

A Research Proposal

On

**AN EXAMINATION OF RELATIONSHIP  
BETWEEN EMOTIONAL INTELLIGENCE,  
EMPLOYEE ENGAGEMENT, ETHICAL  
IDEOLOGY AND JOB PERFORMANCE**

submitted to

**LOVELY PROFESSIONAL UNIVERSITY**

in partial fulfillment of the requirements for the award of degree of  
**DOCTOR OF PHILOSOPHY (PhD) IN MANAGEMENT**

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**2012**

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## **Abstract**

In this prevailing changing environment organizations have to face many challenges and cope with the changes. In order to fight the competition and grab competitive advantage organizations are making various efforts and strategies. Situation is same for the Indian education sector. There are many issues which have come to light these days regarding the performance of teachers due to their multiple roles at work. Emotional intelligence, employee engagement and ethical ideology are few of them as all these three have a direct link with the job performance of the teachers of higher education. The ultimate goal of every educational institute is to provide better quality of education to their students and that totally depends upon the people who have to impart knowledge to students. So their Performance is utmost important to the organization. This study will try to examine inter- relationship between emotional intelligence, employee engagement, ethical ideology and job performance by taking a sample of 300 teaching employees of colleges/universities in northern region of India. Very few researchers have tried to explore these areas, so this study will prove to be significant and hopefully will bridge some research gap.

Key words: Emotional intelligence, employee engagement, ethical ideology, job performance

## **1.0 Introduction**

India has one of the largest educational systems in the world. The standard of education is rising as the educational sector is undergoing a process of overhaul. Talking specifically of higher education, it has grown in a remarkable way and teachers of higher education have played a significant role in this growth. The role of teachers is very critical in shaping the careers of the students. In order to do that, they have to perform in the best way. The performance of teachers relies on many factors. One of them is emotional intelligence. Emotional intelligence is a true intelligence which helps a person to achieve success in every area of life whether it's your workplace, home or society. It gives you foundation to build your emotions in a balanced way so that you can handle different situations in a very effective manner. The notion of emotional intelligence rises out of the search for a set of measurable tendencies and capabilities which, in addition to IQ, may serve as valid predictors of academic, occupational and life success (Fox & Spector, 2000).

Behind the emotional intelligence model is the theory that personal improvement will lead to professional success and enhanced workforce engagement through building happy, self confident and well rounded employees. Ability to control one's emotions and the ability to positively manipulate other people's emotions play a key role in employee engagement especially in case of teachers. When teachers are emotionally engaged, they feel a sense of pride in their organization and become motivated to work for it. Their positive energy moves to the students and make the learning more effective.

However there are few issues which are faced by all the teachers due to multiple roles, attitude, behavior and emotions related to job/role. This is because with the passage of time, the roles of teachers have also changed. Now teacher's no longer function as lecturers but work as facilitator of learning. Apart from teaching they have to perform many other roles like counseling or mentoring the students, supervising their performance, transferring knowledge apart from studies, guiding the students with latest technologies, continuous learning and development of their own skills, contributing in research work, publications, administrative work and many more. In order to do justice with all these roles emotional intelligence can be one component which can be looked into.

Apart from the Emotional intelligence, there is one another factor known as ethical ideology which can have an effect on the performance of the teachers. Ethical ideology is basically the thinking of a person regarding ethics. Being a teacher, it is necessary that a person should think and act ethically as teachers are role models for the students. If they are following an ethical way, they can motivate the students to do the same. And if they are successful in that it means they have done their job.

It has been proved by many researchers that there exists a significant relationship between personality and ethical ideology of a person. The question here is that since p personality covers emotional intelligence, does there exist a relationship between emotional intelligence and ethical ideology? Well, we can think of an example of a teacher. A teacher having higher emotional intelligence level will be able to manage his emotions better and this will reflect in the way he/she handle the students and perform.

The third factor taken for this study is employee engagement. Engagement is the level of commitment an employee has towards his organization and work. The engagement level of a teacher plays a vital role in enhancing his performance. More committed they will be for their work better will be the performance. However, all these factors individually cannot make much difference but if taken together they can push the performance to another level. As there appears to exist a relationship between all of these.

Engagement of a person depends upon the ethical ideology of a person and vice-versa. Say for example- a teacher who is determined to follow an ethical way of work will always feel that he has to give his best to his students and organizations because he is being paid for it. It is a moral duty of a teacher which ultimately increase his engagement and commitment to his work. However, this case can be totally opposite if a teacher is totally engaged or committed towards the organization then he might be reluctant to raise his voice against violations of ethical standards as it might harm the image of the organization. So, there can be a two way relationship between ethical ideology and employee engagement.

In this dynamic environment there are many factors which have an impact on job performance of a teacher of higher education. Emotional intelligence, employee engagement and ethical ideology are few of them, which play a vital role and collectively decide the job performance of a teacher.

### **1.1 Need of the study**

As Emotional Intelligence, Employee Engagement and Ethical Ideology are relatively understudied areas, there exist a lot of gaps in the research. Only few researchers have tried to explore link or relationship between these aspects. This study is an effort to fill those gaps by finding out the relationship of Emotional Intelligence, Employee Engagement and Ethical ideology and their impact on Job performance of the teachers. Loehr and Groppe (2004) says when a workforce can sustain feelings of challenge, opportunity, hope and adventure in spite of the persistent threats from “wild boars,” engagement and productivity can remain high. It can also be linked up with emotional intelligence of employees that how they deal with their emotions in challenging situations and ethical ideology which helps them to follow the ethical way. All these factors eventually have an impact on the job performance. This research is important because if it is able to prove a strong positive relationship between these factors, organizations can arrange training and development sessions or others measure to motivate, retain and enhance the performance of teachers.

### **1.2 Scope of the study**

This study will cover teachers of various colleges/universities in Northern region of India. In order to cover northern region all states will be considered namely: J&K, Punjab, Himachal, Uttaranchal, Haryana, Delhi and Uttar Pradesh.

## **2.0 Survey of existing literature**

### **2.1 Emotional intelligence – Theoretical framework**

#### Mayer, Salovey and Caruso's Perspective

Salovey and Mayer(1990) defined Emotional intelligence as a subset of social intelligence that involves the ability to monitor one's own and others' feelings and emotions, to discriminate among them and to use this information to guide one's thinking and actions. It was analyzed that emotional intelligence also helps in identifying problems and further creativity and flexibility for finding alternative course of action. Again Mayer, Salovey and Caruso in (2004) constructed a four branch model of EI. This model conceived EI as ability to perceive emotions, to access and generate emotions to assist thought, to understand emotions and emotional knowledge and to regulate emotions reflectively to promote emotional and intellectual growth. The revised model was based on the capacity to reason in four areas or branches: 1) Perceive emotions, 2) Facilitating thought, 3) Analyzing emotions and 4) Managing emotions.

#### Goleman's Perspective

Among other claims, Goleman (1995) defined emotional intelligence as comprising awareness, emotional management, motivation, empathy and social skills. Later on in 2001, he modified it to abilities named 1) self awareness, 2) self management, 3) social awareness and 4) relationship management. Further in 1998 he claimed that more the emotions in an organization higher will emotional intelligence but there are certain requirements like: self reflection, the desire to know the feelings of others, develop emotional control, desire to learn more listening skills etc.

#### Other Researchers' perspective

Lanser (2000) described that those who use their emotional intelligence to support their thoughts and behavior have trust in relationships, harness energy under pressure and have ability to make sound decisions - overall their potential for success is increases. Further adding to it, Gabel et al (2005) analyzed that EI dissolves the differences between the host and home country cultures which eventually play an important role in cross cultural

adjustments and help internationally assigned managers to be comfortable in new environment. It shows how EI guides a person in difficult situations. On the same aspects Morrison (2005) explored that EI also provides a person to cope with interpersonal conflicts. The ability to handle conflict in a constructive way can be done by learning and enhancing EI as it guides a person about what is right or wrong and provide skills to make correct decisions to resolve conflicts. Sewell (2011) gave his views that EI is holistic in nature and that's the reason its competencies influence resiliency in a positive way and increases mental fitness. An emotionally intelligent person can easily balance life and develop appropriate responses to adversity and bounce back quickly.

## **2.2 Employee Engagement – Theoretical framework**

Kahn (1990) was pioneer in the field of employee engagement. Kahn defines employee engagement as the harnessing of organizational members themselves to their work roles; in engagement, people employ and express themselves physically, cognitively and emotionally during role performances. Whereas Robinson et al. (2004) defines employee engagement as a positive attitude held by the employee towards the organization and its value which means it is one step up from commitment. Gupta (2008) concluded that it is only an 'engaged employee' who is intellectually and emotionally bound with the organization, feels passionately about its goals and understands the values of organization. Engaged employees who are inspired and guided by the leadership, equipped with the right tools and managed by the right systems and processes deliver superior performance. However in order to motivate them organization need to do some efforts.

Rusber (2009) analyzed that employees will feel engaged when they find motivation and personal meaning in their work, get positive interpersonal support and also operate in a work environment that is efficient and that can be done through training by good leader. Employee engagement is not restricted to commitment or involvement of employees it leads to better output and profitably for the organization. If any organization is putting some efforts to engage the employees it eventually help them. On the same aspect, Schmidt and Hayers (2007) stated that employee engagement is related to meaning business outcomes and many of the core issues of engagement are ones over which managers have substantial influence, high level of employee engagement is positively related to customer satisfaction ,

profitability, productivity. Further Steve (2011) analyzed that an engaged workforce impacts business performance, and ultimately, shareholder value. Companies with more engaged employees have better financial performance, higher customer satisfaction, higher retention and more productive employees. Companies with higher percentages of engaged employees perform better than their industry peers.

### **2.3 Ethical Ideology- Theoretical framework**

Moral philosophy is the foundation for ethics and an important factor impacting one's moral and ethical judgments (Singhapakdi et al., 1995). Henle et al. (2005) defined ethical ideology as a system of ethics used to make moral judgments. Whereas Schlenker, Miller & Johnson defined it as "an integrated system of beliefs, values, standards, and self-assessments that define and individual's orientation toward matter of right and wrong".

Further, Forsyth (1980) suggests that there are two basic dimensions of personal moral philosophies- idealism and relativism which influence ethical perceptions and moral judgments of a person. (Forsyth, 1992) Idealism refers to an inherent interest in the welfare of others. They believe harming others is universally wrong and are committed to avoid it even in cases of situational urgency. They assume desirable outcome can be achieved by engaging in moral actions. Those low in idealism recognize that moral actions do not always lead to desirable outcome and that harming others is sometimes necessary to produce relatively better results. On the other hand, Relativism is the degree that individual reject universal moral rules while making moral decisions. They prefer specific circumstances and personal values more than the relevant ethical principle when making an ethical decision. Those low in relativism strongly believe to adhere universal moral rules to make moral decisions (Forsyth, 1992).

Forsyth (1980) also designed an instrument to measure ethical ideology of a person named as Ethics Position Questionnaire (EPQ). It is now days widely used standardized questionnaire for ethical ideology.

Importance of ethical ideology is coming into light very swiftly and making organizations to think about it. Organizations are now measuring ethical ideology of applicants at the time of pre-employment screening as it predicts a person's ethical decision making on the job

Callanan et al. (2010). Henle et al. (2005) examined that ethical ideology is predicted to play a critical role in the workplace deviance and performance which have an economic impact and long term effect on organization.

## **2.4 Job Performance and Teachers**

Job performance is the most widely studied criterion variable in the organizational behavior and human resource management literature (Bommer et al. , 1995). It has been defined as a worker's effective execution of tasks or job or work and useful contribution to the social work environment (Abramis, 1994). Further (Schermerhorn, Hunt & Osborn, 2005) says that job performance involves a quantity and quality of outcomes from individual or group effort attainment. Befort & hattrup (2003) says that essence of job performance relies on the demands of the job, goals, mission of the organization and beliefs in the organization about which behaviors are most valued.

When we talk about the performance of teachers of higher education, it plays a crucial input in the field of education (Mohanty, 2000). Teachers are the most significant component of an education system. How well they teach depend upon they motivation, knowledge, intelligence etc.

There are few critical factors identified by Amin and Khan (2009) which affect a teacher's performance. These are research orientation, publication, teaching learning process, personal abilities, responsibility & punctuality, compensation & rewards, professional ethics, job security & environment factors, supervision, administrative skills, awards & achievements, promotion factors, organizational evaluation policy, needs & requirements and an individual's background factors. These factors are the determinants of a teacher's performance in a higher education.

## **2.5 Interrelationship between Emotional intelligence, Employee Engagement, Ethical Ideology and Job Performance**

### **2.5.1 Emotional intelligence and Employee Engagement**

Bates (2004) stated that the engagement challenge has a lot to do with how the employee feels about the work experience, about how he or she is treated. It has a lot to do with

emotions. Further Ravichandran et al. (2011) conducted a study taking 119 information technology employees and examined that there is a weak but positive correlation between emotional intelligence and work engagement. It indicates that emotional intelligence influences engagement of an employee up to a certain limit.

According to Katie (2009), one of the main factors of employee engagement is Job satisfaction. In the next section, literature review has been done relating to the various components of job satisfaction in order to find a link between employee engagement and job performance.

### **2.5.1.1 Job satisfaction and Teachers**

It has been said that one of the most important and critical factor of employee engagement is Job satisfaction (Hoppock, 1935; Kaye & Jordan- Evans, 2005). In the words of Locke and Lathan (1990), job satisfaction is an emotional state which gives pleasure and positive energy to employees by perceiving that they are getting what they think is important for them. Talking from the perspective of organization and in engagement terms, a satisfied employee is more committed and is expected serve the organization for a longer period, thus enhancing the performance and productivity of the company (Bravendam, 2002). Job satisfaction serves as a important factor in enhancing the standard and quality of higher education especially in teaching profession. An ideal teacher can perform as per the expectations of the organization and nation if he/she is satisfied with his/her job in all aspects (Manger & Eikeland).

### **2.5.1.2 Job satisfaction and emotional intelligence**

Carmeli (2003) analyzed that emotional intelligence is positively associated with job satisfaction. It showed that emotionally intelligent employees are more likely to be satisfied with their jobs as they can easily manage their work-family conflict, behavior and outcome. Further, Hajj et al. (2010) conducted a research in Labanese service industry and concluded that emotional intelligence is positively related to perceived job satisfaction when it comes to supervision and coworkers. Sy, Tram and O'hara (2006) found that emotional intelligence has a positive relationship with job performance and job satisfaction. According to them an

employee who is emotionally intelligent and satisfied with this job will eventually performs better.

### **2.5.2 Emotional Intelligence and Ethical Ideology**

There are many gaps in the research as far as relationship of EI and ethical ideology is concerned. However few studies try to find relationship between Emotions and ethics. Gaudine and Thorne (2001) developed a model which demonstrates that emotions of a person have an impact on the ethical decision making process. It ensures that emotions play a critical role in the ethical decisions of a person. Further Mesmer-Megnus et al. (2008) conducted a study of 198 undergraduates and found that emotional intelligence is significantly correlated to ethical behavior. It shows that employee with a high emotional intelligence level are less likely to indulge in unethical behavior. Similarly Deshpande and Joseph (2008) conducted a study and proved that there is a strong positive relationship between emotional intelligence and ethical behavior.

### **2.5.3 Emotional Intelligence and Job Performance**

Learning is a social process as the social and emotional competencies of teacher have a great impact on their teaching learning process. Teachers should be able to manage their social and emotional skills in order to make their learning more effective that encourages students to learn and explore their potential (Ergur, 2009).

On the same note, Mustafa and Amjad (2011) conducted a study in an institute and found that higher level of emotional intelligence of teachers leads to better performance and outcome. It is the most prominent factor of performance and job satisfaction among teachers. Teaching by its nature demands that teachers should demonstrate emotion which they actually may not feel. They have to show their kindness to students and at times to work as mentors for them in order to guide or motivate them for future (Adeyemo & Ogunyemi, 2003).

Whereas (Nelson et al., 2006) explained that emotionally intelligence teachers have a active orientation towards their students and life. It improves their mental health, communication; manage anxiety and performance under pressure.

Apart from the teachers, emotional intelligence also helps in other professions to enhance employee's performance as there is lot of interaction among the employees at their work places; they share their emotions, excitement, anger and fear. There are certain emotions which are required by the employees to become better performer like: Enthusiasm in sales person, perseverance in bill collectors and empathy in social workers (Hochschild, 1983; Sutton, 1991). Contributing to the same Ashforth et al. (1995) stated that emotional intelligence competencies of a person, manages and controls his behavior, mood and impulses on the job. Knowing one's emotion as they occur and tuning one's self to changing situation requires emotional competency. In an organization, performance of the employees depends on people or group they work with and as their thinking, ideas and opinions have a strong impact. Effective use of emotional intelligence gives edge to a person to be a good team player and perform better by understanding other people's emotions and behavior.

On the same aspect Goleman (1998) provided his view that while deciding about promotion, performance and hiring new employees the base should be EI as it is an important factor. Further, Gottfredson (1998) analyzed that general intelligence has a significant contribution to the prediction of individual performance. George (2000) expressed that perfect judgment of another person's emotions is necessary to have good and healthy interpersonal relationships and interaction which eventually helps to manage work relationships and increase the performance. In order to test it, Nel and Villiers (2004) proceeded with a sample of 135 call centre agents who worked in client services, sales and administrative. They found that there were two competencies having stronger correlation with job performances i.e. self management and self confidence. Study also showed that individual with a high level of emotional intelligence has a tendency to show high level of performance.

Discussing about the relation of cognitive intelligence and performance, Lam and Kirby (2002) examined that emotional intelligence i.e. perceiving emotions and regulating emotions all contribute positively to individual cognitive based performance. Further Law et al (2008) argued that emotional intelligence is a significant predictor of job performance beyond the effect of General Mental Ability (GMA) among Chinese employees, especially in context to jobs which needs high educational qualifications. In recent research, it was found that team performance is positively and significantly influenced if team members are able to recognize

emotions of other teammates (Stough et al, 2009). Another study by Jorfi et al (2010) analyzed that there is a significant positive correlation of 76%, between emotional intelligence and performance of employee. It shows that there is a great impact of EI on job performance. Combining EI with performance and nursing, Choudary (2011) concluded that emotional intelligence is probed as an important characteristic for building successful nursing leadership, enhancing nursing performance and reducing nurse burnout.

#### **2.5.4 Employee Engagement and Job Performance**

Kahn, (1990, 1992) gave an indirect link between engagement and performance as he analyzed that investment of emotional energies helps the individuals meet the emotional demands of their roles in a way that result in more complete and authentic performance. In the indirect way, Salanova et al. (2005) also analyzed that organizational climate and work engagement predicts the service climate which is provided to the employee and service climate further predicts the employee's performance. So a link can be assumed between employee engagement and job performance. Morgan (2004) confirmed this relationship by stating that employee engagement is critical to performance and retention of employees as it increases the performance by 20% and retention by 87%. This notion was supported by Storey et al. (2008) as they explained that employee engagement is a set of positive attitude and behaviors enabling high job performance of a kind which are in tune with the organization's mission. Moreover, Markos and Sridevi (2010) found that there is a strong relationship between employee engagement and organizational performance, productivity and growth, also due to higher level of employee engagement companies also increase the employee retention.

There are some other studies which prove this relationship. Hewitt (2004) reported that companies with a greater than 10% profit growth had 39% more engaged employees and 45% fewer disengaged employees than those with less than 10% growth. Then Halbesleben and Wheeler (2008) conducted a wide study taking 587 employees from different industries and found that there is a positive but moderate relationship of .30 (Correlation coefficient) between employee engagement and job performance. And in Wyatt's (2008-09) study of 115 companies found that a highly engaged employee are more than twice as likely to be top performers and almost 60% of them exceed the performance expectations and targets.

Rich et al. (2010) conducted a study of 245 firefighters and their supervisors, and concluded that there exists a strong relationship between employee engagement and job performance of employees. It was found that individuals reporting higher levels of engagement tended to receive higher supervisor rating of task performance and organizational citizenship behavior. On the same note Lorens et al. (2007) stated that engagement, self efficacy and task resources created a positive sign which leads to improvement in the performance of employees over time. As a result, we can expect that employee engagement would be positively related to job performance.

### **2.5.1.5 Employee Engagement and Ethical Ideology**

Though there is no research which have tried to find the relationship between these two directly however there are few studies from which an indirect relation can be seen. Valentine et al. (2010) conducted a large study on 781 healthcare and administrative employee and additional 127 marketing employees and found that ethical values are positively related to job satisfaction. It was also found that ethical values and job satisfaction both were significantly associated with decreased turnover. As discussed above job satisfaction is a crucial dimension of employee engagement and from the literature review we also found that employee engagement leads to decrease in turnover. There one another study by Koh and Boo (2001) in which it was examined that support of the top management for ethical behavior i.e. management's ethical ideology leads to increase in the job satisfaction of the employees. So we can assume that there can be a relationship between employee engagement and ethical ideology.

### **2.5.1.6 Ethical Ideology and Job performance**

There are few studies which show that high performing organizations have shown that values and ethics play an important role in organizational effectiveness (Peters and Waterman, 1982). Mortensen et al. (1989) also found that managers perceive ethics as a significant aspect of their job and it is ranked higher than many other job performance dimensions. It shows that personal values of a person and his ethical ideology, plays a significant role in his/her job performance. Discussing the same, in case of teachers it has been examined that professional ethics of a teacher is one of the factor which can affect his/her performance. It is

as important as compensation and rewards and job security or environmental factors (Amin and Khan, 2009).

## 2.6 Review of constructs

### 2.6.1 Constructs of Emotional intelligence

Emotional intelligence measures are of two types: self reported measure and Performance based scales. Self Reported measures focus on individual self assessment more than his actual capacity. They are also called as mixed models as they combine mental ability with personality characteristic like optimism and well-being. Whereas performance based scale focus on mental ability of a person and is pure intelligence. Following is the detail of the most used measures of emotional intelligence:

<b>Name of the scale</b>	<b>Year</b>	<b>Developed by</b>	<b>Dimensions</b>	<b>Reliability</b>
EARS (emotional Accuracy research) , ability based model	1996	Mayer and Geher	Unclear (four factors)	---
MEIS (Ability based model)	1999	John Mayer, Peter Salovey and David Caruso	Three Dimensions: Emotional perception, Emotional understanding and Emotional management	Overall reliability .95
MSCEIT (ability based model)	2002	John Mayer, peter Salovey and David Caruso	Four Dimensions: Perception, Facilitation, understanding and managing emotions	Overall reliability .91
EQ-i (Self-report measure)	1997	Reuven Bar-On	Five Dimensions; Intrapersonal EQ, Interpersonal EQ, Adaptability EQ, Stress management EQ and	Above .85

			General Model EQ	
TEIQue- Full Form	2009	K. V. Petrides	Four Dimensions: Well-being, Self-control, Emotionality and Sociability.	Above .85
TEIQue – Short Form	2010, 2000 6	Cooper and Petrides; Petrides and Furnham	Four Dimensions: Well-being, Self-control, Emotionality and Sociability.	Above .82
TMMS (Self-report measure)	1995	Salovey, Mayer, Goldman, Turvey and Palfai	Three Dimensions: Attention to feelings, Clarity and Repair	Cronbach alpha = .70 to .85 and internal consistency ranging between .82 to .88
EI (self—report measure)	2005	Chadha and Singh	Three Dimensions: Sensitivity, Maturity and Competency.	Reliability .89 and Validity .78
SEIS (Schutte Emotional intelligence Scales)	1998	Schutte et al.	Six Dimensions: Positive effect , Emotion- others, Happy Emotions, Emotions-own, Non- verbal emotions and emotional management	Reliability is between .70 to .85
ECI (Emotional competence Inventory)	1999	Boyatzis, Goleman & Hay/McBer	Self awareness, self management, social management and relationship management.	Overall average reliability of .78

WLEIS (Wong and Law Emotional Intelligence Scales	2002	Wong And Law	Self emotional appraisal, Other's emotional appraisal, Regulation of emotion and Use of emotion	Reliability between .79 to .90
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### 2.6.2 Constructs of Employee Engagement

The most comprehensive study to date of employee engagement has come from The Gallup Organization's research using the Q12 instrument. This instrument was developed in 1990s. It can be divided into four parts: Basic Needs, Management Support, Teamwork and Growth. It attempts to give overall satisfaction employees and is generally correlated to workers productivity, customer loyalty and sales growth.

Whereas another popular scale to measure employee engagement is Utrecht work engagement scale. This scale is designed by Schaufeli and Bakker in the year 2003. It consists of 17 items. Its short version is also available which contains 9 items. The internal consistency of UWES (Long Form) is .80. So it is a valid and reliable scale to be used for research purposes. May et al in 2004 designed scale named as WES (Work Engagement Scale). It is measured by using average of 13 items. The reliability of this scale comes about to be .77.). It reflects three components: Cognitive, emotional and physical.

The Job Engagement Survey or JES was developed by Bruce Rich. It is based on William Kahn's three dimensional model of engagement i.e. cognitive, physical and emotional components. It consists of 18 items under these three dimensions. Another scale is Development Dimensions International (DDI) has their own measures,"E3" which assess three key elements of employee engagement i.e. Individual value, focused work and interpersonal support. It can also be used as a standard measure of job satisfaction as it is a consequence of engaging employees.

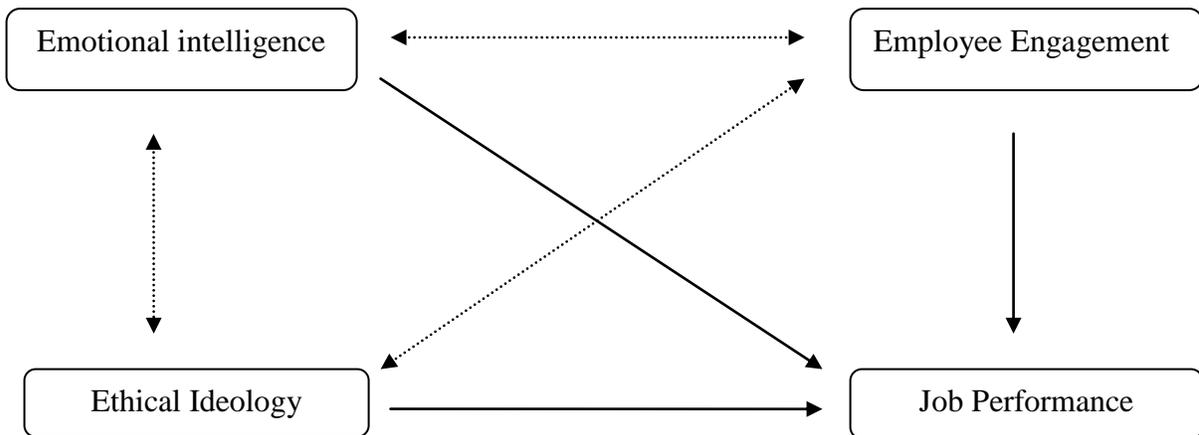
### **2.6.3 Construct of Ethical Ideology**

EPQ (Ethics position Questionnaire) was designed by Forsyth in 1981. It contains 20 items ten represents relativism and ten represents idealism. It categorizes the respondents as high or low in the ethical terms of relativism and idealism. Idealism is tendency to avoid harming others while making moral judgments and relativism recognizes that universal moral rules should be rejected. These are further divides into four ethical taxonomies: Situationist, Subjectivist, Absolutist and Exceptionist. The cronbach alpha for relativism and idealism is .85 and .80.

### 3.0 Research methodology

#### 3.1 Objective of the Study

The purpose of this study will be to examine the relationship between various factors and their impact on job performance. The various factors are: Emotional intelligence, Employee Engagement and Ethical Ideology.



In this figure, dotted lines shows the relationship between various factors and dark lines show the impact of one factor on the other. The figure may be reframed as the research progress towards more clarity.

More precisely, the research looks to examine the following:

1. Relationship between Emotional intelligence and Employee Engagement.
2. Relationship between Emotional intelligence and Ethical Ideology.
3. Relationship between Employee Engagement and Ethical Ideology.
4. Impact of Emotional Intelligence on Job Performance.
5. Impact of Employee Engagement on Job Performance.
6. Impact of Ethical Ideology on Job Performance.

### **3.2 Hypothesis**

In order to achieve the objectives of the study following hypothesis are framed. However, we may need to make some additions later on.

Ho: There is no significant relationship between emotional intelligence and employee engagement.

H1: There is no significant relationship between emotional intelligence and ethical ideology.

H2: There is no significant relationship between employee engagement and ethical ideology

H3: There is no significant impact of emotional intelligence on job performance.

H4: There is no impact of employee engagement on job performance.

H5: There is no significant impact of ethical ideology on job performance.

To fulfill the research objective following research methodology will be adopted.

#### **Sampling selection**

In order to collect the data, a sample size of 300 teaching employees of colleges/universities would be taken from northern region of India. All the states of Northern region would be considered namely: J&K, Punjab, Himachal, Uttaranchal, Delhi and Uttar Pradesh. For the selection of samples, convenience sampling method would be used.

#### **Instruments**

Standardized questionnaire will be used to measure Emotional Intelligence and Employee Engagement. As per need a suitable questionnaire would be designed to measure Job performance of teachers of higher education. For ethical ideology decision is yet to be taken about whether to design a new questionnaire or to use a standardized one.

#### **Statistical Tool**

To examine the relationship between Emotional Intelligence, Employee Engagement, Ethical ideology and Job Performance, Pearson Correlation and Regression analysis will be used as statistical tools. According to the requirement other statistical tools may also be used. For the computation purpose SPSS will be used followed by analysis and interpretation.

#### **4.0 Limitations**

There may be several limitations which can impact the results and generability of the study as the scope of the study will be limited to one group i.e. teachers. Different findings may occur with different population groups and various levels of an organization in different settings/environment. Other issue may arise related to complexities of nature of emotional intelligence, employee engagement and ethical ideology. Some biasness in the responses can also occur or lack of response can be there. There are chances of error at the time of checking or codification of responses.

#### **5.0 Chapter Scheme for thesis**

Chapter I. Introduction

Chapter II. Review of literature

Chapter III. Research Methodology

Chapter IV Results & Discussion

Chapter V. Conclusions and Recommendations

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Appendices

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