and Job Satisfaction.

**H<sub>0</sub>:** There is no significant linear relationship between Inspirational Leadership and Job Satisfaction.

**H<sub>6</sub>:** There is a significant linear relationship between Inspirational Leadership and Job Satisfaction.

**Phase 4 :** Pilot Testing

**Phase 5 :** Developing and Proposed the Research Model of Correlation



## Phase 6 : Result and Discussion

In this section, the researcher will present the important descriptive statistics of the respondents and preliminary analysis, which include reliability of instruments and correlation will also be discussed. Descriptive statistics of the respondents are presented that more than half of our respondents (56.7%) are females. In term of ethnic's background of the respondents, figures from the table indicate that more than 53.3% of respondents are Malays, the Chinese represented about 30.3%, Indians about 14.2% and remaining 2.1% are the other minority races. About more than 54.2% are Master degree holder, 37% are bachelor degree holder, 2.1% PhD and 6.1% Diploma holders are the minority. In terms of employment status, 71.8% are permanent staffs, part-time 18.5% and contract staffs only 9.7%. This shows that the majority of lecturers in the 10 private institutions were Malays, a majority of them were Master degree holders and having a permanent status as lecturers.

### **Core Skills of Emotional Intelligence (communication and emotional) and Job Satisfaction:**

From the output .427, there appears to be moderate correlation between the two variables. Respondents who has controlled on Core Skills of Emotional Intelligence at work, tend to have some satisfaction in their job. As mentioned earlier, to measure internal consistency is using the Cronbach's Alpha coefficient and ideally the Cronbach's Alpha coefficient should be above .60. The reliability test however indicated that the value of Cronbach's Alpha is below .60, and this is due to short number of items in the scale which is fewer than ten (Pallant, 2002). Pallant (2002) has stated that it is common that to find low Cronbach values with short scales and it will be appropriate to report the mean inter-item correlation for the items.

### **Self-awareness and Job Satisfaction**

From the output .616, there appears to be a significant correlation between the two variables. Respondents, who have controlled on self-awareness, tend to have more satisfaction in their job. The reliability test above indicates that the value of Cronbach's Alpha is above .60.

### **Self-Management and Job Satisfaction**

From the output .629, there appears to be a significant correlation between the two variables. Respondents, who have controlled on selfManagement and Job Satisfaction, tend to have satisfaction in their job.

### **Social Awareness and Job Satisfaction**

From the output .637, there appears to be a significant correlation between the two variables. Respondents, who have controlled on Social Awareness, tend to have satisfaction in their job.

### **Relationship Management and Job Satisfaction**

From the output .646, there appears to be a significant correlation between the two variables. Respondents, who have controlled on Relationship Management, tend to have satisfaction in their job.

### Inspirational Leadership and Job Satisfaction

This research elaborated the results in terms from the output .668, there appears to be a significant correlation between the two variables. Respondents, who have controlled on Inspirational Leadership, tend to have satisfaction in their job.

Table: Summary of the Hypothesis Results					
Null	Hypothesis	Cronbach's Alpha	N of Items	Hypothesized Effect	Supported Results
H1	CSEI ≠ JS	.427	2	Weak	No
H2	SA ≠ JS	.616	2	Moderate	Yes
H3	SMgt ≠ JS	.629	2	Moderate	Yes
H4	SocA ≠ JS	.637	2	Strong	Yes
H5	RMgt ≠ JS	.646	2	Strong	Yes
H6	IL ≠ JS	.668	2	Strong	Yes

### 3. CORRELATION ANALYSIS

Spearman's Rank Order Correlation (rho) was used in this study to calculate the strength of the linear relationship between two continuous variables. It indicates that there was a small correlation between Core Skills of Emotional Intelligence and Job Satisfaction ( $r = .27, p \neq 0.01$ ). Therefore, it can be stated that there was a weak relationship between Core Skills of Emotional Intelligence and Job satisfaction. Self-awareness and Job satisfaction had a minimum correlation ( $r = .45, p \neq 0.01$ ). It can also be stated that there is a moderate relationship between SelfManagement and Job Satisfaction. Social Awareness and Job

satisfaction had a large correlation ( $r = .51, p \neq 0.01$ ). it can be stated that there was a strong relationship between Social Awareness and Job Satisfaction.

**Table: Spearman's Rank Order Correlation**

Measures	1	2	3	4	5	6
CSEI						
SA	.69**					
SMgt	.56**	.67**				
SocA	.55**	.63**	.79**			
RMgt	.49**	.60**	.70**	.70**		
IL	.46**	.60**	.67**	.67**	.74**	
JSat	.27**	.45**	.46**	.51**	.57**	.50**

Relationship Management, Inspirational leadership and Job Satisfaction also have a large correlation ( $r = .57, p \neq 0.01$  and ( $r = .50, p \neq 0.01$ ). it can be stated that there was a strong relationship between Relationship Management and Job satisfaction and also that there is a strong relationship between Inspirational Leadership and Job Satisfaction.

### Summary of the Hypotheses

This research study uses Spearman's Rank Order Correlation to test the hypotheses. Results revealed that there is a weak relationship between Core Skills of emotional Intelligence and Job Satisfaction (H1). Therefore, null hypothesis is accepted. SelfAwareness and self-Management has a moderate relationship each (H2 and H3), thus the null hypothesis is rejected. Social Awareness and Job Satisfaction (H4), Relationship Management and Job Satisfaction (H5) as well as Inspirational Leadership and Job satisfaction (H6) have a strong relationship each therefore, the null hypothesis was rejected.

## 4. CONCLUSION

Theory and some empirical research (Kafetsios and Zampetakis 2008; Sy et al.2006), suggest that emotionally intelligent individuals report greater satisfaction at work. This is because, high EI individuals purportedly utilize their ability to appraise and manage emotions in others, and thus enabling those to foster interactions that help boost morale and that of the group. This in turn, helps contribute positively to wellbeing and job satisfaction for all. When compared to their low EI counterparts, high EI individuals may be better at regulating their emotions to reduce job stress. Emotionally intelligent workers tend to foster a positive work environment that enhances job satisfaction. Presently, empirical research supporting the direct role of EI in enhancing job satisfaction at the workplace is meager. Most researchers study job satisfaction in relation to managers, workers and supervisors in business to assess their emotional intelligence and job satisfaction. From a practical point of view, there is little empirically based evidence, generated from representative samples of respondents in different occupational categories, and published in peer-reviewed journals, to indicate that EI measure do reliably and incrementally predict criteria of job success and well-being, above and beyond that predicted by standard ability or personality measures. The results of this research study support the hypothesis that Social Awareness, Relationship Management and Inspirational Leadership have a strong linear relationship each to Job Satisfaction. In relation to the

variables of Core Skills or Emotional Intelligence, Self-awareness and Self-management, the researcher has suggested that in order to enhance these variables, a study on understanding the semantics of these variables should be considered in relation to the Malaysian culture. With this understanding, it could enhance job satisfaction among academicians. It also can be concluded that there is difference in not only occupational categories but also assessing EI in relation to the Asian people is somewhat different. Therefore, we cannot blindly duplicate what is successfully adapted in the Western country to the Eastern country.

## **5. RECOMMENDATION**

It is recommended that, the management should encourage the lecturers to enhance their Social Awareness, Relationship Management and Inspirational Leadership by encouraging more activities related to team building, social activity, and also encouraging them to do industrial placement to broaden their networking. By encouraging these activities, the possibility of lecturers to sustain in their job is higher. In assessing emotional intelligence among lecturers to job satisfaction, a scale of communication skills and emotional consciousness should either be further developed or should be omitted in assessing job satisfaction among lecturers.

The communication skills and emotional consciousness scale could only deal with emotional situations but not the performance skills. Therefore, it is to be noted that in order to get accurate measurement regarding core skills of emotional intelligence among lecturers, a new measurement needs to be developed. Since the measurement of Self-awareness and Selfmanagement had a moderate effect on job satisfaction, it is also recommended that in assessing emotional intelligence among lecturers to job satisfaction, a new scale of Self-awareness and Self-management should be further developed or improved the current model in assessing job satisfaction among lecturers. Furthermore, it is recommended that a strong team can excel at producing high-quality work, boosting productivity, and inspiring company loyalty. Therefore, the management should encourage more opportunities for lecturers to develop themselves by exercising team teaching in classes, create more corporate social responsibility events to build strong relationships and encourage lecturers to go for a training programmes overseas so that lecturers could have more opportunity to develop networking with others.

## **6. SUGGESTION**

Future researcher(s) should be careful when using any instrument to measure job satisfaction. This is because we have different cultures and background as compared to the western countries. For example, when a local researcher uses the Goleman's Model of assessing emotional intelligence, the findings could be different. Therefore, it is suggested that any study in relation to emotional intelligence and job satisfaction should be carried out that is more relevant to the Malaysian sampling and cultural diversity.

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