Appendix A

PERSONAL INFORMATION

Age: ___________

Gender _________

Current Designation in the Institution: ________________________________

Department: ________________________________

Teaching experience (in years): UG: _______  PG: _______  Total: ______

No of years / months in the present institution: _______________________

Qualification:  Masters  M. Phil.  Ph. D.
Appendix B

SECTION A
Instructions: Select the best alternative for each of these questions.

1. Marjorie felt more and more ashamed, and began to feel worthless. She then felt ________
   a. overwhelmed
   b. depressed
   c. ashamed
   d. self-conscious
   e. jittery

2. Kenji felt content as he thought of his life, and the more he thought about the good things he had done and the joy his acts had brought to others, the more he felt ________
   a. surprised
   b. depressed
   c. acceptance
   d. happiness
   e. amazement

3. Natalie had never been more surprised in her life. But as she recovered a bit from the shock of the loss and realized she could gain some advantage from the situation if she planned carefully, she became ________
   a. amazed
   b. confused
   c. denying of the situation
   d. expectant
   e. pensive

4. Nelson was saddened by the news from home and wanted to express his sincere regret. When he heard that he had not been told right away that matters were worse than he at first thought, he felt ________
   a. anger and surprise
   b. sadness and anticipation
   c. shock and regret
   d. fear and loathing
   e. anger and sorrow

5. Rashad is usually quite happy at work and things also go well at home. He thought that he and his co-workers were generally fairly paid and treated well. Today, everyone in his unit received a modest across-the-board pay increase as part of corporate-wide adjustments in salary. Rashard felt ________
   a. surprised and shocked
   b. peaceful and quiet
   c. content and elated
   d. humbled and guilty
   e. proud and dominant

6. Glenda loved Jake, who she felt belonged only to her. She began to see him as perfect for her and close to perfection in general. She __________
   a. respected him
   b. admired him
   c. envied him
   d. adored him
   e. resented him

7. Tatiana was annoyed that a co-worker took credit for a project, and when he
1. She felt ________________
   a. anger
   b. annoyance
   c. frustration
   d. startled
   e. depression

3. a. amazement and astonishment
   b. helplessness, despair and anger
   c. anger and disgust
   d. jealousy and envy
   e. depression and contempt

5. Steve planned to pursue the matter with a school administrator because he felt ________________ by what had happened.
   a. enlivened
   b. enraged
   c. disgusted
   d. depressed
   e. saddened

7. Matt told his friend how he felt, and when the friend did it again, Matt became ________________
   a. angry
   b. fearful
   c. very annoyed
   d. worried
   e. enraged

9. Theresa watched television so as to follow a hurricane’s progress up the coast near where her parents lived. As the hurricane moved towards her parents’ house, she felt anxious and helpless. At the last minute, however, it turned away, leaving that area of the coastline unharmed. She felt __________
   a. relief and gratitude
   b. surprise and shock
   c. tense and relieved
   d. anticipation and anxiety
   e. anticipation and calmness

11. A woman who felt secure and accepted, later felt depressed. What happened in between?
   a. she received a compliment intended for someone else
   b. she discovered her husband was cheating her
   c. a friend became ill
   d. a package she mailed to a friend was delivered to the wrong address
   e. she was frustrated by a bad job she did on a project

13. A child who was happily anticipating his birthday later felt sad. What most likely happened in between?
   a. a bully insulted him and he fought back
b. two friends who he was hoping would come never made it to the party

c. he ate too many cakes
d. his mother embarrassed him in front of the other children
e. his father accused him of something he did not do

14. A middle-aged woman was happy and shortly thereafter felt disapproving. What most likely happened in between?

a. her son injured himself slightly at work
b. she realized she had hurt her close friend’s feeling
c. her daughter-in-law was late for a family dinner
d. her husband criticized her
e. she lost a book that was important to her

15. A man was feeling rested and then felt admiration. What happened in between?

a. while resting, the man solved an important problem at work
b. the man heard a story about a sports hero who set a new world record
c. his friend called to say he had just purchased a new sports car at a great price
d. his doctor called to say his check-up indicated he was healthy

16. A woman felt anticipation and then she felt love. What happened in between?

a. she gave a donation and thought about the people she would help
b. she bought a dress that was very flattering
c. she read a fan magazine about a star she found very appealing
d. her mother called to tell her she was sending her a birthday gift that would be a surprise
e. she went on a date and discovered many things in common with an attractive man

17. An executive in a corporation felt displeased and then resentful. What happened in between?

a. a subordinate failed to achieve his sales goals for the period
b. another officer in the company, whom he believed to be incompetent, won a pay
c. he read a news item about people in another part of the world living in poverty and how a major charity was facing obstacles in their relief efforts
d. his wife was helping his children with their homework
e. no one seemed to like him

18. A woman was angry and then felt guilty. What happened in between?

a. she lost the phone number of a friend who was very close to her
b. she didn’t finish a job as well as she had hoped to because she didn’t have enough time
c. she expressed anger at her friend, who she discovered hadn’t done anything to hurt her
d. she lost a close friend
e. she was angry that someone gossiped about her, and then discovered that others were saying the same thing

19. A man liked his friend and then despised him. What happened in between?
   a. his friend lost an expensive book he loaned him
   b. his friend betrayed his wife
   c. his friend won a raise he didn't deserve
   d. his friend said he was moving away
   e. the man felt he had hurt his friend and it was partly his friend's fault

20. A woman loved someone and then felt secure. What happened in between?
   a. she learned the other person loved her in return
   b. she decided not to expose her feelings
   c. her lover went away
   d. she told the other person that she loved him
   e. her love itself brought about security
1. Mara woke up feeling pretty well. She had slept well, felt well rested, and had no particular cares or concerns. How well would each action help her preserve her mood?

Action 1: She got up and enjoyed the rest of the day.
- a. Very ineffective
- b. Some what ineffective
- c. Neutral
- d. Some what effective
- e. Very effective

Action 2: Mara enjoyed the feeling and decided to think about and appreciate all the things that were going well for her.
- a. Very ineffective
- b. Some what ineffective
- c. Neutral
- d. Some what effective
- e. Very effective

Action 3: She decided it was best to ignore the feeling since it wouldn't last anyway.
- a. Very ineffective
- b. Some what ineffective
- c. Neutral
- d. Some what effective
- e. Very effective

Action 4: She used the positive feeling to call her mother, who had been depressed, and tried to cheer her up.
- a. Very ineffective
- b. Some what ineffective
- c. Neutral
- d. Some what effective
- e. Very effective

2. Andrew works as hard, if not harder, than one of his colleagues. In fact, his ideas are usually better at getting positive results for the company. His colleague does a mediocre job but engages in office politics so as to get ahead. So, when Andrew’s boss announces that the annual merit award is being given to his colleague, Andrew is very angry. How effective would each action be in helping Andrew feel better?

Action 1: Andrew sat down and thought about all the good things in his life and his work.
- a. Very ineffective
- b. Some what ineffective
- c. Neutral
- d. Some what effective
- e. Very effective

Action 2: Andrew made a list of the positive and negative traits of his colleague.
- a. Very ineffective
- b. Some what ineffective
- c. Neutral
- d. Some what effective
- e. Very effective
Action 3: Andrew felt terrible that he felt that way, and he told himself that it wasn't right to be so upset over an event not under his control.

- a. Very ineffective
- b. Some what ineffective
- c. Neutral
- d. Some what effective
- e. Very effective

Action 4: Andrew decided to tell people what a poor job his colleague had done, and that he did not deserve the merit award. Andrew gathered memos and notes to prove his point, so it wasn't just his word.

- a. Very ineffective
- b. Some what ineffective
- c. Neutral
- d. Some what effective
- e. Very effective

3. Jane did not know when her bills were due, how many more bills would be arriving soon, or if she could pay them. Then her car began making strange noises and her mechanic said it would cost so much to fix that it might not be worth it. Jane can’t fall asleep easily, she wakes up several times at night, and she finds herself worrying all the time. How effective would each of the following actions be in reducing her worry.

Action 1: Jane tried to work out what she owed, how much was due, and when it was due.

- a. Very ineffective
- b. Some what ineffective
- c. Neutral
- d. Some what effective
- e. Very effective

Action 2: Jane learned deep-relaxation techniques to calm herself down.

- a. Very ineffective
- b. Some what ineffective
- c. Neutral
- d. Some what effective
- e. Very effective

Action 3: Jane got the name of a financial planner to help her figure out how to manage her finances

- a. Very ineffective
- b. Some what ineffective
- c. Neutral
- d. Some what effective
- e. Very effective

Action 4: She decided to look for a job that paid more money.

- a. Very ineffective
- b. Some what ineffective
- c. Neutral
- d. Some what effective
- e. Very effective

4. Nothing seems to be going right for Ed. There just isn’t much in Ed’s life that he enjoys or that brings him much pleasure. Over the next year, how effective would each of the following actions be at making Ed feel better?

Action 1: Ed started to call friends he hadn’t spoken to in a while and made plans to see a few people.

- a. Very ineffective
- b. Some what ineffective
- c. Neutral
- d. Some what effective
- e. Very effective

Action 2: He started to eat better, to get to bed earlier, and to exercise more.

- a. Very ineffective
- b. Some what ineffective
- c. Neutral
- d. Some what effective
e. Very effective

**Action 3:** Ed felt that he was bringing people down and decided to stay by himself more until he could work out what was bothering him. He felt he needed time alone.

a. Very ineffective  
 b. Some what ineffective  
 c. Neutral  
 d. Some what effective  
 e. Very effective

**Action 4:** Ed found that relaxing in front of the TV at night, with a beer or two, really helped him to feel better.

a. Very ineffective  
 b. Some what ineffective  
 c. Neutral  
 d. Some what effective  
 e. Very effective

5. As Robert drove home from work, a tractor-trailer truck cut him off. He didn’t even have time to honk his horn. Robert quickly swerved to the right to avoid getting hit. He was furious. How effective would each of the following actions be in dealing with his anger?

**Action 1:** Robert taught the truck driver a lesson by cutting him off a few miles down the highway.

a. Very ineffective  
 b. Some what ineffective  
 c. Neutral  
 d. Some what effective  
 e. Very effective

**Action 2:** Robert just accepted that these things happen and drove home.

a. Very ineffective  
 b. Some what ineffective  
 c. Neutral  
 d. Some what effective  
 e. Very effective

**Action 3:** He yelled as loud as he could, and cursed and swore at the trucker

a. Very ineffective  
 b. Some what ineffective  
 c. Neutral  
 d. Some what effective  
 e. Very effective

**Action 4:** He vowed never to drive on that highway again.

a. Very ineffective  
 b. Some what ineffective  
 c. Neutral  
 d. Some what effective  
 e. Very effective
Instructions: Select the best alternative for each of these questions

1. A feeling of concern most closely combines the emotions of
   a. Love, anxiety, surprise, anger
   b. Surprise, pride, anger, fear
   c. Acceptance, anxiety, fear, anticipation
   d. Fear, joy, surprise, embarrassment
   e. Anxiety, caring, anticipation

2. Another word for “consistently anticipating pleasure” is
   a. Optimism
   b. Happiness
   c. Contentment
   d. Joy
   e. Surprise

3. Acceptance, joy and warmth often combine to form ____________.
   a. Love
   b. Amazement
   c. Anticipation
   d. Contentment
   e. Acceptance

4. Combining the feeling of disgust and anger results in ____________.
   a. Guilt
   b. Rage
   c. Shame
   d. Hatred
   e. Contempt

5. A sad surprise leads to ______
   a. Disappointment
   b. Amazement
   c. Anger
   d. Fear
   e. Regret

6. Sadness, guilt and regret combine to form ____________.
   a. Grief
   b. Annoyance
   c. Depression
   d. Remorse
   e. Misery

7. Relaxation, security and serenity are all parts of ____________.
   a. Love
   b. Fatigue
   c. Expectancy
   d. Calmness
   e. Anticipation

8. Fear, joy, surprise and embarrassment are all parts of ____________.
   a. Esteem
   b. Awe
   c. Puzzlement
   d. Respect
   e. Sympathy

9. Shame, surprise and embarrassment are combined in the feeling of ____________.
   a. Jealousy
   b. Sadness
   c. Guilt
   d. Envy
   e. Humiliation

10. Admiration, love and anxiety are all parts of ____________.
    a. Jealousy
    b. Sadness
    c. Malice
    d. Pride
    e. Worry

11. Joy, excitement and uncertainty are all parts of the feeling of ____________.
    a. Liveliness
    b. Anticipation
    c. Anxiety
    d. Calmness
    e. Serenity

12. Sadness and satisfaction are both sometimes part of the feeling of ____________.
    a. Nostalgia
    b. Anxiety
    c. Anticipation
    d. Depression
    e. Contempt
Section D
Instructions: Please select an answer for every response

1. John developed a close friend at work over the last year. Today, that friend completely surprised him by saying he had taken a job at another company and would be moving out of the area. He had not mentioned he was looking for other jobs. How effective would John be in maintaining a good relationship, if he chose to respond in each of the following ways?

Response 1: John felt good for him and told his friend that he was glad he got the new job. Over the next few weeks, John made arrangements to ensure they stayed in touch.


Response 2: John felt sad that his friend was leaving, but he considered what happened as an indication that the friend did not much care for him. After all, the friend said nothing about his job search. Given that his friend was leaving anyway, John did not mention it, but instead went looking for other friends at work.


Response 3: John was very angry that his friend had not said anything. John showed his disapproval by deciding to ignore his friend until the friend said something about what he had done. John thought that if his friend did not say anything, it would confirm John’s opinion that the friend was not worth talking to.


2. Roy’s teacher has just called Roy’s parents to say that Roy is doing poorly in school. The teacher tells Roy’s parents that their son is not paying attention, is being disruptive and can’t sit still. This particular teacher does not do well with active boys, and Roy’s parents wonder what is really going on. Then the teacher says that their son will be left back unless he improves. The parents feel very angry. How helpful to their son is in each of these reactions?

Response 1: The parents told the teacher that this was a big shock to them since this was the first time they had ever heard there was a problem. They asked to meet with the teacher and also requested if the principal could attend the meeting.

Response 2: The parents told the teacher that if she continued to threaten to have their son repeat the grade, they would take it up with the principal. They said if your son is left back, we will hold you personally responsible. You are the teacher and your job is to teach, not to blame the student.

a. Very ineffective  
b. Some what ineffective  
c. Neutral  
d. Some what effective  
e. Very effective

Response 3: Roy’s parents hung up on the teacher and called the principal. They complained about the teacher’s threats and asked that their son be moved to a different classroom.

a. Very ineffective  
b. Some what ineffective  
c. Neutral  
d. Some what effective  
e. Very effective

3. Everything is going well for Liz while others have been complaining about work, Liz has just gotten a promotion and a decent price. Her children all are very happy and doing well in school, her marriage is stable and very happy. Liz is starting to feel very self important and finds herself tempted to brag about her life to her friends. How effective would each of the following responses be for maintaining her relationships?

Response 1: Since everything is so good, it is ok to feel proud of it. But Liz also realized that some people see it as bragging, or may be jealous of her and so she only talked to close friends about her feelings.

a. Very ineffective  
b. Some what ineffective  
c. Neutral  
d. Some what effective  
e. Very effective

Response 2: Liz started to think of all the things that would possibly go wrong in the future so, she could gain perspective on her life. She saw that good feelings don’t always last.

a. Very ineffective  
b. Some what ineffective  
c. Neutral  
d. Some what effective  
e. Very effective

Response 3: Liz shared his feelings with her husband that night. Then she decided that the family should spend time together on the weekend and yet involved in several family events just to be together.

a. Very ineffective  
b. Some what ineffective  
c. Neutral  
d. Some what effective  
e. Very effective
Appendix C

Kindly express your responses by ticking just one of the digits in the scale of 1 to 7 against each item. The meanings of the digits in the scale are given below:

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<td>7</td>
<td>Extremely Satisfied</td>
<td></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

1. The amount of personal growth and development I get in doing my job.
   
   1 2 3 4 5 6 7

2. The feeling of worthwhile accomplishment I get from doing my job.
   
   1 2 3 4 5 6 7

3. The amount of independent thought and action I can exercise in my job.
   
   1 2 3 4 5 6 7

4. The amount of challenge in my job.
   
   1 2 3 4 5 6 7

5. The overall job content that I am doing.
   
   1 2 3 4 5 6 7
Appendix D

Kindly express your responses by ticking just one of the digits in the scale of 1 to 7 against each item. The meanings of the digits in the scale are given below:

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<td>Moderately Dissatisfied</td>
<td>Dissatisfied</td>
<td>Neither Satisfied nor Dissatisfied</td>
<td>Satisfied</td>
<td>Moderately Satisfied</td>
<td>Extremely Satisfied</td>
</tr>
</tbody>
</table>

1. I am eager to tell outsiders good news about the institution.
   
   

2. I am willing to stand up to protect the reputation of the institution.
   
   

3. I actively attend institution meetings.
   
   

4. I do not mind taking on new challenging assignments.
   
   

5. I make constructive suggestions that can improve the operations of the institution.
   
   

6. I am willing to coordinate and communicate with colleagues.
   
   

7. I take one’s job seriously and rarely make mistakes.
   
   

8. I often arrive early and start to work immediately.
   
   

9. I comply with the institution rules and procedures even when nobody watches and no evidence can be traced.
   
   

10. I avoid consuming a lot of time complaining about trivial matters.

11. I am willing to assist new colleagues to adjust to the work environment.

12. I am willing to help colleagues solve work-related problems.

13. I am willing to cover work assignment for colleagues when needed.


15. I try hard to self-study to increase the quality of work outputs.

16. I avoid taking actions that hurt others.

17. I avoid hurting other people's right to common/shared resources (including clerical help, material etc.)

18. I do not initiate actions before consulting with others that might be affected.

19. I try to avoid creating problems for colleagues.

20. I avoid focusing on what's wrong with his or her situation.
## Appendix E

### Sample Profile

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Talent Measure Sculpt for Effective Talent Management: A Practical Revise
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A Study of Human Resource Management in Textile Industry
A Subbiah, M Selvakumar and B Krishnaveni
Emotional Intelligence as a Predictor of Job Satisfaction: A Study Amongst Faculty in India

S Samanvitha* and P David Jawahar**

Emotional intelligence at work has a great influence on the level of job satisfaction and in turn on work performance. This study aims at determining and establishing a relationship between strategic emotional intelligence and job satisfaction among faculty members in Arts and Science institutions. The study employs the Mayer-Salovey-Caruso's Emotional Intelligence Test and Wong's job satisfaction inventories to quantify emotional intelligence and job satisfaction levels respectively. Sample consists of 98 faculty members in Tamil Nadu, India, and various statistical tools have been used to interpret the data.

Introduction

Faculty members with nominal control of emotions are in a better position to deliver their responsibilities. Moreover, control over emotions influences the level of satisfaction in their jobs, which, in turn, affects the teaching process, including transfer of knowledge, molding of student behavior in the institution, and various other roles played by the faculty members.

Job satisfaction is "the emotional reaction a worker has towards his/her job after a comparison of the outputs he/she expects or desires with real outputs" (Cranny et al., 1992). Job satisfaction refers to how pleased employees are with their job. Emotional intelligence is a type of intelligence which involves the ability to measure one’s own and others’ emotions, to differentiate between the emotions and use it to guide one’s thinking and actions (Mayer and Salovey, 1997).

Hence, the aim of the present study is to investigate the relationship between strategic emotional intelligence and job satisfaction among the faculty members of arts and science colleges in Tamil Nadu, India.

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Review of Literature

Job Satisfaction

Oshagbemi (2000) defines job satisfaction as “an emotional response that occurs as a result of the interaction between the worker’s values concerning his/her job and the profits he/she gained from his/her job”. Job satisfaction is the pleasurable state that the worker attains from his job and job experience (Tantiverdi, 2008). Robbins (2000) explains the concept of job satisfaction as the overall feeling towards or attitude about the job that one performs.

Each employee experiences a range of emotions irrespective of their job, rank and organization, and based on the accumulation of these experiences, an employee forms an impression and attitude towards his job and organization (Tantiverdi, 2008). Job Satisfaction (JS) is a multidimensional concept which includes the employees’ understanding of the job as well as the job conditions, benefits of work and the emotional response they show to this understanding (Luthans, 1995). Employee JS is critical to the success of the organization since low JS leads to high attrition rate (Clegg, 1983; and Drago and Wooden, 1992), low productivity and high labor costs (Mohr and Zoghi, 2008). On the other hand, high JS leads to improved work performance in terms of quality and quantity (Judge et al., 2001) because the characteristics of the job match the expectations of the employee (Tantiverdi, 2008).

There are three main arguments as to what causes JS: (1) Satisfaction enhances performance; (2) Performance enhances satisfaction; and (3) Incentives cause both performance and satisfaction (Schermanhorn et al., 2000). Studies have shown that employees at higher positions have greater JS than those in lower positions and employees who receive higher incentives show high satisfaction (Schermanhorn et al., 2003).

JS is linked mainly to two factors—situational (extrinsic) and personal (intrinsic) (Dong, 2006). Situational factors include pay, opportunities for promotion and working conditions and job characteristics such as task identity, task significance, skill variety, autonomy and feedback (Heller et al., 2002). On the other hand, personal factors include personality disposition, traits, self-esteem, motivation and emotion (Dorman and Zapf, 2001). Employees with high JS exhibit high energy, pleasurable engagement and enthusiasm, while employees with dissatisfaction show distress, unpleasant engagement and nervousness (Heller et al., 2002).

JS can be measured in two ways—overall and facet. Overall JS is based on the combined mathematical scores of work satisfaction or the overall evaluation rating of the job. Facet satisfaction is “information related to specific facets or elements of job satisfaction” (Landy and Conte, 2004).
Emotional Intelligence

Emotional Intelligence (EI) has been defined as "the ability to perceive and express emotion, assimilate emotion in thought, understand and reason with emotion, and regulate emotion in self and others" (Mayer and Salovey, 1997). The concept of EI became popular due to the work of Goleman (1995). EI as a concept is gaining a great deal of attention because emotions of employees are recognized as an integral part of workplace (Bay and McKeage, 2006). EI can be understood as a personality trait of an employee or as a mental ability of the employee (Mayer et al., 2000). Goleman (1995) viewed EI as consisting of five dimensions—self-awareness, self-regulation, motivation, empathy and social skills—which are important attributes of personality traits. Further, these five personality traits are categorized into 25 different emotional competencies.

According to Bar-On (1997), "one's ability to succeed in coping with environmental pressures is influenced by non-cognitive capabilities, competencies and skills", and thus, developed the Bar-On (1997) Emotional Quotient Inventory (EQ-I) based on intrapersonal, interpersonal, adaptability, stress management and general mood. Cooper and Sawaf (1997) proposed the Four Corner model which was based on direct knowing, exploration and application. The Four Corner model was based on the employee's emotional literacy, emotional fitness, emotional depth and emotional alchemy.

From the perspective of mental ability, Salovey and Mayer (1990) postulated a model with three categories of variables, namely, appraisal and expression of emotion, regulation of emotion and utilization of emotions in problem solving. This model was revised and the new model emphasized the cognitive components and conceptualized EI with respect to intellectual potential and emotional growth. The new model has four variables, namely, appraisal and expression of emotion in the self, appraisal and recognition of emotion in others, regulation of emotion in the self, and finally, the use of emotion to facilitate performance (Mayer and Salovey, 1997).

Several studies have been attempted to evaluate EI either as a personal trait or as a mental ability, and different models have been developed to measure EI. These models can be divided into:

1. Ability Model, which measures EI as absolute intelligence, e.g., the Multifactor Emotional Intelligence Scale (MEIS) (Mayer and Salovey, 1997);

2. Self-Report Scale, where people indicate to what extent they agree or disagree with a series of descriptive statements, e.g., Bar-On EQ-I (Bar-On, 1997) and EQ-Map (Cooper and Sawaf, 1997);

3. Observer-Rating Scales, which is a combination of self-report and observer rating, e.g., Emotional Competence Inventory (ECI) (Boyatzis and Goleman, 1999).
Wong and Law's (2002) EI scale, used to measure EI, consists of four dimensions that are consistent with Mayer and Salovey's definition of EI. The Self-Emotion Appraisal (SEA) and Other's Emotion Appraisal (OEA) are in line with the experiential EI constituted by Mayer and Salovey. Use of Emotions (UOE) and Regulation of Emotions (ROE) are consistent with the strategic EI of Mayer and Salovey.

The four branch model of EI constituted by Mayer and Salovey consists of perceiving emotions, facilitating thought, understanding emotions and managing emotions. Perceiving emotions and facilitating thought are the components of experiential EI, whereas understanding emotions and managing emotions are the components of strategic EI (Figure 1).

![Figure 1: Four Branch Model of Emotional Intelligence](image)

Source: Mayer et al. (2002)

Since this study is concerned with strategic EI only, the literature concerning strategic EI is only emphasized. Understanding emotions and managing emotions play a relatively vital role in a teacher's profession as they are more essential for interpersonal relationship. Moreover, three out of four EI branches proved to have a significant relationship with JS (Kafetsios and Zampetakis, 2008). Perceiving emotions and facilitating thought are more individual based and influence one's intra-emotions or emotions perceived within a person, i.e., the faculty member. Hence, leaving out facilitating thought which confirmed a significant relationship with JS, strategic EI has been chosen in this study.
Understanding emotions tests the ability to understand simple and complex emotions. The changes task which is one of the components of understanding emotions measures the respondent’s knowledge of emotional chains or how emotions change from one to another. The blends task which is another component of understanding emotions measures the person’s ability to analyze blends of emotions into their parts and to assemble simple emotions to form complex feelings (Mayer et al., 2002).

Managing emotions measures the ability to manage emotions in self and in others. The emotional management task assesses the person’s ability to transform his/her own emotions into decision making. This task asks the person to rate the effectiveness of alternative actions to get a certain result in place, where the person must control his/her own emotions. The emotional relations task assesses the concerned person’s ability to transform emotions into decision making that involves other people. This task measures the person’s effectiveness as to how different actions would be in getting a particular result involving other people (Mayer et al., 2002).

Job Satisfaction and Emotional Intelligence

EI is one of the most important factors that has been theoretically related to organizational performance and individual variables such as JS (Chiva and Alegre, 2008). There are very few studies that have evaluated the relationship between JS and EI. A relationship between JS and total EI scores was established by Bar-On (1997) (see Figure 2, Panel (a)). The relationship between JS and EI is moderated by a situational factor such as job control (see Figure 2, Panel (b)) (Abraham, 2000).

**Figure 2: Relationship Between JS and EI**

<table>
<thead>
<tr>
<th>(a)</th>
<th>(b)</th>
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</thead>
<tbody>
<tr>
<td><img src="" alt="Diagram" /></td>
<td><img src="" alt="Diagram" /></td>
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</table>

*Source: Bar-On (1997) and Abraham (2000)*

There are several reasons why employees’ EI may influence JS. “Interpersonally, emotion awareness and regulatory processes associated with emotional intelligence are expected to benefit peoples’ social relationships hence affecting the experience of emotion and stress at work” (Kafetsios and Zampetakis, 2008). Also, “Intra personally, use of emotion and being aware of one’s own emotions can lead to regulating stress and negative emotions so that one can perform better at work” (Kafetsios and Zampetakis, 2008). Another study conducted by Sy and
O'Hara (2006) found a positive correlation between EI and JS among food service employees. The study concluded that employees with high EI have higher JS, which supported the finding of Wong and Law (2002). Employees with higher EI are capable of identifying and moderating their emotions, and are thus aware of reasons that contribute to positive and negative emotions. Hence, employees who are aware of the factors that elicit certain emotions and those who understand the effects of those emotions have higher level of EI which influences the satisfaction levels in their jobs.

Bar-On (2004) conducted a study to examine the relationship between EQ competencies and JS from a heterogeneous group of professionals. The results concluded that there was a relationship between EQ-I scores and job performance/satisfaction. However, the relationship will vary from profession to profession. For example, the factors that determine the performance and satisfaction of teachers may be different from that of doctors. Hence, there is a need to study and evaluate the factors that affect each profession and seek a correlation between JS and EI. Thus, the aim of the present study is to evaluate the relationship between EI and JS among Arts and Science faculty members.

The literature leads to the following hypotheses:

\( H_1: \) There is a relationship between strategic emotional intelligence as a whole and job satisfaction.

\( H_2: \) There is a relationship between the factors in understanding emotions and job satisfaction.

\( H_3: \) There is a relationship between the factors in managing emotions and job satisfaction.

**Model**

The aim of the present study is to evaluate the relationship between strategic EI and JS. In this study, we have considered only extrinsic (situational) factors to evaluate the relationship between strategic EI and JS. Hence, we have considered only understanding emotions (changes and blends) and managing emotions (emotional management and emotional relations) and their relationship to JS.

![Figure 3: Research Model – Relationship Between Strategic Emotional Intelligence and Job Satisfaction](image-url)
In order to analyze the relationship, a model, as shown in Figure 3, has been developed.

Method

Data and Sample

In this study, Arts and Science faculty members of 9 colleges and 12 specializations were provided with a questionnaire. The designations of faculty members ranged from lecturer to dean. A total of 98 self-administered questionnaires were considered in this study, out of which 59% respondents were males and 41% females. The average age of respondents in this study was 42 years.

Based on the review of literature, a detailed questionnaire (Appendix) was developed. The questionnaire had three sections—understanding emotions, managing emotions and job satisfaction. The part of questionnaire for understanding and managing emotions was adapted from MSCETT (Mayer et al., 2002) and that of job satisfaction was adapted from Wong et al. (2000).

Measurements

In $H_1$, JS is the dependent variable and strategic EI is the independent variable. The dependent variable is conceptualized by the individual's attitude towards the job and is operationalized by using a set of 7-point Likert scale statements to measure JS (Wong et al., 2000). It is measured by using five statements. The independent variable is conceptualized by the ability to understand and manage emotions in self and in others. Strategic EI is measured by using 61 statements, out of which 32 statements refer to understanding emotions and 29 refer to managing emotions. The variable is operationalized by independent statements to measure two constructs in strategic EI—understanding emotions and managing emotions (Mayer et al., 2002).

In $H_2$, JS is the dependent variable and understanding emotions is the independent variable. The dependent variable is conceptualized by the individual's attitude towards the job and is operationalized by using a set of 7-point Likert scale statements to measure JS. The independent variable is conceptualized by the ability to understand simple and complex emotions. This is measured using two task levels. One is the change which is measured by using 20 statements and the other is blend which is measured using 12 statements.

In $H_3$, JS is the dependent variable and managing emotions is the independent variable. The dependent variable is conceptualized by the individual’s attitude towards the job and is operationalized by using a set of 7-point Likert scale statements to measure JS. The independent variable is conceptualized by the ability to manage emotions in self and in others. Managing emotions is measured by using two task levels. One of which is the emotional management measured using 20 statements and emotional relations measured using nine statements.
Reliability Analysis
The alpha score for the instruments (understanding emotions, managing emotions, strategic EI and JS) was obtained as 0.8210, which is on the higher side (Table 1).

Statistical Tools
The data were analyzed by using correlation and regression analyses to test the hypothesis. Statistical Package for Social Sciences (SPSS Version 18.0) was used to analyze and interpret the data.

Results and Discussion
In order to examine the relationship between strategic EI and JS, we perform correlation and regression analyses.

In order to find out the influence of strategic EI on JS, a multiple linear regression model was used by considering strategic EI as the explanatory variable and JS as the dependent variable. From the regression model, it is inferred that strategic EI has significant relationship and influence on JS. This can be inferred from the t-value and its associated p-value. The strategic EI explains 0.145 of variations in JS (refer $R^2$ value in Table 2). By referring to the F-value and its p-value, it can be inferred that the model is found to be valid. There is correlation between strategic EI and JS (Table 3). To verify the existence of multicollinearity a test was carried out.

<table>
<thead>
<tr>
<th>Table 1: Reliability of the Instruments</th>
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<tbody>
<tr>
<td>S. No.</td>
</tr>
<tr>
<td>1.</td>
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<tr>
<td>2.</td>
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<tr>
<td>3.</td>
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<tr>
<td>4.</td>
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</table>

Reliability Coefficients
No. of Cases = 98.0
No. of Items = 4
Alpha = 0.8210

<table>
<thead>
<tr>
<th>Table 2: Results of Multiple Linear Regression Model for Strategic Emotional Intelligence</th>
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</thead>
<tbody>
<tr>
<td>Model</td>
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<td>SEI</td>
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F-Value = 16.253, p-Value = 0

<table>
<thead>
<tr>
<th>Table 3: Results of Correlations Between Strategic Emotional Intelligence and Job Satisfaction</th>
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</thead>
<tbody>
<tr>
<td>Relationship Between</td>
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<tr>
<td>Strategic Emotional Intelligence and Job Satisfaction</td>
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</table>
The result shows that the VIF factor in this model is 1.000, indicating the non-existence of multicollinearity problem. The findings support those of Kafetsios and Zampetakis (2008) and Sy and O’Hara (2006). Thus, the study reveals the following relationship for JS:

\[
\text{Job Satisfaction} = 0.059 \text{ Strategic Emotional Intelligence} + \text{ Error Term}
\]

Thus, the study exhibits a positive relationship between strategic EI and JS.

In order to find out the influence of factors in understanding emotions on JS, a multiple linear regression model with JS as the dependent variable was considered. From the regression results, from the \(t\)-value and its associated \(p\)-value, it can be inferred that understanding emotions has significant relationship and influence on JS. The two factors in understanding emotions together explain 0.098 of variations in JS (refer \(R^2\) value in Table 4). By referring to the \(F\)-value and its \(p\)-value, it can be inferred that the model is found to be valid. There is a correlation between understanding emotions and JS (Table 5). The results show that the VIF factor in this model is found to be 1.000, indicating the non-existence of multicollinearity problem. Thus, the results reveal the following relationship:

\[
\text{Job Satisfaction} = 0.085 \text{ Understanding Emotions} + \text{ Error Term}
\]

<table>
<thead>
<tr>
<th>Model</th>
<th>Unstandardized Coefficients</th>
<th>Standardized Coefficients (Beta)</th>
<th>(t)-Value</th>
<th>(p)-Value (Two-Tailed)</th>
<th>VIF: 1.000</th>
<th>(R^2): 0.098</th>
<th>Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>UE</td>
<td>0.085</td>
<td>0.313</td>
<td>3.232</td>
<td>0</td>
<td></td>
<td>Significant</td>
<td></td>
</tr>
</tbody>
</table>

\(F\)-Value = 10.444, \(p\)-Value = 0

<table>
<thead>
<tr>
<th>Relationship Between</th>
<th>Correlation</th>
<th>(p)-Value (Two-Tailed)</th>
<th>Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understanding Emotions and Job Satisfaction</td>
<td>0.313</td>
<td>0</td>
<td>Significant</td>
</tr>
</tbody>
</table>

Thus, the study reveals that there is a positive relationship between factors in understanding emotions and JS.

In order to find out the influence of factors in managing emotions on JS, a multiple linear regression model was considered, with managing emotions as the explanatory variable and JS as the dependent variable. From the regression
results, it can be inferred that managing emotions has significant relationship and influence on JS. This can be inferred from the \( t \)-value and its associated \( p \)-value. The factors in managing emotions explain 0.142 of variations in JS (refer \( R^2 \) value in Table 6). By referring to the \( F \)-value and its \( p \)-value, it can be inferred that the model is found to be valid. There is correlation between managing emotions and JS (Table 7). The results further reveal that the VIF factor in this model is 1.000, indicating the non-existence of multicollinearity problem. Thus, the following relationship is obtained from the results:

\[
\text{Job Satisfaction} = 0.110 \text{ Managing Emotions} + \text{Error Term}
\]

<table>
<thead>
<tr>
<th>Model</th>
<th>Unstandardized Coefficients</th>
<th>Standardized Coefficients (Beta)</th>
<th>( t )-Value</th>
<th>( p )-Value (Two-Tailed)</th>
<th>VIF: 1.000</th>
<th>( R^2 ) = 0.142</th>
<th>Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>ME</td>
<td>0.110</td>
<td>0.377</td>
<td>3.986</td>
<td>0</td>
<td>1.000</td>
<td>0.142</td>
<td>Significant</td>
</tr>
</tbody>
</table>

\[
F\text{-Value} = 15.891, \ p\text{-Value} = 0
\]

<table>
<thead>
<tr>
<th>Relationship Between</th>
<th>Correlation</th>
<th>( p )-Value (Two-Tailed)</th>
<th>Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>Managing Emotions and Job Satisfaction</td>
<td>0.377</td>
<td>0</td>
<td>Significant</td>
</tr>
</tbody>
</table>

Thus, the study confirms a positive relationship between factors in managing emotions and JS.

**Conclusion**

This study thus confirms that strategic EI is a multidimensional concept consisting of understanding emotions and managing emotions. A positive relationship has been established between strategic EI and JS. But the relationship is found to be weak which establishes that there are many factors that influence JS, and hence strategic EI may not be the significant one. This study also highlights the need for strengthening the strategic EI scores of the faculty members since it is found to affect the satisfaction at their jobs. This research has been carried out on the faculty members of Arts and Science colleges as the target audience. It can be further extended to the faculty members of engineering institutions and a comparison of the results can be done on basis of various demographic details like gender, designation in the institution, the department they work in, teaching experience and their qualification.
References


# Appendix

**Questionnaire from A Research Student**

## Section A

**Instructions: Select the best alternative for each of these questions**

1. Marjorie felt more and more ashamed, and began to feel worthless. She then felt _______.
   a. Overwhelmed  
   b. Depressed  
   c. Ashamed  
   d. Self-conscious  
   e. Jittery

2. Kenji felt content as he thought of his life, and the more he thought about the good things he had done and the joy his acts had brought to others, the more he felt _______.
   a. Surprised  
   b. Depressed  
   c. Acceptance  
   d. Happiness  
   e. Amazement

3. Natalie had never been more surprised in her life. But as she recovered a bit from the shock of the loss and realized she could gain some advantage from the situation if she planned carefully, she became _______.
   a. Amazed  
   b. Confused  
   c. Denying of the situation  
   d. Expectant  
   e. Pensive

4. Nelson was saddened by the news from home and wanted to express his sincere regret. When he heard that he had not been told right away that matters were worse than he at first thought, he felt _______.
   a. Anger and surprise  
   b. Sadness and anticipation  
   c. Shock and regret  
   d. Fear and loathing  
   e. Anger and sorrow

5. Rashad is usually quite happy at work and things also go well at home. He thought that he and his coworkers were generally fairly paid and treated well. Today, everyone in his unit received a modest across-the-board pay increase as part of corporate-wide adjustments in salary. Rashard felt _______.
   a. Surprised and shocked  
   b. Peaceful and quiet  
   c. Content and elated  
   d. Humbled and guilty  
   e. Proud and dominant

6. Glenda loved Jake, who she felt belonged only to her. She began to see him as perfect for her and close to perfection in general. She _______.
   a. Respected him  
   b. Admired him  
   c. Envied him  
   d. Adored him  
   e. Resented him
7. Tatiana was annoyed that a coworker took credit for a project, and when he did it again she felt _______
   a. Anger   b. Annoyance
   c. Frustration  d. Startled
   e. Depression

8. After Charlie’s car was stolen, he installed a car alarm in his new car. When his new car was also stolen, he first felt shock and surprise, and then _______
   a. Amazement and astonishment  b. Helplessness, despair and anger
   c. Anger and disgust    d. Jealousy and envy
   e. Depression and contempt

9. When Steve discovered that several students were cheating on exams, he thought it was morally wrong. When he told the teacher, the teacher said there was nothing he could do about it. Steve planned to pursue the matter with a school administrator because he felt _______ by what had happened.
   a. Enlivened    b. Enraged
   c. Disgusted    d. Depressed
   e. Saddened

10. Matt had been hurt by one of his closest friends and was feeling angry. Matt told his friend how he felt, and when the friend did it again, Matt became _______
   a. Angry   b. Fearful
   c. Very annoyed   d. Worried
   e. Enraged

11. Theresa watched television so as to follow a hurricane’s progress up the coast near where her parents lived. As the hurricane moved towards her parents’ house, she felt anxious and helpless. At the last minute, however, it turned away, leaving that area of the coastline unharmed. She felt _______
   a. Relief and gratitude    b. Surprise and shock
   c. Tense and relieved    d. Anticipation and anxiety
   e. Anticipation and calmness

12. A woman who felt secure and accepted, later felt depressed. What happened in between?
   a. She received a compliment intended for someone else
   b. She discovered her husband was cheating her
   c. A friend became ill
   d. A package she mailed to a friend was delivered to the wrong address
   e. She was frustrated by a bad job she did on a project
Appendix (Cont.)

13. A child who was happily anticipating his birthday later felt sad. What most likely happened in between?
   a. A bully insulted him and he fought back
   b. Two friends who he was hoping would come never made it to the party
   c. He ate too many cakes
   d. His mother embarrassed him in front of the other children
   e. His father accused him of something he did not do

14. A middle-aged woman was happy and shortly thereafter felt disapproving. What most likely happened in between?
   a. Her son injured himself slightly at work
   b. She realized she had hurt a close friend’s feeling
   c. Her daughter-in-law was late for a family dinner
   d. Her husband criticized her
   e. She lost a book that was important to her

15. A man was feeling rested and then felt admiration. What happened in between?
   a. While resting, the man solved an important problem at work
   b. The man heard a story about a sports hero who set a new world record
   c. His friend called to say he had just purchased a new sports car at a great price
   d. A package arrived with a gift from his mother
   e. His doctor called to say his checkup indicated he was healthy

16. A woman felt anticipation and then she felt love. What happened in between?
   a. She gave a donation and thought about the people she would help
   b. She bought a dress that was very flattering
   c. She read a fan magazine about a star she found very appealing
   d. Her mother called to tell her she was sending her a birthday gift that would be a surprise
   e. She went on a date and discovered many things in common with an attractive man

17. An executive in a corporation felt displeased and then resentful. What happened in between?
   a. A subordinate failed to achieve his sales goals for the period
   b. Another officer in the company, whom he believed to be incompetent, won a pay
   c. He read a news item about people in another part of the world living in poverty
      and how a major charity was facing obstacles in their relief efforts
   d. His wife was helping his children with their homework
   e. No one seemed to like him
Appendix (Cont.)

18. A woman was angry and then felt guilty. What happened in between?
   a. She lost the phone number of a friend who was very close to her
   b. She didn’t finish a job as well as she had hoped to because she didn’t have enough time
   c. She expressed anger at her friend, who she the discovered hadn’t done anything to hurt her
   d. She lost a close friend
   e. She was angry that someone gossiped about her, and then discovered that others were saying the same thing

19. A man liked his friend and then despised him. What happened in between?
   a. His friend lost an expensive book he loaned him
   b. His friend betrayed his wife
   c. His friend won a raise he didn’t deserve
   d. His friend said he was moving away
   e. The man felt he had hurt his friend and it was partly his friend’s fault

20. A woman loved someone and then felt secure. What happened in between?
   a. She learned the other person loved her in return
   b. She decided not to expose her feelings
   c. Her lover went away
   d. She told the other person that she loved him
   e. Her love itself brought about security

Section B

Instructions: Please select an answer for every action

1. Mara woke up feeling pretty well. She had slept well, felt well rested, and had no particular cares or concerns. How well would each action help her preserve her mood?

   **Action 1:** She got up and enjoyed the rest of the day.
   a. Very ineffective
   b. Somewhat ineffective
   c. Neutral
   d. Somewhat effective
   e. Very effective

   **Action 2:** Mara enjoyed the feeling and decided to think about and appreciate all the things that were going well for her.
   a. Very ineffective
   b. Somewhat ineffective
   c. Neutral
   d. Somewhat effective
   e. Very effective
Appendix (Cont.)

**Action 3:** She decided it was best to ignore the feeling since it wouldn’t last anyway.

a. Very ineffective  
b. Somewhat ineffective  
c. Neutral  
d. Somewhat effective  
e. Very effective

**Action 4:** She used the positive feeling to call her mother, who had been depressed, and tried to cheer her up.

a. Very ineffective  
b. Somewhat ineffective  
c. Neutral  
d. Somewhat effective  
e. Very effective

2. Andrew works as hard, if not harder, than one of his colleagues. In fact, his ideas are usually better at getting positive results for the company. His colleague does a mediocre job but engages in office politics so as to get ahead. So, when Andrew’s boss announces that the annual merit award is being given to his colleague, Andrew is very angry. How effective would each action be in helping Andrew feel better?

**Action 1:** Andrew sat down and thought about all the good things in his life and his work.

a. Very ineffective  
b. Somewhat ineffective  
c. Neutral  
d. Somewhat effective  
e. Very effective

**Action 2:** Andrew made a list of the positive and negative traits of his colleague.

a. Very ineffective  
b. Somewhat ineffective  
c. Neutral  
d. Somewhat effective  
e. Very effective

**Action 3:** Andrew felt terrible that he felt that way, and he told himself that it wasn’t right to be so upset over an event not under his control.

a. Very ineffective  
b. Somewhat ineffective  
c. Neutral  
d. Somewhat effective  
e. Very effective

**Action 4:** Andrew decided to tell people what a poor job his colleague had done, and that he did not deserve the merit award. Andrew gathered memos and notes to prove his point, so it wasn’t just his word.

a. Very ineffective  
b. Somewhat ineffective  
c. Neutral  
d. Somewhat effective  
e. Very effective

3. Jane did not know when her bills were due, how many more bills would be arriving soon, or if she could pay them. Then her car began making strange noises and her mechanic said it would cost so much to fix that it might not be worth it. Jane can’t fall asleep easily, she wakes up several times at night, and she finds herself worrying all the time. How effective would each of the following actions be in reducing her worry?

**Action 1:** Jane tried to work out what she owed, how much was due, and when it was due.

a. Very ineffective  
b. Somewhat ineffective  
c. Neutral  
d. Somewhat effective  
e. Very effective
Appendix (Cont.)

**Action 2:** Jane learned deep-relaxation techniques to calm herself down.
- a. Very ineffective
- b. Somewhat ineffective
- c. Neutral
- d. Somewhat effective
- e. Very effective

**Action 3:** Jane got the name of a financial planner to help her figure out how to manage her finances.
- a. Very ineffective
- b. Somewhat ineffective
- c. Neutral
- d. Somewhat effective
- e. Very effective

**Action 4:** She decided to look for a job that paid more money.
- a. Very ineffective
- b. Somewhat ineffective
- c. Neutral
- d. Somewhat effective
- e. Very effective

4. Nothing seems to be going right for Ed. There just isn't much in Ed's life that he enjoys or that brings him much pleasure. Over the next year, how effective would each of the following actions be at making Ed feel better?

**Action 1:** Ed started to call friends he hadn't spoken to in a while and made plans to see a few people.
- a. Very ineffective
- b. Somewhat ineffective
- c. Neutral
- d. Somewhat effective
- e. Very effective

**Action 2:** He started to eat better, to get to bed earlier, and to exercise more.
- a. Very ineffective
- b. Somewhat ineffective
- c. Neutral
- d. Somewhat effective
- e. Very effective

**Action 3:** Ed felt that he was bringing people down and decided to stay by himself more until he could work out what was bothering him. He felt he needed time alone.
- a. Very ineffective
- b. Somewhat ineffective
- c. Neutral
- d. Somewhat effective
- e. Very effective

**Action 4:** Ed found that relaxing in front of the TV at night, with a beer or two, really helped him to feel better.
- a. Very ineffective
- b. Somewhat ineffective
- c. Neutral
- d. Somewhat effective
- e. Very effective

5. As Robert drove home from work, a tractor-trailer truck cut him off. He didn't even have time to honk his horn. Robert quickly swerved to the right to avoid getting hit. He was furious. How effective would each of the following actions be in dealing with his anger?

**Action 1:** Robert taught the truck driver a lesson by cutting him off a few miles down the highway.
- a. Very ineffective
- b. Somewhat ineffective
- c. Neutral
- d. Somewhat effective
- e. Very effective
Appendix (Cont.)

**Action 2:** Robert just accepted that these things happen and drove home.

a. Very ineffective  
b. Somewhat ineffective  
c. Neutral  
d. Somewhat effective  
e. Very effective

**Action 3:** He yelled as loud as he could, and cursed and swore at the trucker.

a. Very ineffective  
b. Somewhat ineffective  
c. Neutral  
d. Somewhat effective  
e. Very effective

**Action 4:** He vowed never to drive on that highway again.

a. Very ineffective  
b. Somewhat ineffective  
c. Neutral  
d. Somewhat effective  
e. Very effective

---

**Section C**

**Instructions:** Select the best alternative for each of these questions

1. A feeling of concern most closely combines the emotions of ________________.
   a. Love, anxiety, surprise, anger
   b. Surprise, pride, anger, fear
   c. Acceptance, anxiety, fear, anticipation
   d. Fear, joy, surprise, embarrassment
   e. Anxiety, caring, anticipation

2. Another word for "consistently anticipating pleasure" is ________________.
   a. Optimism
   b. Happiness
   c. Contentment
   d. Joy
   e. Surprise

3. Acceptance, joy and warmth often combine to form ________________.
   a. Love
   b. Amazement
   c. Anticipation
   d. Contentment
   e. Acceptance

4. Combining the feeling of disgust and anger results in ________________.
   a. Guilt
   b. Rage
   c. Shame
   d. Hatred
   e. Contempt

5. A sad surprise leads to ________________.
   a. Disappointment
   b. Amazement
   c. Anger
   d. Fear
   e. Regret

6. Sadness, guilt and regret combine to form ________________.
   a. Grief
   b. Annoyance
   c. Depression
   d. Remorse
   e. Misery
Appendix (Cont.)

7. Relaxation, security and serenity are all parts of _______________.
   a. Love  b. Fatigue  c. Expectancy
d. Calmness  e. Anticipation

8. Fear, joy, surprise and embarrassment are all parts of _______________.
   a. Esteem  b. Awe  c. Puzzlement
d. Respect  e. Sympathy

9. Shame, surprise and embarrassment are combined in the feeling of _______________.
   a. Jealousy  b. Sadness  c. Guilt
d. Envy  e. Humiliation

10. Admiration, love and anxiety are all parts of _______________.
d. Pride  e. Worry

11. Joy, excitement and uncertainty are all parts of the feeling of _______________.
    a. Liveliness  b. Anticipation  c. Anxiety
d. Calmness  e. Serenity

12. Sadness and satisfaction are both sometimes part of the feeling of _______________.
    a. Nostalgia  b. Anxiety  c. Anticipation
d. Depression  e. Contempt

Section D

Instructions: Please select an answer for every response

1. John developed a close friend at work over the last year. Today, that friend completely surprised him by saying he had taken a job at another company and would be moving out of the area. He had not mentioned he was looking for other jobs. How effective would John be in maintaining a good relationship, if he chose to respond in each of the following ways?

   Response 1: John felt good for him and told his friend that he was glad he got the new job. Over the next few weeks, John made arrangements to ensure they stayed in touch.
d. Somewhat effective  e. Very effective

   Response 2: John felt sad that his friend was leaving, but he considered what happened as an indication that the friend did not much care for him. Afterall, the friend said nothing about his job search. Given that his friend was leaving anyway, John did not mention it, but instead went looking for other friends at work.
d. Somewhat effective  e. Very effective
Appendix (Cont.)

Response 3: John was very angry that his friend had not said anything. John showed his disapproval by deciding to ignore his friend until the friend said something about what he had done. John thought that if his friend did not say anything, it would confirm John's opinion that the friend was not worth talking to.

d. Somewhat effective  e. Very effective

2. Roy's teacher has just called Roy's parents to say that Roy is doing poorly in school. The teacher tells Roy's parents that their son is not paying attention, is being disruptive and can't sit still. This particular teacher does not do well with active boys, and Roy's parents wonder what is really going on. Then the teacher says that their son will be left back unless he improves. The parents feel very angry. How helpful to their son is in each of these reactions?

Response 1: The parents told the teacher that this was a big shock to them since this was the first time they had ever heard there was a problem. They asked to meet with the teacher and also requested if the principal could attend the meeting.

d. Somewhat effective  e. Very effective

Response 2: The parents told the teacher that if she continued to threaten to have their son repeat the grade, they would take it up with the principal. They said if your son is left back, we will hold you personally responsible. You are the teacher and your job is to teach, not to blame the student.

d. Somewhat effective  e. Very effective

Response 3: Roy's parents hung up on the teacher and called the principal. They complained about the teacher's threats and asked that their son be moved to a different classroom.

d. Somewhat effective  e. Very effective

3. Everything is going well for Liz while others have been complaining about work. Liz has just gotten a promotion and a decent price. Her children all are very happy and doing well in school, her marriage is stable and very happy. Liz is starting to feel very self important and finds herself tempted to brag about her life to her friends. How effective would each of the following responses be for maintaining her relationships?

Response 1: Since everything is so good, it is ok to feel proud of it. But Liz also realized that some people see it as bragging, or may be jealous of her and so she only talked to close friends about her feelings.

d. Somewhat effective  e. Very effective
Appendix (Cont.)

**Response 2:** Liz started to think of all the things that would possibly go wrong in the future so, she could gain perspective on her life. She saw that good feelings don’t always last.

- a. Very ineffective
- b. Somewhat ineffective
- c. Neutral
- d. Somewhat effective
- e. Very effective

**Response 3:** Liz shared his feelings with her husband that night. Then she decided that the family should spend time together on the weekend and yet involved in several family events just to be together.

- a. Very ineffective
- b. Somewhat ineffective
- c. Neutral
- d. Somewhat effective
- e. Very effective

**Section E**

Kindly express your responses by ticking just one of the digits in the scale of 1 to 7 against each item. The meanings of the digits in the scale are given below:

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
</tr>
</thead>
<tbody>
<tr>
<td>Extremely Dissatisfied</td>
<td>Moderately Dissatisfied</td>
<td>Dissatisfied</td>
<td>Neither Satisfied nor Dissatisfied</td>
<td>Satisfied</td>
<td>Moderately Satisfied</td>
<td>Extremely Satisfied</td>
</tr>
</tbody>
</table>

1. The amount of personal growth and development I get in doing my job.

| 1 | 2 | 3 | 4 | 5 | 6 | 7 |

2. The feeling of worthwhile accomplishment I get from doing my job.

| 1 | 2 | 3 | 4 | 5 | 6 | 7 |

3. The amount of independent thought and action I can exercise in my job.

| 1 | 2 | 3 | 4 | 5 | 6 | 7 |

4. The amount of challenge in my job.

| 1 | 2 | 3 | 4 | 5 | 6 | 7 |

5. The overall job content that I am doing.

| 1 | 2 | 3 | 4 | 5 | 6 | 7 |

Reference # 02J-2012-01-01-01
March 2, 2012

Samanvitha Swaminathan
Bharathidasan Institute of Management
Tiruchirapalli, Tamil Nadu, India

Submission No. DS10101101

Dear Professor Swaminathan:

Congratulations! Based on the recommendation of two reviewers and the opinion of the journal editor, your manuscript titled "Job Satisfaction as a Predictor of Organizational Citizenship Behavior: An Empirical Study," co-authored with P. David Jawahar, has been accepted for publication in Global Journal of Business Research (GJBR). GJBR is a highly selective journal, so your accomplishment is especially noteworthy.

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Sincerely,

Mercedes Jalbert
Managing Editor
JOB SATISFACTION AS A PREDICTOR OF ORGANIZATIONAL CITIZENSHIP BEHAVIOR: AN EMPIRICAL STUDY

Samanvitha Swaminathan, Bharathidasan Institute of Management, Tiruchirapalli, India.
P. David Jawahar, Bharathidasan Institute of Management, Tiruchirapalli, India.

ABSTRACT

Job Satisfaction at work has an influence on the level of Organizational Citizenship Behavior and in turn on work performance. The aim of this study is to determine and establish a relationship between Job Satisfaction (JS) and Organizational Citizenship Behavior (OCB) among faculty in higher education institutions. In this study we have employed the Wong’s Job Satisfaction and Organ’s Organizational Citizenship Behavior inventories to quantify the JS and OCB levels respectively. Samples from 252 faculty members in Tamil Nadu, India were used to obtain the empirical base for the study. Correlation and multiple regression analyses were used to interpret the data. Our results demonstrate that there is a positive relationship between JS and factors that constitute the OCB.

JEL: M12

KEYWORDS: Job satisfaction, Organizational Citizenship Behavior, Help Oriented Behavior, Courtesy

INTRODUCTION

Faculty members who are satisfied with their jobs exhibit better Organizational Citizenship Behavior (OCB) and in turn it reflects on their work performance. Job Satisfaction (JS) becomes an important aspect for the faculty members as dissatisfaction affects the teaching process and influences other roles played by the faculty.

Job satisfaction is “the emotional reaction of a worker has towards his/her job after a comparison of the outputs he/she expects or desires with real outputs” (Cranny et al., 1992). Job satisfaction is the sense of inner fulfillment and joy achieved when performing a particular job. Organizational Citizenship Behavior is also known as the extra role behavior, which is the act of performing the job beyond the job requirements (Organ, 1988).

Hence, the aim of the present study is to investigate the relationship between Job Satisfaction and Organizational Citizenship Behavior among the faculty of higher learning institutions in Tamil Nadu, India. This article summarizes the review of literature, the model developed, data and methodology, results and discussion of the research and the conclusion.

REVIEW OF LITERATURE

Job Satisfaction (JS)

Oshagbemi (2000) defines JS as “an emotional response that occurs as a result of the interaction between the worker’s values concerning his/her job and the profits he/she gained from his/her job”. JS is the state of pleasure the employee gains from the job and experience (Tantiverdi, 2008). Robbins (2000) conceptualized JS as the overall feelings or attitudes about the job they perform.
JS refers to the “primary affective reactions of individuals to various facets of the job and the job experiences” (Igbaria and Guimaraes, 1993). Increase in JS increases the performance in the job. JS comprises of task satisfaction, employment satisfaction and market satisfaction (Putman, 2002). Several dimensions such as satisfaction with compensation, satisfaction with top management, satisfaction with promotions and satisfaction with coworkers have been attributed to JS (Vitell, 2008).

JS is the extent to which people enjoy their job (Spector, 1997). JS plays a critical role since it affected the behavior of employees, which in turn has an influence on the performance and functioning in the Organization (Rowden, 2002).

JS is considered as an internal state of an employee, which is given by evaluation of the job with a certain degree of favor or disfavor (Brief, 1998; Floyd & Wooldridge, 1997; Whittaker & Marchington, 2003). The study reveals that demographic factors such as age (Clark & Oswald, 1996) and the level of education (Clark, 1996) are important factors that influence JS.

Typical characteristics of the working environment like union membership (Borjas, 1979; Miller, 1990), size of the workplaces (Idson, 1990) and the impact of permanent and part–time jobs (Wooden & Warren, 2003) contribute to the JS of the employees. Moreover, JS is also affected by the combination of work requirements with other roles like family roles (Gibb, 2003; Mortimer et al., 1986). A negative estimate of the source of the family conflicts can also cause job dissatisfaction in employees (Lazarus, 1991). In challenging work environments, education and training of the employees influence JS (Brown & McIntosh, 1998).

Heller, Judge and Watson (2002) linked JS mainly to two factors namely situational factors (sociological perspective) and personal factors (psychological perspective). Situational factors include job related conditions like pay, opportunities for promotion and working conditions and job characteristics such as task identity, task significance, skill variety, autonomy and feedback. Personal factors include personality disposition, traits, self–esteem, motivation and emotions (Dormann & Zapf, 2001).

**Organizational Citizenship Behavior (OCB)**

Organizational Citizenship Behavior was first illustrated in the work of Bateman and Organ (1983) 24 years ago and is recently gaining momentum. Organ (1988) revealed that OCB could affect the performance of the individual and in the organization. Various studies have demonstrated that OCB has a positive influence on improving the performance in the Organization (Podsakoff & Mackenzie, 1994; Krollowicz & Lowery, 1996; Podsakoff, Ahearne & Mackenzie, 1997).

Organ (1988) explains OCB as a distinct behavior, which is not directly recognized by the formal reward system but in the average promotes the organizational performance. Understanding how OCB works is crucial in organizations because of the downsizing and rightsizing in response to the economic pressures (May–Chiu Lo et al., 2009). Recent studies reveal the drastic growth of OCB researches in management related areas like strategic management, leadership, human resource management etc. (May–Chiu Lo et al., 2009). Literature reveals that OCB has contributed positively to Organizational outcomes such as service quality (Bettencourt & Brown, 1997; Bell & Mengue, 2002), Organizational Commitment (Podsakoff, Mckenzie & Bommer, 1996), Job Involvement (Dimitriades, 2007), leader–member exchange (Bhal, 2006; Lo, Ramayah & Jerome, 2006).

Organ (1988) views OCB as the extra–role behavior since it is the act of job performance beyond the stated job requirement. Employees go beyond the contract signed by them at the time of entering the organization and they perform non–obligatory tasks without expecting any rewards or recognition (Organ, 1988). It is demonstrated that the support given by the leaders is the strongest predictor of significant
OCB by the employees (Lepine et al., 2002). OCB has also been shown to enhance the social attractiveness in a work unit (Aquino and Bommer, 2003). Researches reveal that there are five basic personality factors affecting most of the variance in personality (Costa & McCrae, 1992) and these dimensions are called as the Big Five dimensions, which include conscientiousness, altruism, courtesy, sportsmanship and civic virtue. These dimensions are explained below.

**Conscientiousness**
Conscientiousness indicates if a particular individual is organized, accountable and hard working (Lo et al., 2009). Organ (1988) defined conscientiousness as “the dedication to the job, which exceed formal requirements such as working long hours, and volunteer to perform jobs besides duties. Literature also reveals that conscientiousness can be related to organizational politics among employees (McCrae & Costa, 1987).

**Altruism**
Smith, Organ and Near (1983) defined altruism as “voluntary behaviors where an employee provides assistance to an individual with a particular problem to complete his/her task under unusual circumstances”. It refers to the employee helping his/her colleagues in their work (May–Chiun Lo et al., 2009). Podsakoff et al. (2000) has proved a significant relationship between altruism and positive affectivity.

**Courtesy**
Courtesy refers to behavior that prevents problems and takes the essential steps to lessen the results of the problem in future (May–Chiun Lo et al., 2009). Courtesy also means members encouraging other members in their work. Literature reveals that a courteous employee would help reduce the intergroup conflict and thus reduce the time spent on conflict management activities (Podsakoff et al., 2000).

**Sportsmanship**
Organ (1988) defined sportsmanship as “the behavior of warmly tolerating the irritations that are an unavoidable part of nearly every organizational setting”. It has been demonstrated that good sportsmanship enhances the morale of the work group and thus reduces the attrition rate (Podsakoff and Mackenzie, 1997).

**Civic Virtue**
Deluga (1998) defines civic virtue as “the subordinate participation in organization political life and supporting the administrative function of the organization”. It refers to the employees’ participation in the political life of the organization like attending meetings, which are not really required by the firm and thus keeping up with the changes in the organization (Organ, 1988). Graham’s findings reveal that the subordinates should have a responsibility to be a good citizen of the organization (Graham, 1991). Moreover, it has been shown that civic virtue improves the quality of performance and aids in reducing the customer complaints (Walz & Niehoff, 1996).

The three dimensions mentioned above namely the civic virtue, conscientiousness and altruism are together termed as help oriented behavior (Irene Hau–Siu Chow, 2009). Hence in this study, we have tried to establish a relationship between JS and help oriented behavior on one hand and JS and courtesy on the other.

**Job Satisfaction & Organizational Citizenship Behavior**

The relationship between JS and OCB can be represented in several ways. Organ & Konovsky (1989) reveal that JS is the strongest variable that has a significant relationship with OCB. Fifteen independent studies have shown that there is a significant relationship between JS and OCB (Organ & Lingl,
For example, Bateman & Organ (1983) found a significant relationship between JS and OCB among University employees. Similarly, Konovsky and Organ (1996) surveyed hospital employees and revealed that JS had a significant relationship with all the five dimensions of OCB. Lowery, Beadles, and Krilowicz (2002) surveyed the blue–collar workers and proved a significant relationship between JS and OCB.

Strong influence of conscientiousness on OCB was displayed, which led to greater Job satisfaction (Lapiere and Hackett, 2007). It was also established that higher level of OCB led to higher JS. A significant relationship was proved between JS and OCB, moderated by team commitment in self-directed teams (Foote & Tang, 2008). Moore and Love (2005) claimed that JS would have a positive influence on an IT professional’s OCB. Strong relationship has been proved between JS and OCB (Smith, Organ & Near, 1983; Organ, 1988). Employee satisfaction becomes essential as it leads to OCB (Organ & Ryan, 1995).

There are a few studies, which conclude that there is no relationship between JS and OCB. For example, it has been reported that JS is not a predictor of OCB (Farh et al., 1990). Similarly, Moorman (1991) has demonstrated that JS has no relationship with OCB while procedural justice relates to four out of five dimensions of OCB.

Hence, these literature lead to the following hypothesis:

Hypothesis: There is a positive relationship between Job satisfaction and the two factors of OCB (Help Oriented Behavior and Courtesy)

MODEL

The aim of the present study is to evaluate the relationship between JS and OCB. In order to analyze this relationship, a model has been developed:

Figure 1: Research Model showing the relationship between job satisfaction and organizational citizenship behavior

DATA AND METHODOLOGY

Data and Sample

In this study, faculty members from varied streams including arts, science and engineering institutions were provided with questionnaires. The designations of the faculty ranged from Lecturer to Deans. A total of 252 self–administered questionnaires were considered in this study.
Based on the review of literature, a detailed questionnaire was developed. The questionnaire had two sections namely Job Satisfaction and Organizational Citizenship Behavior. The questionnaires for Job Satisfaction was adapted from Wong (2010), which had five sub-sections and Organizational Citizenship Behavior was adapted from Organ (1988), which consisted of 20 sub-sections.

**Measurements**

In the given Hypothesis, Job Satisfaction was considered as the dependent variable and the factors in OCB as independent variables. The dependent variable was conceptualized by the individual’s attitude towards the job and is operationalized by using a set of 7 likert scale statements to measure job satisfaction (Wong, 2000). The independent variable is conceptualized by the ability to accept responsibilities and to prevent other’s problems and reduce the inter group conflict and is operationalized by using a 7 likert scale statements to measure Organizational Citizenship behavior (Organ, 1988).

**Statistical Tools**

The data were analyzed by using Factor analysis, Correlation and Regression analyses to test the hypotheses. Statistical Package for Social Sciences (SPSS version 18.0) was used to analyze and interpret the data.

**RESULTS AND DISCUSSION**

**Factor Analysis**

Factor analysis was performed with 1.5 as the Eigen value to improve the strength of the factors. Then, two factors were extracted when the rotation converged in there iterations. The two factors were Help Oriented Behavior (Civic virtue, conscientiousness and altruism) and courtesy as another factor. Out of the 20 items in the questionnaire, the first 13 items were categorized as help oriented behavior and the remaining seven under courtesy (May–Chiun Lo et al., 2009).

Table 1: Rotated Component Matrix

<table>
<thead>
<tr>
<th>Items</th>
<th>Component 1</th>
<th>Component 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I am willing to assist new colleagues to adjust to the work environment</td>
<td>0.786</td>
<td>0.248</td>
</tr>
<tr>
<td>2. I am willing to stand up to protect the reputation of the institution.</td>
<td>0.768</td>
<td>0.284</td>
</tr>
<tr>
<td>3. I am willing to help colleagues solve work related problems.</td>
<td>0.764</td>
<td>0.371</td>
</tr>
<tr>
<td>4. I often arrive early and start to work immediately.</td>
<td>0.751</td>
<td>0.088</td>
</tr>
<tr>
<td>5. I am eager to tell outsiders good news about the institution.</td>
<td>0.695</td>
<td>0.222</td>
</tr>
<tr>
<td>6. I am willing to coordinate and communicate with colleagues.</td>
<td>0.673</td>
<td>0.359</td>
</tr>
<tr>
<td>7. I actively attend institution meetings.</td>
<td>0.670</td>
<td>0.183</td>
</tr>
<tr>
<td>8. I take one’s job seriously and rarely make mistakes.</td>
<td>0.668</td>
<td>0.246</td>
</tr>
<tr>
<td>9. I make constructive suggestions that can improve the operations of the institution.</td>
<td>0.639</td>
<td>0.332</td>
</tr>
<tr>
<td>10. I am willing to cover work assignment for colleagues when needed.</td>
<td>0.637</td>
<td>0.278</td>
</tr>
<tr>
<td>11. I comply with the institution rules and procedures even when nobody watches and no evidence can be traced.</td>
<td>0.620</td>
<td>0.198</td>
</tr>
<tr>
<td>12. I avoid consuming a lot a time complaining about trivial matters.</td>
<td>0.558</td>
<td>–0.156</td>
</tr>
<tr>
<td>13. I do not mind taking on new challenging assignments.</td>
<td>0.425</td>
<td>0.363</td>
</tr>
</tbody>
</table>
14. I avoid taking actions that hurt others. 0.193 0.753
15. I avoid hurting other people’s right to common / shared resources (including clerical help, material etc.) 0.451 0.678
16. I perform only required tasks. –0.094 0.676
17. I do not initiate actions before consulting with others that might be affected. 0.473 0.578
18. I try to avoid creating problems for colleagues. 0.545 0.558
19. I try hard to self-study to increase the quality of work outputs. 0.483 0.513
20. I avoid focusing on what’s wrong with his or her situation. 0.110 0.466

Principal component analysis was used as the extraction method and Varimax with Kaiser normalization was used as Rotation method. The rotation converged in three iterations. Items in italics were not used in further analysis due to cross loading.

The analysis extracted a two-factor solution, each with Eigen values above one, which explains 52.23% of the total variance while the original literature explained 59.64%. This indicates that there could be more factors influencing OCB when more items are generated using the expert opinion. The KMO was 0.930 indicating a meritorious level based on Kaiser and Rice (1974) and the Barlett’s test for sphericity was significant ($\chi^2 = 2371.110$, $p = 0.01$). The Measure of Sampling Adequacy(MSA) was found to be above 0.7 for all 20 items (Hair et al., 2009). Based on the rotated component matrix, out of the 20 items, 2 items were dropped due to cross loading in another component.

**Reliability Analysis**

The Cronbach alpha for the two factors of OCB and JS are given in Table 2.

Table 2: Reliability Analysis

<p>| | |</p>
<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Job satisfaction</td>
<td>0.8430</td>
</tr>
<tr>
<td>Help Oriented Behavior</td>
<td>0.9117</td>
</tr>
<tr>
<td>Courtesy</td>
<td>0.8086</td>
</tr>
</tbody>
</table>

**Relationship between Job Satisfaction, Help Oriented Behavior and Courtesy**

Table 3: Statistical results

<p>| | |</p>
<table>
<thead>
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<tbody>
<tr>
<td>R Square</td>
<td>44.7%</td>
</tr>
<tr>
<td>F Value</td>
<td>100.632</td>
</tr>
<tr>
<td>Significance</td>
<td>0.000</td>
</tr>
<tr>
<td>Beta of Help Oriented Behavior</td>
<td>0.578</td>
</tr>
<tr>
<td>Beta of Courtesy</td>
<td>0.336</td>
</tr>
<tr>
<td>T value</td>
<td>105.954</td>
</tr>
<tr>
<td>VIF factor</td>
<td>1.000</td>
</tr>
</tbody>
</table>

In order to examine the relationship between Job satisfaction, the factors in Help Oriented Behavior (Civic Virtue, Conscientiousness and Altruism) and Courtesy, correlation and regression analyses were employed.

The two variables (Help Oriented Behavior and Courtesy) were used as independent variables with JS as a dependent variable. The regression model was fitted. The model explains 44.7% of variance with JS and was found to be significant (F = 100.632, sig = 0.000).
When the betas of the two variables are compared, Help Oriented Behavior measured 0.578 and Courtesy measured 0.336, which signifies that Help Oriented Behavior has a stronger impact on JS than Courtesy.

In order to find out the relationship between JS, Help Oriented Behavior and Courtesy, a multiple linear regression model was used in which the factors in Help Oriented Behavior and Courtesy were considered as explanatory variables and JS as dependent variable. The results of the regression model demonstrated that there was a significant relationship between JS and the two factors of OCB. This can be inferred from the t value and its associated p value. The two factors of OCB explain 0.447 of variations in JS (please refer r^2 value) showing the strength of relationship between JS and the two factors of OCB are moderate. By referring the F value and its p value, it may be concluded that the model is valid and there is a correlation between JS and the two factors of OCB. To verify the existence of the mentioned relationship, a multi collinearity test was carried out. The result revealed the VIF factor of the model was 1.00 indicating the non–existence of multi collinearity problem. Thus the results indicate the following relationship for JS with Help Oriented Behavior and Courtesy (Table 3).

Job Satisfaction = 0.630Help Oriented Behavior + 0.366Courtesy + error term.

CONCLUSIONS

This study confirms that OCB is a multidimensional concept consisting of Help Oriented Behavior and Courtesy. Factor analysis, correlation and regression analyses were used to test the hypotheses. Statistical Package for Social Sciences (SPSS version 18.0) was used to analyze and interpret the data. A positive relationship has been established between JS and OCB. However, the relationship was found to be moderate and the results indicate that many factors influence JS and OCB may not be the only factor. This study highlights the need for strengthening OCB scores by the faculty members since this has been found to affect the satisfaction at their jobs.

Limitations

This research has been carried out with the faculty of higher learning institutions as the target audience and hence the results are indicative since only 252 samples were considered out of a large population size. There can be further comparisons between faculty members in engineering, arts and science institutions and can also be based on demographic details like gender, designation in the institution, departments, teaching experience and their qualification.

REFERENCES


BIOGRAPHY

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Dr. David Jawahar is a Professor at the Bharathidasan Institute of Management, Tiruchirapalli, Tamil Nadu, India. He has more than 18 years of experience in academics, research and industry. His research interests are in the area of understanding and managing emotions in the workplace and in employee empowerment. He has published many papers in this area and teaches Organizational Behavior, Human Resource Management and other HR related subjects.

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