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Original Article

Does Age Difference Matter in the Nexus between Emotional Intelligence and Job Performance among Engineering Faculty Members in Gujarat?: An Inquest

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Abstract

Background: Emotional Intelligence (EI) has gained considerable attention in both academic research and organizational practice due to its significant role in enhancing employee effectiveness and organizational outcomes. However, limited empirical evidence exists on the relationship between emotional intelligence and job performance among engineering college faculty members in the Indian higher education context. **Objectives:** This study aims to examine the relationship and impact of emotional intelligence on the job performance of engineering college faculty members in Gujarat state, India, and to analyze whether emotional intelligence and job performance differ across age groups. **Methods:** A descriptive research design was adopted, and primary data were collected through a structured questionnaire from faculty members working in engineering colleges across Gujarat. Standardized scales were used to measure emotional intelligence and job performance. The collected data were analyzed using reliability and validity tests, Exploratory Factor Analysis (EFA), Pearson correlation, regression analysis, and one-way ANOVA. **Results:** The findings revealed a significant positive relationship between emotional intelligence and job performance, indicating that faculty members with higher emotional intelligence tend to perform better in their professional roles. Regression analysis further confirmed that emotional intelligence significantly predicts job performance. The results also showed that emotional intelligence differs significantly across age groups, whereas job performance does not vary significantly with age. **Conclusion:** The study concludes that emotional intelligence is an important determinant of faculty job performance and highlights the need for higher education institutions to incorporate emotional intelligence development initiatives through faculty training and professional development programs to enhance teaching effectiveness and overall institutional performance.

Keywords: *Age Difference; Emotional Intelligence; Faculty; Higher Education; Job Performance*

Introduction

Emotional Intelligence (EI) refers to the ability to recognize and understand one's own emotions as well as those of others and to regulate these emotions effectively (George, 2000). It plays a crucial role in determining various individual and organizational outcomes, including the efficient completion of work through mindful engagement (Goleman, 1995). Emotional intelligence involves the effective management of emotions in both personal and professional settings. Emotional regulation is not limited

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to interpersonal interactions but is equally important in managing one's emotions while working independently (Maamari & Majdalani, 2019). In the workplace, emotional intelligence contributes significantly to work efficiency and is associated with job performance, employee commitment, academic success, job satisfaction, and organizational effectiveness. According to Goleman (1995), emotional intelligence comprises five major dimensions: self-awareness, self-regulation, motivation, empathy, and social skills.

Employee performance is a key determinant of organizational success. According to Ertekin and Avunduk (2021), high levels of employee performance enable organizations to achieve their objectives more effectively. Performance evaluation helps organizations assess employees against predefined criteria, identify areas for improvement, and communicate performance outcomes, making it an essential component of organizational development.

Although numerous studies have examined the relationship between emotional intelligence and job performance, most have focused on employees in corporate organizations, service industries, school teachers, or students. Comparatively, limited empirical research has investigated this relationship among engineering college faculty members, particularly in the Indian higher education context. Moreover, previous studies have largely examined emotional intelligence and job performance independently, with relatively little attention given to the influence of demographic factors such as age on these variables. Engineering faculty members operate in a unique academic environment characterized by teaching responsibilities, research expectations, student mentoring, and administrative duties, all of which demand strong emotional competencies. Therefore, understanding how emotional intelligence influences the job performance of engineering faculty is essential for improving faculty effectiveness and institutional performance.

The novelty of this study lies in examining both the relationship and the impact of emotional intelligence on job performance while simultaneously investigating age-related differences in emotional intelligence and job performance among engineering college faculty members in Gujarat, India. By focusing on an underexplored population within higher education, this study contributes to the existing literature by providing empirical evidence from the engineering education sector and offers practical implications for faculty development and human resource practices in higher educational institutions.

Literature Review

Job performance encompasses a range of behaviors evaluated with positive or negative feedback for an employee (Jalalkamali *et al*., 2016). These actions may have a significant impact on results and reflect the effectiveness of the employee. Performance is also reflected in grades, results, values and achievements achieved in the role.

A study by Stoeber and Rennert (2008) examined the relationship between perfectionism and stress and burnout in secondary school teachers. Although perfectionism is generally associated with increased stress and burnout, research has revealed that there are nuanced relationships. Striving for perfection correlated (Stevens *et al*., 2019) positively with positive stress appraisal and active coping, while negative reactions to imperfection were linked to negative stress appraisal and avoidant coping. Pressure from different sources, like students or colleagues, had varying effects on stress and burnout levels.

While the importance of teacher emotional intelligence for student adjustment, learning, and managing job-related emotional challenges is acknowledged, there's limited understanding regarding the actual emotional skill levels of teachers and novice educators (Corcoran & Tormey, 2012). This study, employing Mayer and Salovey's EI model and the MSCEIT test of EI, assesses the emotional skills of 352 student teachers; the findings show that student teachers have below-average levels of EI, with notable differences between students and across various emotional skill domains. The implications of these findings for pre-service teacher education are discussed.

Employees with high EI realize that the display of emotion is a fundamental part of the job. On the other hand, in jobs requiring emotional labor, workplace performance can be expected by effective emotional labor management (Joseph & Newman, 2010).

The research by Mohamad and Jais (2016) is based on EI and a further four dimensions, namely self-regulation, self-awareness, self-motivation, social skills (relationship management), and performance at work. This research was conducted among teachers from six secondary schools in the Malaysian state of Kedah. The collected data from the questionnaire survey showed a very significant relationship between emotional intelligence and job satisfaction. This study extends the literature on emotional intelligence and provides meaningful management implications for school boards and the Malaysian tertiary education system.

Aritzeta *et al*. (2016) studied the relation between G-TMMS and academic achievement of students. The findings suggest a significant relationship between the Group Trait Meta-Mood Scale (G-TMMS) and the percentage of students in a class with good grades. Specifically, higher levels of group EI are associated with better academic performance. This aligns with research by Herrera *et al*. (2020) indicating that positive emotional experiences in the classroom positively influence academic achievement. A positive classroom climate fosters an environment conducive to learning and contributes to positive developmental outcomes for students.

Gilliani and Rahardjo (2023) carried out a survey on the human resources of a well-known restaurant brand in Indonesia. Examine how job satisfaction and emotional and intellectual intelligence affect employees' performance as mediating factors. The results of the study demonstrate that job satisfaction is positively and significantly impacted by both emotional and intellectual intelligence. Furthermore, employees' performance is significantly and favorably impacted by these two forms of intelligence as well as job satisfaction. Additionally, job satisfaction influences and facilitates the effects of emotional and intellectual intelligence on worker performance.

The study by Ishak *et al*. (2010) aimed to evaluate the EI of Malaysian teachers, given the current concerns regarding teachers' professional conduct and emotional expressions impacting students' psychological well-being. The findings showed that the EI profiles of the two teacher groups were comparable. Notably, the study discovered that teachers at residential schools had higher EI than teachers at regular schools (Watkin, 2000).

Analyzing data from 210 non-managerial employees in full-service restaurants, it was found that EI and work status moderate this relationship. However, three-way interactions were not supported. This study adds to service sabotage research and offers practical insights for managing it in the restaurant sector (Tao *et al*., 2019).

According to Kashani *et al*. (2012), examining the relationship between emotional intelligence and academic achievement among intermediate students. The results showed that students' intrapersonal management has a significant impact on their emotional intelligence and that there is a positive correlation between students' EI levels and their academic success.

The study carried out by Arteaga-Cedeno *et al*. (2025) on teachers to check whether emotional education programs during their training help them to develop their skills and overall well-being or not. The result of the study revealed that emotional intelligence can increase life satisfaction, optimism, and feeling energetic and enthusiastic.

Another study conducted by Janiarti *et al*. (2025) on banking employees to assess the impact of emotional intelligence, work-life balance, and organizational support on their performance. The findings of this study showed that emotional intelligence and other factors affect employees’ performance. Thus, this research suggested that the banking sector should focus more on increasing their employees' productivity by focusing on emotional intelligence and organizational support and by ensuring better work-life balance.

The study by Kamaruzaman *et al*. (2025) was done to examine how emotional intelligence affects the job performance of machine operators in a manufacturing company in Southern Malaysia with 103 employees. The study aimed to measure the level of EI and job performance and the relationship between them. The findings of the study showed that EI has a strong, positive, and significant effect on job performance. The authors also recommended EI awareness and training programs to improve performance and reduce conflicts and stress.

The study on health care professionals by Jai Bhagwan (2025) was carried out to examine the impact of EI on employee performance. The analysis of the study revealed a positive correlation between EI and their performance. The professionals with high EI were found to be proficient at managing stress and decision-making skills. The study concluded that there should be training programs to develop EI that must be arranged to foster workplace efficiency and capabilities as a good leader, which will ultimately improve the outcome of the organization.

Verma and Upahaya (2025) conducted a study on bank employees in UP to assess the impact of emotional intelligence on their performance. The study included various aspects of job performance, like their satisfaction towards job, working in team, leadership and managing stress. The result of the study revealed that emotional intelligence and job performance correlate with each other, indicating that banks should give priority to developing EI in their employee training programs.

Methodology

Research Design and Study Setting

A descriptive research design was adopted as it was considered appropriate for examining the relationship between emotional intelligence and job performance among engineering college faculty members. The study population comprised faculty members employed in government and non-government (private) engineering colleges located in major cities of Gujarat, including Ahmedabad, Gandhinagar, Vadodara, Surat, Rajkot, and Anand. These cities were selected because they have a high concentration of engineering institutions and represent the major higher education hubs of the state.

Sampling Technique and Data Collection

A non-probability convenience sampling technique was employed to select the respondents, as faculty members who were readily accessible and willing to participate in the study were included. Data were collected during a period of six months using a structured questionnaire administered both in printed and online formats.

Inclusion and Exclusion Criteria

The inclusion criteria consisted of faculty members working in government and private engineering colleges in Gujarat who had at least one year of teaching experience and voluntarily agreed to participate in the study. Faculty members working on a part-time, visiting, or contractual basis and respondents who submitted incomplete questionnaires were excluded from the analysis.

Sample Size

Initially, questionnaires were distributed to faculty members across the selected institutions. After screening the responses for completeness and consistency, 152 valid questionnaires were retained for final analysis, and this sample size was considered adequate for conducting the statistical analyses used in the study.

Measurement of Emotional Intelligence

To measure Emotional Intelligence (EI), the standardized Emotional Intelligence Scale developed by Mehta and Singh (2013) was adopted. The instrument measures emotional intelligence across nine dimensions, namely Self-awareness, Emotion regulation, Self-motivation, Social Awareness, Social

Skills, Integrity, Emotion Receptivity, Stress Management, and Optimism. The scale consists of 38 items, and respondents indicated their level of agreement using a five-point Likert scale, ranging from 1 = Strongly Disagree to 5 = Strongly Agree. Higher scores indicate higher levels of emotional intelligence. The instrument was selected because it is a validated scale developed in the Indian context and comprehensively measures emotional competencies that are essential for faculty members to effectively manage teaching, student interactions, academic responsibilities, and professional relationships in engineering institutions.

Measurement of Job Performance

Job performance was measured using the Job Performance Scale developed by Pradhan and Jena (2017). The scale comprises six items that assess the overall job performance of faculty members. Similar to the emotional intelligence instrument, responses were recorded on a five-point Likert scale ranging from 1 = Strongly Disagree to 5 = Strongly Agree, with higher scores indicating better job performance. The scale was considered appropriate for engineering faculty members as it captures key performance behaviors such as effective completion of assigned responsibilities, adaptability to changing work requirements, and contributions beyond formal job duties, which are highly relevant in higher education institutions.

Reliability, Validity, and Statistical Analysis

The reliability and validity of the measurement instruments were assessed using Cronbach's Alpha, Average Variance Extracted (AVE), and Exploratory Factor Analysis (EFA). Subsequently, Pearson Correlation, Simple Linear Regression, and One-Way ANOVA were employed to test the proposed hypotheses.

Hypotheses Applied

H_1: There is a significant relationship between emotional intelligence and job performance of engineering college faculty members.

H_2: Emotional intelligence significantly impacts job performance of engineering college faculty members.

H_3: The emotional intelligence of engineering college faculty members varies significantly by age group.

H_4: The job performance of engineering college faculty members varies significantly by age group.

Data Analysis

Demographic Information

The sample size of 152 faculty members from various engineering colleges was finalized for the study. Among them, there were 101 (66.4%) males and 51 (33.6%) females from the total respondents. There were more male respondents than female respondents. The majority of the respondents, i.e., 76 (50%), were from 31–40 years of age, then 32 (21.1%) respondents belonged to the 41–50 years age group, followed by 28 (18.4%) respondents from the 21–30 years age group. An extremely low number of respondents, i.e., 16 (10.5%), were older than 50 years of age. From the qualification aspect, there were more faculty members with postgraduate degrees, i.e., 108 (71.1%), then 25 (16.4%) respondents had a graduation degree, and 19 (12.5%) had doctorates.

Reliability and Validity of the Data

The analysis of reliability and validity for the variables confirms the scale reliability and validity. The independent variable EI comprises 9 dimensions with 32 items, and the dependent variable Job Performance comprises 6 items in the questionnaire.

The reliability test result confirms that the value of Cronbach's alpha for all the dimensions of EI is >0.6, and the Cronbach's alpha value for job performance is also >0.6, which means the scale is reliable. The AVE indicates the validity of the scale. Here, this value for all the dimensions of EI and Job Performance is above 0.5; thus, the scale adopted is valid too.

Results

Exploratory Factor Analysis (EFA)

Table 1: Table of Reliability, EFA and Validity Values

Construct	Dimension	Cronbach's Alpha	KMO Value	Variance Explained	AVE
Emotional Intelligence	Self-awareness	0.605	0.612	56%	0.56
	Emotion regulation	0.779	0.658	69%	0.70
	Self-motivation	0.805	0.813	56%	0.57
	Social Awareness	0.686	0.590	63%	0.63
	Social Skills	0.810	0.739	58%	0.58
	Emotion Receptivity	0.700	0.676	63%	0.63
	Stress Management	0.772	0.658	69%	0.70
	Integrity	0.624	0.634	57%	0.57
	Optimism	0.836	0.747	67%	0.67
Job Performance		0.875	0.859	62%	0.63

Table 1 presents the reliability, KMO values, variance explained, and AVE values for the study constructs. The results indicate acceptable reliability and validity of the measurement scales.

Table 2: Test Result of EFA

KMO and Bartlett's Test		
KMO-Value		0.800
Bartlett's Test of Sphericity	Approx. Chi-Square	4349.612
	df	703
	Sig.	0.000

The KMO value was 0.800, indicating that the data were suitable for EFA. Bartlett's Test of Sphericity was significant, $\chi^2 = 4349.612$, $df = 703$, $p < 0.001$, confirming that the correlation matrix was appropriate for factor analysis. The total variance explained was 74.12%, with all communalities above 0.5.

Pearson Correlation

Table 3: Correlation Analysis

		EI_mean	**EP_mean**
EI_mean	Pearson Correlation	1	0.574**
	Sig. (2-tailed)		0.000
	N	152	152
EP_mean	Pearson Correlation	0.574**	1
	Sig. (2-tailed)	0.000	
	N	152	152

Table 3 presents the correlation analysis used to measure the relationship between the variables. The correlation result shows a significant positive relationship between EI and job performance (r=0.574, p<0.001), indicating a moderate positive relationship between emotional intelligence and job performance.

Regression Analysis

Regression analysis was conducted to measure the impact of EI on job performance among engineering college faculty members. Table 4 presents the regression model summary, and Table 5 presents the coefficients.

Table 4: Regression Analysis (Model Summary)

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	*df*1	*df*2	Sig. F Change
1	0.574[a]	0.330	0.325	0.444	0.330	73.828	1	150	0.000

Table 5: Coefficients Table

Model		Unstandardized Coefficients		Standardized Coefficients	*t*	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.470	0.336		4.373	0.000
	EI_mean	0.691	0.080	0.574	8.592	0.000

a. Dependent Variable: EP_mean

The significance value is p=0.000, which is <0.05, indicating that EI significantly impacts job performance. The R square value is 0.330, which means the model explains 33% of the variance in job performance.

One Way ANOVA (Age and Emotional Intelligence)

One-way ANOVA was applied to measure whether emotional intelligence differs across age groups. Table 6 shows a significance value less than 0.05 (p=0.035), indicating a significant difference in EI among the age groups of engineering college faculty members.

Table 6: ANOVA Table[1]

	Sum of Squares	*df*	Mean Square	F	Sig.
Between Groups	1.716	3	0.572	2.937	0.035
Within Groups	28.828	148	0.195		
Total	30.544	151			

One-way ANOVA was applied to measure whether job performance differs across age groups. Table 7 shows a significance value greater than 0.05 (p=0.835), indicating that there is no significant difference in job performance among the age groups of engineering college faculty members.

Table 7: ANOVA Table[2]

EP_mean					
	Sum of Squares	*df*	Mean Square	*F*	Sig.
Between Groups	0.255	3	0.085	0.286	0.835
Within Groups	43.931	148	0.297		
Total	44.185	151			

The normality of the data was assessed using the skewness-kurtosis test and the results confirmed that the data were approximately normally distributed. Since the regression model included only one independent variable, multicollinearity was not applicable. For one-way ANOVA, the homogeneity of variances assumption was assessed using Levene's Test, and the results indicated that the assumption was satisfied (p>0.05). As the ANOVA revealed a significant difference in emotional intelligence across age groups (p<0.05), Tukey's HSD post-hoc test was performed to identify the specific group differences. The post-hoc results indicated a significant difference in emotional intelligence between faculty members aged 41–50 years and those above 50 years, whereas no significant differences were observed among the other age-group comparisons. These findings confirm that the assumptions for correlation, regression, and ANOVA were satisfied, supporting the validity and reliability of the statistical analyses.

Discussion

H_1: There is a significant relationship between emotional intelligence and job performance of engineering college faculty members.

The present study found a significant positive relationship between emotional intelligence and job performance among engineering college faculty members (p<0.05). Therefore, H_1 was accepted. This indicates that faculty members with higher EI tend to demonstrate better job performance. The finding is consistent with Turka (2025), who reported a significant positive relationship between EI and teachers' job performance. The study found that self-emotional appraisal, others' emotional appraisal, regulation of emotions and use of emotions were positively associated with teachers' performance.

Similarly, Kamaruzaman *et al*. (2025) found that EI had a positive and significant relationship with job performance among manufacturing operators. Recent evidence from higher education also supports the present finding. Uzair and Bhaumik (2026) reported significant positive relationships between all four EI dimensions and lecturers' job performance. Thus, the present findings support the growing evidence that EI is an important factor associated with effective performance in educational settings.

H_2: Emotional intelligence significantly impacts job performance of engineering college faculty members.

The regression results showed that EI significantly predicts job performance (p=0.000). Therefore, H_2 was accepted. This suggests that EI is an important predictor of faculty performance. The finding is consistent with Uzair and Bhaumik (2026), who found that self-awareness, social awareness, self-management and relationship management each had a significant positive effect on lecturers' performance.

Similarly, Kalaimani and Miniyammal (2026) reported that EI significantly influenced faculty performance, while Janiarti *et al*. (2025) found that EI, work-life balance and organizational support contributed to employee performance. These findings suggest that EI can support faculty members in managing workplace demands, interpersonal relationships and professional responsibilities. However, the present regression result should be interpreted as a significant predictive relationship rather than direct proof of causation.

H_3: The emotional intelligence of engineering college faculty members varies significantly by age group

The ANOVA result showed a significant difference in EI across age groups (p<0.05); therefore, H_3 was accepted. The post-hoc analysis indicated a significant difference between faculty members aged 41–50 years and those above 50 years. This suggests that EI may differ across career or age groups, potentially because of differences in professional experience and exposure to workplace situations.

Recent studies also highlight that EI is a multidimensional capability involving self-awareness, self-management, social awareness and relationship management. Uzair and Bhaumik (2026) found that these dimensions differ in their contribution to lecturers' performance. However, further studies are required to establish whether age consistently produces differences in EI among faculty members.

H_4: The job performance of engineering college faculty members varies significantly by age group.

The ANOVA result showed no significant difference in job performance across age groups (p>0.05); therefore, H_4 was not accepted. This indicates that faculty members from different age groups demonstrated broadly similar levels of job performance in the present sample.

This finding suggests that age alone may not explain differences in faculty performance. Other factors, such as emotional intelligence, work-life balance, organizational support and professional experience, may contribute more strongly to performance. Janiarti *et al*. (2025) found that employee performance was influenced by multiple individual and organizational factors, while Kalaimani and Miniyammal (2026) showed that faculty performance is influenced by EI and quality of work life. Therefore, faculty

performance should be viewed as a multidimensional outcome rather than one determined by age alone.

The study found a significant positive relationship between emotional intelligence and job performance among engineering college faculty members, indicating that faculty with higher emotional intelligence generally reported better job performance. The regression analysis further suggested that emotional intelligence is a significant predictor of job performance in the study sample. The findings also indicated that emotional intelligence varied across age groups, with a significant difference observed between faculty members aged 41–50 years and those above 50 years. However, no significant differences in job performance were found across the age groups, suggesting that faculty members of different ages demonstrated comparable levels of job performance. These findings highlight the potential importance of emotional intelligence in the academic work environment while indicating that age alone may not be associated with differences in faculty job performance.

Limitations

The study has certain limitations. It was conducted using a sample of 152 engineering college faculty members from Gujarat state of India, which may limit the generalizability of the findings. The research was confined to engineering colleges, excluding faculty from other disciplines. Further, the study employed a cross-sectional design, collecting data at a single point in time, and relied on self-reported questionnaires, which may be subject to response bias. Despite these limitations, the study provides useful insights into the relationship between emotional intelligence and job performance among engineering college faculty members.

Future Scope

The present study was limited to engineering college faculty members in selected cities of Gujarat. Future research may include larger and more diverse samples from different states and educational institutions to improve the generalizability of the findings. Longitudinal studies may be undertaken to examine changes in emotional intelligence and job performance over time. Further research may also explore the role of demographic factors such as gender, teaching experience, and designation, as well as investigate the individual dimensions of emotional intelligence. Additionally, incorporating mediating and moderating variables such as job satisfaction, organizational commitment, work engagement, leadership style, and organizational culture may provide a deeper understanding of the relationship between emotional intelligence and job performance.

Conclusion

This study examined the relationship between emotional intelligence and job performance among engineering college faculty members in Gujarat. The findings revealed a significant positive relationship between emotional intelligence and job performance, with emotional intelligence emerging as a significant predictor of job performance in the study sample. The results also indicated that emotional intelligence differed across age groups, particularly between faculty members aged 41–50 years and those above 50 years.

The findings suggest that emotional intelligence is associated with job performance among engineering college faculty members and highlight its relevance in the higher education context. Higher education institutions may consider incorporating emotional intelligence-focused training and professional development programs to support faculty development. However, the findings should be interpreted in light of the study's limitations, including its cross-sectional design, reliance on self-reported data, and focus on engineering colleges in Gujarat. Future research may include larger and more diverse samples and examine additional demographic, organizational, and psychological variables to provide a broader understanding of the relationship between emotional intelligence and job performance.

CRediT Authorship Contribution Statement

K.R.V.: Conceptualization, investigation, data curation, formal analysis, validation, visualization, writing original draft. K.A.J.: Conceptualization, methodology, supervision, writing – review & editing. R.P.: Methodology, resources, supervision, validation, review & editing.

AI Assistance Declaration

The authors declare that generative AI tools were used only for language enhancement and grammar correction during the preparation of this manuscript. The authors have carefully reviewed and revised the content and taken full responsibility for the final version of the manuscript.

Conflict of Interest

The authors affirm that there are no conflicting objectives.

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