

Emotional intelligence impact on employee motivation of Higher Education Institutions Employees

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Abstract: This abstract provides an overview of the impact of emotional intelligence on employee motivation in higher education institutions. Emotional intelligence has been increasingly recognized as a crucial factor in enhancing employee motivation, particularly in higher education institutions. Employees with high emotional intelligence tend to be more self-aware, and effective in their interactions with colleagues and students, leading to a more positive work environment. This in turn fosters a sense of belonging, autonomy and competence, which are essential to intrinsic motivation. Higher education institutions can create a more positive and supportive work environment, leading of increased employee motivation and overall institutional success.

Keywords: Emotional intelligence, employee motivation, HEI, Jammu and Kashmir.

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INTRODUCTION

It is particularly difficult to determine how essential emotional intelligence is in the education sector. Emotional intelligence is the ability to recognize one's own sentiments and apply them to enhance performance. At the same time, in order to do the job well, you must be able to understand others feel. Emotional intelligence has been studied in depth in the subject of education. According to Coco [1] emotional intelligence should be intentionally incorporated into higher education. The researcher concluded that in order to manage complex problems, leaders must successfully plan, organize, lead, and control. Studies conducted in the field of education have demonstrated that the emotions of employed individuals have a favorable influence on their attitudes. Positive attitudes promote an effective work environment. On the other hand, bad emotions have a negative impact on the workplace. When performing their duties, a person has to be aware of the kind of emotions they are expressing. On the other hand, bad emotions have a negative impact on the workplace. When performing their profession, an individual should be aware of the feelings they are conveying. Being able to identify the exact kind of feeling that is appropriate to display at work is an indication of emotional intelligence. Emotional intelligence qualities such as drive, empathy, self-awareness, self-management, and social skills can improve task performance. Social intelligence is an

aspect of intelligence that was originally recognized by E.L. Thorndike [2]. It was described as the ability to understand and regulate men and women, boys and girls, to act rationally in human relationships. He concluded that social intelligence includes the ability to act appropriately in interpersonal relationships. The ability to use emotional intelligence to effectively handle difficult and stressful situations has increased. They respond with a cool-headed, analytical approach that helps them make decisions. Positive emotions may make it easier for someone to handle a challenging circumstance when it is difficult to transfer bad emotions. EI works to bring about peace and stability by assisting in the settlement of disputes through sympathetic and cooperative alliances. Because of EI's emotional stability, forming deep connections with other individuals is simpler. An individual with emotional awareness is better able to make decisions and strike a win-win balance between their needs and those of others. This occurs as a result of emotional awareness arousing inner consciousness. Goleman, D [12] cited emotional regulation, empathy, interpersonal interactions, communication, and personal style as the qualities linked with emotional intelligence. These qualities are related to other personal competencies like listening, leadership, persuasiveness, resoluteness, sensitivity, adaptation, resilience, and flexibility; they also have an accomplishment orientation.



REVIEW OF LITERATURE

Mérida-López *et al.* [3] evaluated the effect of additive and interaction effects on teachers' involvement in work-related stress and emotional intelligence. The sample consisted of 288 public school teachers in Malaga. Emotional intelligence has been demonstrated to positively correlate with vigor, dedication, absorption, and total engagement. At the 0.05 and 0.01 levels of significance, there was a negative connection between emotional intelligence and role ambiguity and role conflict. The researchers came to the conclusion that instructors who scored better on emotional intelligence were less anxious about conflicting information at work and unclear information in the classroom. Tai & Kareem [4] found a positive relationship between teachers' attitudes toward change (TATC) and principle change leadership emotional intelligence (PCLEI) in a study including 1,195 teachers. Only a competent principal can recognize the critical role that school culture plays. Since emotional engagement and participation are essential components of leadership, emotional regulation is a necessary ability for school leaders. A school principle also needs to have a strong academic background and a strong emotional commitment to the emotional aspects of educational leadership that promote constructive connections both inside and outside the school. Al Ghazo, R. H., *et al.* [5] looked into the relationship between emotional quotient and antisocial behavior at work and how job performance acted as a mediator. Data was collected from 304 administrative staff members working at nine universities in Amman, Jordan. Wong and Law Measures of organizational climate, emotional intelligence, and counterproductive work behavior were taken using the Organizational Climate Questionnaire (OCQ), Counterproductive Work Behavior Checklist (CWB-C), and Emotional Intelligence Scale (WLEIS), in that order. The findings demonstrated that unproductive job behavior was significantly and negatively impacted by emotional intelligence. In a similar line, emotional intelligence is beneficial to the atmosphere within the firm. However, antisocial behavior remains untouched by the firm's culture in terms of emotional intelligence. Umma MAG & Dhivya [6] look at how emotional intelligence affects academic leaders' work performance. The study's participants are academic heads who work at public universities in the Eastern Province of Sri Lanka. Out of the seventy-three questionnaires in the sample, sixty-two were chosen for examination. The emotional intelligence scores of academic leaders, their job performance, and the connection between emotional intelligence and job performance are all heavily emphasized in the study. According to the self-administered questionnaire, there was a 0.757 very significant connection. To get exact and accurate results, future research could use a 360-degree rating system of assessment. Anastasia, S [7] seeks to determine the impact of age on trait emotional intelligence in Greek preschool teachers and the

implications for overseeing the human capital of the preschool industry. The completed questionnaires were turned in by women who had taught in nursery schools in Iranian for four to thirty years, and who ranged in age from twenty-four to sixty-four. The results of the ANOVA and correlation analyses, as well as the data analyzed with SPSS, show that there is no discernible difference between the three age groups' emotional intelligence. Similarly, employment experience has no bearing on emotional intelligence. The results also indicated that emotionality declines with age, whereas sociability increases. A study on the emotional intelligence of college students who took part in a psychological workshop was carried out in 2021 by Kuk *et al.* [8]. The study's participants were thirty college students in a physical education course, ranging in age from 19 to 24. The objectives of the study were to increase emotional state management, alter thought patterns, and increase the range of communicational activities. The non-parametric Wilcoxon signedrank test (the each with each comparison) and the non-parametric Friedman test for multiple dependent samples were used in the study to investigate the variations in emotional intelligence. Although emotional intelligence varied in degrees depending on its characteristics, the findings showed that students who attended the psychological workshops significantly increased their emotional intelligence. The biggest difference was in emotional understanding, while empathy showed the least difference. Based on the findings, it might be assumed that young students who were making an effort to suppress their emotions were emotionally intelligent. The study also found that psychological workshops are an effective way to help coaches or physical education teachers become more emotionally intelligent. In a 2021 study, Alam *et al.* [9] examined the impact of emotional intelligence on workers' productivity in Pakistan's airline industry. The goal was to look at how different aspects of emotional intelligence affect how well people execute their jobs. For the study, a sample of one hundred airline industry employees was considered. A study discovered a strong correlation between emotional intelligence and work performance. Assessing one's own emotions as well as those of others, as well as utilizing and controlling emotions, all improve work effectiveness. Analysis using regression and correlation showed that every facet of emotional intelligence enhanced productivity at work. The R-value of 0.519 predicts 51.9% of the variation in work performance by emotional intelligence. Ullah *et al.* [10] demonstrated a relationship between emotional intelligence, servant leadership, and employment success in higher education institutions. The study included self-administrative questions. A total of 200 people responded, comprising department heads and faculty members from five universities in Pakistan. Wong & Law is used to assess emotional intelligence, and the Linden scale is utilized to gauge servant leadership. Using the Kuvaas measuring scale, both job performance and emotional



intelligence have been assessed. Data analysis techniques have included partial least squares analysis and structured equation modeling. The findings demonstrate the positive relationship between emotional intelligence and servant leadership. Additionally, in the relationship between emotional intelligence and career success, servant leadership serves as a mediator. A study was conducted among nurses to examine the impact of emotional intelligence on job performance, according to Alsufyani *et al.* [11]. The study also considered the mediating role of work-related stress. Five medical units in Saudi Arabia have been given 500 questionnaires in total. The results of regression analysis show that nurses' work-related stress is negatively impacted by emotional intelligence. Moreover, it has been found that job performance is less predictable when one is under stress at work. When work-related stress decreases, so does productivity. A considerable favorable correlation has been shown between EI and nurses' job performance. The EI significantly raises the performance of the nurses. Stress at work and symptoms of emotional tiredness can be lessened with the use of emotional intelligence training.

Objectives of the study

- To analyze the factors which influence the relationship among emotional intelligence and employee motivation
- To examine the influence of demographic variables on emotional intelligence

RESEARCH METHODOLOGY

There are various methods being used in research. The current study is about emotional intelligence and its impact on employee motivation among the employees of Higher Education Institutions of Jammu and Kashmir, UT. The study was carried out in the Government Degree Colleges of Jammu and Kashmir. In this study, primary data has been collected from the teaching faculty of the government degree colleges of Jammu and Kashmir. The data was collected through a well-structured questionnaire distributed among the teachers of the Govt. Degree Colleges of Jammu and Kashmir

Data Analysis and Interpretation

The data analysis is the method by which the researcher includes various tool and techniques for measurement of consolidated data of the research study.

Table 1 shows Descriptive Statistics of Emotional Intelligence and Employee Motivation				
	N	Sum	Mean	Std. Deviation
Emotional Intelligence	1030	4203.31	4.0809	.28575
Employee motivation	1030	4084.00	3.9650	.52696
Valid N (list wise)	1030			

Table 1 shows the detail of the total number of the sample size and the mean 4.08 and SD .285 for emotional intelligence and for employee motivation 3.96 and SD .526.

Table 2 shows Correlations between Emotional Intelligence and employee motivation			
		EI	Employee motivation
Emotional Intelligence	Pearson Correlation	1	.133**
	Sig. (2-tailed)		.000
	N	1030	1030
Employee motivation	Pearson Correlation	.133**	1
	Sig. (2-tailed)	.000	
	N	1030	1030

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

Table 2 has been observed that there is a significant relationship between emotional intelligence and employee motivation; therefore, the predictor variable

emotional intelligence is related to dependent variable employee motivation.

Table 3 shows Chi-Square Tests of Emotional Intelligence and Gender			
	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	897.984 ^a	894	.456
Likelihood Ratio	1169.886	894	.000
Linear-by-Linear Association	.281	1	.596
N of Valid Cases	1030		



Table 3 observed that there is no significant association between independent variable Age and dependent variable Emotional Intelligence. Therefore, when gender of employees varies between male and female, the self awareness is same among the employees, from the above description no association between gender and emotional intelligence is rejected. There is association between gender and emotional intelligence.

Marital Status and Emotional Intelligence

In order to find out the relationship between marital status and Emotional Intelligence hypothesis was framed and analyzed with the help of chi-square.

Null Hypothesis: there is no association between marital status and emotional intelligence

It is observed from the above analysis that is association between marital status and emotional intelligence. Therefore, null hypothesis is rejected. Result shows that is association between marital status and emotional intelligence.

Table 4 Chi-Square Tests of Marital status and emotional intelligence			
	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	904.468 ^a	894	.397
Likelihood Ratio	904.677	894	.395
Linear-by-Linear Association	3.138	1	.076
N of Valid Cases	1029		

Year of experience and emotional intelligence

The distribution of sample respondents according to year of experience and emotional intelligence. In order to find out the relationship between year of experience and emotional intelligence a hypothesis was framed and analyzed with the help of chi- square test.

Null hypothesis: there is no association between year of experience and emotional intelligence.

Table 5 Chi-Square Tests			
	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	2794.360 ^a	2682	.064
Likelihood Ratio	1410.855	2682	1.000
Linear-by-Linear Association	.530	1	.467
N of Valid Cases	1030		

Chi- square statistics was used to examine association between year of experience and Emotional Intelligence. That there is an association at 5% of significance level

between the two variables. Hence null hypothesis is rejected and alternative hypothesis is accepted.

Table 6 Chi-Square Tests of designation and emotional intelligence			
	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	1861.856 ^a	1788	.109
Likelihood Ratio	650.189	1788	1.000
Linear-by-Linear Association	.032	1	.857
N of Valid Cases	1030		

Designation and emotional intelligence

The distribution of sample respondents according to designation and emotional intelligence variable are shown above.

In order to find out the relationship between designation and emotional intelligence a hypothesis was framed and analyses with the help of chi- square test.

Null hypothesis: there is no association between designation and emotional intelligence

From the above description results shows that there is association between designation and emotional intelligence. Chi-square shows the significance level greater than 0.05. Hence, null hypothesis is rejected.

Recommendation and Suggestions

The study indicates that workers in higher education who have a good work ethic may be able to complete their tasks more quickly. One gets the strength and



direction to engage in work tasks from within. Employee motivation, which is linked to emotional intelligence, is directly impacted by inner motivation. The study found that staff members in higher education need to have the right training in order to be motivated at work. Likewise, empathy is an essential component of emotional intelligence. The paper states that empathy is a useful professional trait.

It has been suggested that emotional regulation provides guidance while negotiating challenging situations. The issues that arise amongst coworkers stem from the way we express our own emotions to each other. The study concludes that it's critical to understand the range of emotions that have been expressed in a given circumstance. Being able to express our emotions makes us more personable and effective at work. Encouraging workers who are interested in further education is crucial. Emotionally intelligent workers could experience an increase in internal motivation.

Reducing counterproductive job behavior at work is advised by the study. Ineffective workplace behavior reduces output and heightens negative feelings. Workplace actions that are counterproductive lead to a loss in emotional intelligence. Therefore, training methods may result in a change in detrimental work practices. When applied appropriately, emotionally intelligent work practices can lessen counterproductive behavior at work and offer proactive direction.

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RECOMMENDATION

The current study aims to ascertain the relationship between emotional intelligence and motivation among higher education staff members. Emotional intelligence is the main area that needs investigation in the current setting. The study found that emotional intelligence can be assessed and that it improves productivity at work. Employee motivation is the one area that can be enhanced regularly. Similarly, it's necessary to consistently observe emotional intelligence exercises.

Self-awareness activities could make someone feel more confident and motivated to work. In higher education, it is mandatory to implement emotional intelligence exercises on a daily basis. We can perform our work wisely when we are aware of our own emotions. Emotional regulation skills can lead to long-

lasting positive behavioral improvements. Higher education staff members need to learn how to control their emotions in order to respond to situations appropriately and deal with difficult situations with grace. Emotional regulation is also beneficial in daily life.

The study indicates that workers in higher education who have a good work ethic may be able to complete their tasks more quickly. One gets the strength and direction to engage in work tasks from within. Job performance is directly impacted by inner motivation, which is connected with emotional intelligence. According to the report, sufficient training is required for higher education staff workers to feel engaged at work. Likewise, empathy is an essential component of emotional intelligence. The paper states that empathy is a useful professional trait.

The study comes to the conclusion that negative work behavior must be reduced in the workplace. Ineffective workplace behavior reduces output and heightens negative feelings. Workplace actions that are counterproductive lead to a loss in emotional intelligence. Therefore, training methods may result in a change in detrimental work practices. When applied appropriately, emotionally intelligent work practices can lessen counterproductive behavior at work and offer proactive direction.

CONCLUSION

From the above discussion the conclusion of the Emotional intelligence impact on employee motivation of Higher Education Institutions Employees is derived that all the factors have association with the emotional intelligence. One of the components of the above mentioned factors is not satisfied by the higher education department they directly affect the employee emotional intelligence. Hence, if employee motivation is not properly maintained by the higher authorities there level of emotional intelligence and motivation towards their job will leads to bore which decrease the employee satisfaction and behavior towards their job.

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