Enhancement of Emotional Intelligence of Employees to Mitigate Employee Alienation in Indian Higher Education Institutions

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Abstract

Higher Education Institutions (HEIs) are often exposed to rapid changes and reforms through the National Education Policies leading to increased challenges and work stress on their employees. This research aims to identify the key factors to enhance Emotional Intelligence (EI) of employees and mitigate Employee Alienation (EA) in Indian HEIs. EA is an endemic factor causing organizational dysfunction. Extensive research shows that employees with higher EI levels can effectively manage their emotions to deal with and overcome challenging situations in their professional life.

In this work, a questionnaire survey comprising of 288 employees working in eight HEIs in Bangalore were considered for the study. Before that, a pilot study was carried out to check the validity and reliability of the questionnaire using the Q-sort technique and Cronbach's Alpha. After collating all responses, the nature and spread of attained information were critically analyzed through Descriptive Statistics. Independent Sample t-test and Mann Whitney U test were carried out to explore the statistical significance of proposed relationships. In addition, Exploratory Factor Analysis was conducted along with Linear Regression to derive sustainable EI and EA factors. Confirmatory Factor Analysis verified the model fit and construct validity. Finally, the Mann Whitney U test was carried out to identify the difference among teaching and non-teaching staff concerning EI and EA factors.

Results identified key factors pertaining to EI and EA in HEIs and the specific constructs that influence EI and EA apart from the extensively discussed parameters in the literature. Thus, the impact of employee EI on EA in HEIs was analyzed by identifying the underpinning issues like employees' perception of Powerlessness, Meaninglessness, Self-estrangement, Lack of Motivation, Income etc. Hence, leading to the sustainable performance of HEIs under any unfavourable conditions and enables HEIs to connect with their stakeholders (Students, Parents and Employees).

Keywords: Organizational Dysfunction, Work Stress, Endemic Factor, Organizational Efficiency, Sustainable Factors

1. Introduction

HEIs are often exposed to rapid changes and reforms, leading to increased challenges and work stress on their employees. This situation may lead to the development of Employee Alienation (EA), a separation from the work, work context and fellowmen, causing organizational failure. Also, close supervisions, routine work without any substantive differences or complexities, hierarchical ownership position, injustice perception, division of labour etc., can result in EA (Shantz *et al*., 2015; Durrah, 2020). EA has adverse personal and organizational outcomes and leads to development of a detachment in employees' minds from a group or an activity to which they are supposed to be involved (Ozer *et al*., 2019). Organizational issues evolving from employees' lack of involvement can be mitigated to a large extent by enhancing employee Emotional Intelligence (EI), leading to increased employee efficacy, performance and motivation (Goleman, 1995). The importance of EI as a psychological construct has risen significantly during the last decade. EI is a multi-dimensional concept that connects emotion and cognition to enhance human interactions (Goleman, 1998).

Extant research shows that employees with higher EI levels can effectively manage their emotions to overcome the impact of such challenging situations in their professional life (Carmeli, 2003). Emotions are the action signals for a particular feeling or situation, which usually develops in response to a specific case, either internal or external. Emotions can be positive or negative based on individual perceptions (Lazarus and Folkman, 1984). Our Emotions need to be as educated as our intellect. It becomes crucial for us to know how to feel, how to respond and how to let life so that it can touch the lives of others and us (Goleman, 2000). Appraisal of emotions as it evolves, managing and organizing emotions can change personal and social interaction into a pleasant experience (Mayer and Salovey 1993; Stokes and Stewart, 2004).

At present, organizations are focusing on EI rather than focusing only on the intelligence quotient (IQ), work experience and academic qualifications of the job aspirants (Rahman, Uddin and Rahman, 2016). Emotionally Intelligent employees shall be able to adjust to any adverse work contexts by controlling their emotions to overcome such situations (Lakshmi and Rao 2018). Maintaining a highly motivated and emotionally intelligent workforce are the most challenging task faced by most organizations.

The proposed study mainly focuses on identifying different EI and EA dimensions concerning teaching and non-teaching staff in Indian HEIs to enhance EI as well as mitigate EA. This research paper is organized in five sections. The first section is a brief introduction to the research topic. A detailed literature review is carried out in the second section, along with the

research problem formulation. The third section includes the description of methods and methodologies used in this research. The data analysis and results are discussed in the fourth section. Lastly, conclusions, including recommendations and limitations, are reported in the fifth section.

2. Theoretical Framework

A detailed literature review was carried out on both EI and EA to understand the theoretical aspects and their implications in the work environment.

2.1. Emotional Intelligence

Itelligence is an old term that was used by Greek philosophers such as Aristotle, marked by cognitive aspects, like memory and solving problems. Thorndike (1920) was the first to acknowledge non-cognitive skills and identified them as social intelligence. Thorndike expressed social intelligence as an ability to develop better social relations with others in the ecosystem. Later, Wechsler (1940) mentioned the non-intellective capabilities of human intelligence, enabling them to understand, think, act and get along with others more effectively in the social environment, are critical. A multiple intelligence level model with seven intelligences developed by Gardner (1983) explained social intelligence as a mix of intrapersonal and interpersonal intelligence. According to Gardner intrapersonal intelligence helps to identify and control emotions of self to change the behaviour and interpersonal intelligence to monitor emotions of self and others.

The concept of EI as a sub-set of social intelligence was first looked into by Mayer and Salovey (1989). Mayer and Salovey define EI as the "*ability to perceive, facilitate, and manage self and others' emotions for productive purposes*". EI use our emotions creatively and sensibly to find solutions for our problems. The four-factor ability model proposed by Mayer, Salovey and Caruso (2000) defines EI as "*intelligence in the traditional sense, as a set of mental abilities to do with emotions and the processing of emotional information that contributes to logical thought and intelligence in general*". Individuals with EI skills are filled with positive mental health, contributing to their well-being and being pleasant to be around (Mayer, Salovey and Caruso, 2008).

Goleman (1990), a psychologist at Harvard, extended Gardner, Mayer and Salovey's work by introducing EI's importance at work. Goleman's (1995) bestselling book "*Emotional Intelligence*" explored EI as the capacity to appraise self and others' emotions, control emotions well in oneself and in our social relationships and motivate oneself. Goleman, Boyatzis, and

McKee (2000) identified a four-factor EI model which includes; "*Self-Awareness, Self-Management, Social Awareness, and Relationship Management*". Self-awareness is the ability to recognize and understand our moods and emotions along with their impact on others. Self-management helps to have control over the emotions of oneself. Social skills enable us to maintain good relationships and build a social network. Another leading researcher, Bar-On (1997), characterizes EI as an "*array of non-cognitive capabilities, competencies and skills that influence one's ability to succeed in coping with environmental demands and pressures*".

Strong positive relations exist between EI and interpersonal relations at the workplace (Schutte *et al*., 2001). Studies also reveal that EI and employee job satisfaction and commitment to the organization are positively related (Anari, 2012). A lot of meta-analyses has come up showing the importance of EI related to health (Martins, Ramalho and Morin, 2010), academic performance (Skipper and Brandenburg, 2013), subjective well-being (Sanchez *et al*., 2016), work performance (Sanchez and Breso, 2020), effective leadership (Augusty and Mathew, 2020) etc. Prentice (2019) explored the impact of EI of employees on their turnover intension. EI plays a significant role in increasing employees' commitment to their organizations, thereby reducing employee turnover (Zeidan, 2020). Even emerging managers should be emotionally intelligent to support and guide their followers for minimizing employee turnover to achieve organizational goals (Thory, 2013). Transformational leaders emotionally connect well with their followers, leading to increased productivity and job satisfaction (Meisler, 2020; Rajesh *et al*., 2019).

EI is related to enhanced workplace behaviour and specifically, team behaviour as well as team performance (Whiteoak and Manning, 2012). Team members with a higher level of EI are good at exhibiting teamwork and can also take an informal leader's role than those with lower EI (Paik, Seo and Jin, 2019). EI enables developing positive attitudes towards diversity, leading to better social interactions among diverse groups in the organization, thereby assisting in conflict management (Clark *et al*., 2017). Findings of the above studies stressed the significance of EI in everyday life, leading to sudden development in EI interventions. Embracing society's admissible communication styles and understanding others' needs and feelings help employees understand their strengths and weaknesses (Xiao, 2020).

EI may not necessarily be an inborn talent, and it can be trained, modified, or achieved through proper education and life experiences. Even though EI skills are genetically linked, nurture also has an essential role in EI development (Goleman, 1998; Corbi *et al*., 2019)). Education to analyze ourselves, knowing the origin of our emotions, understanding our childhood's influence, mitigating our fears, and navigating our wishes helps enhance EI (Goleman, 2000). The study

conducted by Sjolund and Gustafsson (2001) showed that EI could be improved in adults after analyzing the EI score before and after attending a managerial skills workshop. Additionally, Freedman's (2003) study on high school students showed an enhanced EI after attending an EI rich curriculum. Hodzic *et al.* (2017) carried out a multilevel meta-analysis to examine whether EI can be improved through training. The study also revealed a mean change in EI level before and after EI training. Goleman (2001) recommended managers to enhance employees' EI for getting a higher level of work performance. A person who knows how to remain inspired even under difficulties inspire others and manages complex interpersonal relationships to get better results (Augusty and Mathew, 2020).

Researchers also conclude that enhancing EI can result in higher employee performance, reduced work stress, burnout, turnover intention, and other negative feelings that evolve from work contexts (Chiva and Alegre, 2008; Kim and Qu, 2019). Changes in EI level aid in better decisions by improving the ability to recognize one's emotion, thereby improving organizational success (Alkozei *et al.*, 2019). Therefore, organizations should consider EI as a critical success factor in enhancing employee performance (Krishna Kumar *et al.*, 2015).

2.2. Employee Alienation (EA)

The word "alienation" is evolved from the Latin word "*alienare*", which means "*to estrange*" or to separate between two things (Kanungo, 1982). In theological terms, alienation implies a separation of humanity from God following Adam and Eve's banishment from the Garden of Eden. Since then, scholars have studied how individuals become alienated from the social and the political world, their work, and themselves (Feuerlicht, 1978). Over the decades, the subject of alienation is a topic of interest for academicians, researchers etc. Many studies are carried out on Alienation which is a psychological state where an individual becomes estranged from the facet of social relationships both physically and mentally (Clark 1959). "*Estrangement is the experience of being imprisoned in glass, seeing the world in which others move but forever blocked from joining them, pantomiming communication but never really speaking with another person*" (Bugental, 1965).

In a philosophical context, Hegel (1977) first used alienation in his work "*Phenomenology of Spirit*", where alienation is expressed as human beings' break from their nature where work is a mediating factor. According to Hegel, alienation is a natural phenomenon that shall remain in society as long as nature, human beings and society exist. The basic philosophy of Hegel's concept was work which he considered a spiritual activity. Hess (1843), another sociologist,

stated that a person in a capitalist state becomes alienated from his/her true self and society through the exchange of money.

The concept of work alienation evolved mainly from Karl Marx's work (Economic and Philosophic Manuscripts, 1844). Marx work was an extension of Hess's work in explaining the relationship between capitalism and alienation. According to Marx, alienation is the isolation or detachment of an individual from the product of his work due to the impact of the capitalist labour process (Marx, 1844, 2016). People are emotionally attached to the products made by them, "*see their own reflection in a world which they have constructed*", and through this process, they meet the needs of their survival too. However, the institution of capitalism has disrupted this natural disposition (Bottomore and Rubel, 1961; Corlett, 1988) as the employees consider their work only as a means of survival.

According to Marx, alienation exists in three forms. First is the work alienation from the product of his/her labour, being detached and having no mental satisfaction from work. Second is personal alienation, happens when people withdraw from themselves, not finding any satisfaction or pleasure in anything or no interest in any activity or self. The third form of alienation is social alienation which appears when people disconnect from themselves and the people around them (Wayne *et al*., 2012). External forces are the causes of the above mentioned three forms of alienation. That is, alienation is an objective reality. Internal factors of individuals leading to alienation is not a part of Marx's concept. Many other influential philosophers also held similar thought to Marx on alienation. Max Weber's (1902) thoughts on bureaucracy, where centralization and formalization were the two significant concepts, also coincide with Marx's view of alienation, where employees do not have any autonomy in work. Blauner (1964) showed the relationship between different industrial situations and work alienation and the variation in alienation based on the type of technology used and the structure of the organization. Work alienation exists in blue-collar workers working for daily wages and salaried white-collar managerial and other professional workers (Blauner, 1964). Alienation detaches employees from the product of their labour and their labour process. For example, artisans feel proud of their work as they are the product owner and decides all aspects of the product from product planning to sell, but no autonomy for industry workers, just travelling through a series of repetitive tasks (Hackman, 1980).

While Marx expressed alienation as an objective reality, many contemporary scholars examined EA as a subjective phenomenon, i.e., alienation as experienced by the employees. For instance, Seeman (1959) explained alienation from the socio-psychological point of view. Seeman proposed alienation as a "*multi-dimensional construct composed of Powerlessness,*

Meaninglessness, Normlessness, Social Isolation and Self-Estrangement". Even though many other empirical studies have used this definition of alienation, most of them expressed alienation as a uni-dimensional concept rather than multi-dimensional, where the focus was on self-estrangement (Blauner, 1964; Sarros *et al.*, 2003; Nair and Vohra 2010). The perception of powerlessness arises when employees do not have any autonomy to take any decision or make any changes with respect to their work and work context (Hackman and Oldham, 1975). This perception of powerlessness is one of the major causes of stress at the workplace, as everything happens on others' demands (Kanungo, 1982).

Bureaucratic control has a significant part in developing alienation by reduced work freedom, creating feelings of disempowerment (Aiken and Hage, 1966). Most of the scholars who worked on the impact of bureaucracy on work alienation have focused mainly on two forms of bureaucratic control, centralization of decision making (Aiken and Hage, 1966; Anderson, 1970) and formalization of rules and procedures (Hirschfeld and Feilf, 2000). Lack of authority with increased responsibilities, lack of fairness, deviation from job descriptions etc., can negatively affect employee productivity (McKinlay and Marceau, 2011). Meaninglessness arises when there is no sense of meaning or purpose in work carried out by the employees. Their work may be a small contribution to a large purpose (Wayne and Lindsay, 2012). Feeling of normlessness evolves when employees become disconnected from co-workers, management, organizational norms, and other social connections or engage in deviant behaviours (Wayne and Lindsay, 2012). Isolation is having a sense of loneliness or exclusions and the degree to which socially integrated into his/her work. Self-Estranged employee attains neither identity nor any satisfaction from their work. This separation makes human beings feel that their work is not worthwhile (Sharma, 2016).

Mottaz (1981) developed a concise version of Seeman's work alienation model to measure EA. Work environment was the primary focus in his measurement model, including Powerlessness, Meaninglessness, and Self-Estrangement (Zoghbi and Viera, 2018). Powerlessness and Meaningless are the most affected dimensions of EA, which impacts organizational commitment (Tan, 2016), work engagement and performance of employees (Kartal, 2018), organizational health (Ozer *et al*., 2019) etc. When an employee develops these psychological feelings, he/she separates from work and work contexts (Vinokurov and Kozhina, 2020).

EA is an endemic factor causing organizational failure due to a lack of commitment among employees ((Zoghbi *et al.*, 2018; Hosani *et al*., 2020). In general, "*EA is characterized by reluctance to work, decreased job satisfaction, a loss of motivation regarding career and overall negative emotions stemming from a feeling of incompatibility with work and*

organization" (Zoghbi and Viera, 2019). EA affects employee efficiency and performance negatively and negatively associated with sociability and positively with reactive aggressiveness (Vinokurov and Kozhina, 2020). It originates due to the perception of negative workplace contexts, unethical policies and practices at the workplace (Damar and Celik, 2017; Awang, 2018), corrupt leadership (Usman, 2020) as well as inability to control emotions (Miller *et al.*, 1989). Also, injustice perception at the workplace and employee's cynicism significantly leads to EA (Omar, 2020). Many unpleasant deviant workplace behaviours can be originated from these situations that act as barriers for both employee and organizational productivity, leading to organizational failure (Yıldız and Alpkan, 2015). EA also impacts job crafting, restricting the employees from exhibiting extra-role behaviours (Wang *et al.*, 2019).

Previous studies show that EI acts as the biggest shield to protect employees from being affected by workplace stress (Wang *et al.*, 2019; Kim and Qu, 2019). So, understanding the EI and EA level of employees along with their interrelationships helps to enhance employee EI, thereby, mitigating EA in HEIs.

2.3. Statement of the Research Problem:

Literature Review and Research Gap analysis led to the formulation of a research problem focusing on EI's influence on EA in the Indian Higher Education Sector. Limited research identified EI and EA factors with respect to Indian HEIs and explored their impact on HEIs, thus, providing scope for future research in this direction. In particular, professionals working in HEIs in Bangalore city were considered for the study. Past research demonstrates EA as a damaging workplace situation impacting its overall functioning leading to organizational failure. Especially in HEIs, where most of the Employees are teachers and administrative staff, it is imperative to mitigate EA as the teachers mould our future generation. So, exploring the major factors leading to EA in HEIs and the impact of EI dimensions on EA can help the HEIs mitigate EA, thereby, enhancing organizational efficiency.

2.4. Objectives:

The Objectives for the study:

1. To identify the existing factors and explore additional factors to define EI and EA in Indian HEIs
2. To analyze the influence of EI on EA
3. To analyze the difference in EI and EA level among teaching and non-teaching staff

4. To verify and validate the identified EI and EA factors and their difference among teaching and non-teaching staff

3. Methods and Methodologies

This research was conceptual as well as empirical in nature. It relied on the theoretical background and conclusions drawn from the data collected and analyzed through advanced statistical techniques. The period of the study is significant to the results obtained as it is behavioural analysis. Behaviour is considered a dynamic concept, as it keeps changing due to a change in people's mentality and situational differences. As Bengaluru is the hub of well-known HEIs in India, it was identified as one of the most suitable locations for this study.

3.1. Sampling and Data Collection

Employees from eight HEIs in Bangalore composed the population for this research. Stratified sampling was adopted in this study. The whole population was divided into two strata - teaching and non-teaching staff- for the study. The sample size was calculated using the formula, estimating mean for finite population and sample from each stratum were computed using the proportionate allocation method.

The formula used to find the sample size for a finite population (Kothari, 2004)

$$n = \frac{z^2 \times {\sigma_p}^2 \times N}{(N-1) \times e^2 + z^2 \times {\sigma_p}^2}$$ (Equation 1. Sample Size Calculation)

Where;

- n- Required sample size
- z- Standard variate for the confidence level
- σ_p- Population Standard Deviation
- e- Acceptable Error or Margin of Error

3.2. Survey Instrument

The study variables were initially identified through literature review and unstructured discussions with Human Resource experts. A structured questionnaire with four sections and 65 items was used to gather primary data. The first section included ten demographic features of the respondents, such as gender, educational qualifications, experience, annual income etc. The second section contained a combination of "*Assessing Emotions Scale"* (AES) developed by Schutte *et al*. (1998, 2009) and "*Emotional Competency Inventory"* (EC1 2.0) developed by

Boyatiz (2000) with 44 items under five constructs – Self-Management, Self-Awareness, Relationship Management, Organizational Awareness and Utilization of Emotions. Mottaz (1981) EA scale, including 21 items, was used to assess EA in the third section. A 5-point Likert scale, ranging from 5-strongly agree to 1-strongly disagree, was used to measure the variables. Section four included open-ended questions to understand the respondents' views, concerns, and suggestions regarding workplace contexts and the research study.

A pilot study was conducted to check the validity and reliability of the measurement scales. The Q-Sort technique was applied in two rounds to test the identified items' construct validity to develop the questionnaire (Nahm, 2002). The Inter-participant Raw Agreement score, Cohen's Kappa (Cohen, 1960) and Moore and Benbasat's "*Hit Ratio*" (Moore and Benbasat, 1991) were the three measurement models used in Q-Sort. The higher values obtained in all the three measurement models in the second iteration indicated a good construct validity with Raw Agreement-93%, Cohen's Kappa-0.92 and Hit Ratio-82.70. The validated questionnaire was subjected to a pilot study to assess the reliability of the measurement scales. The Cronbach's Alphas calculated were above the recommended value of 0.70, ranging from 0.921 to 0.924 for EI and EA dimensions respectively.

3.3. Data Analysis

A data screening procedure was carried out to detect any possible outliers and missing values in the data. Also, the normality of the data set was checked using the Shapiro-Wilk test for normality (Ghasemi and Zahediasl, 2012; Saculinggan and Balase, 2013). As the measurement scale was the same across all the constructs and being a self-report questionnaire, Common Method Bias (CMB) influences the collected data. Harman's single-factor analysis using EFA with maximum likelihood method was conducted to examine any CMB evidence in the study.

Further, the data were subjected to the Kaiser-Meyer-Olkin (KMO) test for arriving at sampling adequacy and Bartlett's test of Sphericity to determine the suitability for factor analysis. The "Kaiser-Meyer-Olkin Measure of Sampling Adequacy" is a statistic tool pointing out the proportion of variance among the study variables caused by underlying factors (Kaiser 1970, 1974). Bartlett's test of Sphericity checked the data adequacy for factor analysis and strength of the relationship among variables (Bartlett, 1954).

After collating all responses, the respondent's profile and the nature as well as spread of the data were critically analyzed through descriptive statistics. Besides, EFA with principal components adopting varimax rotation was conducted to arrive at sustainable factors of EI and EA. The rule

"*eigenvalue > 1*" was applied to determine the number of factors (Kaiser, 1960). The varimax rotation method was also considered the best and most widely used orthogonal rotation to produce uncorrelated factors (Henson, 2006). Linear regression was conducted to identify the critical factors concerning EI and EA, taking factor scores of identified factors as independent variables derived through factor analysis. Using factor scores as independent variables is an acceptable procedure in a regression analysis (Tahtali, 2019). EI and EA global index were calculated by adding up all the values of each sample's scaled variables (the variables used to calculate has to be specified earlier) were considered the dependent variable. As the factor scores for each factor were already orthogonal, the test of multi-collinearity was not essential.

Independent Sample t-test and Mann Whitney U test were used to explore the statistical significance of EI's impact on EA and variation in the EI and EA level. Different hypothesis tests were considered based on the normality of the data.

Confirmatory Factor Analysis (CFA) was performed to assess the uni-dimensionality, reliability, and validity of identified EI and EA measurement models. Consideration of the goodness of fit criteria indices and evaluation of the measurement model's validity and reliability were the two approaches used in the CFA to assess the measurement models (Schuberth, Henseler and Dijkstra, 2018; Nitzl *et al*., 2020). The Average Variance Extracted (AVE) for Convergent Validity, Composite Reliability (CR) for internal data consistency and Discriminant Validity (DV) using Fornell and Larcker (1981) criterion and Heterotrait-Monotrait ratio of correlations (HTMT) (Henseler *et al*., 2014) were tested for the model.

All descriptive studies, EFA, linear regression and other hypothesis tests were carried out in SPSS 26. Further, the CFA of EI and EA model was conducted in Lisrel 8.80. Further, stats tool package - a macro enabled excel worksheet was used in calculating AVE, CR and DV of the model. HTMT criterion for DV was analyzed through Smart-PLS 3.

4. Results and Discussion

Hypotheses were formulated and tested and EI and EA models were validated using appropriate statistical tools and the results are discussed below.

4.1. Distribution of Teaching and Non-Teaching Staff

Among the total respondents who participated in the survey, teaching staff constituted 206 and non-teaching staff 82. This ratio satisfied the sample requirement with a 5% margin of error where the minimum requirement to fulfil the condition was 166 teaching staff and 76 non-teaching staff.

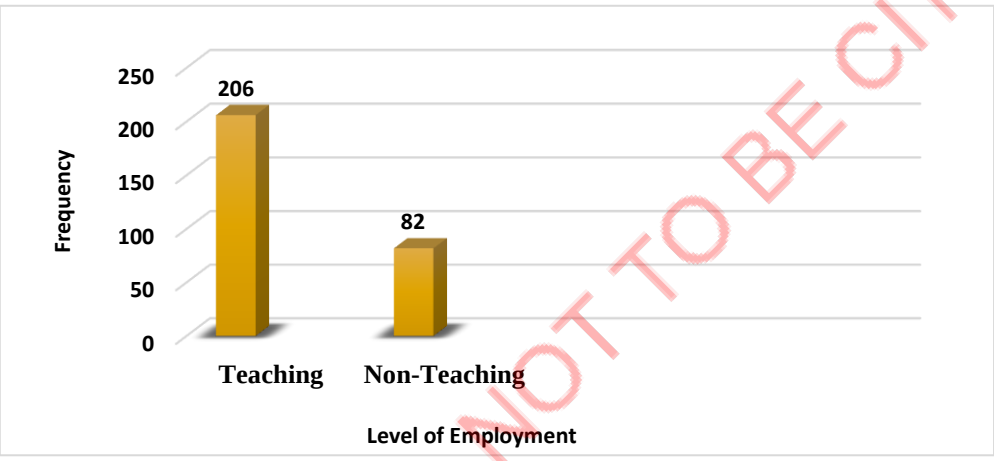

Fig. 1. Distribution of Teaching and Non-Teaching Staff

4.2. Demographic Profile of the Respondents

Table 1 shows the respondent's profile. When individually analyzed, the proportion of male and female respondents among teaching and non-teaching staff were almost the same, with a marginally higher percentage of male (51.46%) among teaching staff and a marginally higher percentage of female (52.44%) among non-teaching staff. Also, a higher percentage of the respondents were in the age group of 30-40 years old and were married. When analyzed the educational qualification, postgraduates constituted the highest percentage of respondents across both teaching and non-teaching staff, 66.99% and 60.98%, respectively. The majority of the teaching staff (55.56%) were in the income group of 6-10 lakhs per annum, and non-teaching staff were below three lakhs income group. Also, among teaching staff respondents with 5-10 years' experience constituted the higher percentage (29.61%) against below five years' experience among non-teaching staff (30.49%).

Table 1. Demographic Profile of the Respondents

Level of Employment	Demographic Variables	Frequency	%
	Gender		
Teaching	Male	106	51.46
	Female	100	48.54
Non-Teaching	Male	39	47.56
	Female	43	52.44
	Age (in years)		
Teaching	< 30	46	22.33
	30-40	91	44.17
	41-50	59	28.64
	51-60	08	03.88
	> 60	02	00.97
Non-Teaching	< 30	31	37.80
	30-40	33	40.24
	41-50	13	15.85
	51-60	04	04.88
	> 60	01	01.22
	Annual Income (in lakhs)		
Teaching	< 3	10	04.85
	3-5	19	09.22
	6-10	143	69.42
	10-20	32	15.53
	> 20	02	00.97
Non-Teaching	< 3	35	42.68
	3-5	25	30.49
	6-10	17	20.73
	10-20	04	04.88
	> 20	01	01.22
	Educational Background		
Teaching	Post Graduate	139	66.99
	Ph.D.	67	32.04
Non-Teaching	Diploma	08	09.76
	Under Graduate	23	28.05
	Post Graduate	51	60.98
	Marital Status		
Teaching	Single	44	21.36
	Married	162	78.64
Non-Teaching	Single	20	24.39
	Married	62	75.61
	Experience (in years)		
Teaching	< 5	50	24.27
	5-10	61	29.61
	11-15	45	21.84
	16-20	22	10.68
	>20	28	13.59
Non-Teaching	< 5	25	30.49
	5-10	20	24.39
	11-15	20	24.39
	16-20	09	10.98
	>20	08	09.76

4.3. Common Method Bias (CMB)

The self-report survey and collection of data from a single source leads to CMB in the study. If a single factor explains the high percentage of the variable's variance, it indicates the presence of CMB, which could distort the results (Podsakoff *et al*., 2003). Variance explained by the single derived factor was 25.46% and 39.03% for EI and EA constructs, respectively, which was less than the threshold limit of 50%, indicating the absence of CMB.

4.4. KMO and Bartlett Test

The KMO test has a significant part in the measurement of validity, and it indicates the proportion of variance in variables that might be caused by underlying factors (Kaiser, 1974). A higher KMO value, above 0.80 on both the constructs and a critical tail value of Bartlett's test, at a significance level less than 0.05, determined the suitability of data for factor analysis (Pallant, 2013).

Table 2. KMO and Bartlett Test Results

Constructs	KMO	X^2 Bartlett: Critical Tail p-value
EI	0.88	X^2 -2851.66, p value- 0.00
EA	0.92	X^2-3108.46, p value- 0.00

4.5. Descriptive Analysis of the Study Variables

Data tabulated in table 3 indicated that among the EI dimensions, the highest mean score was observed for Self-management (4.09, ± 0.16), and the lowest was for Relationship Management (3.94, ±0.35). Respondents overall exhibited a good level of EI (Average 4.01), and this indicates that employees accept the importance of managing emotions in the workplace as it impacts job performance. Also, they seem to believe that utilizing emotions positively can help them resolve workplace problems.

Among EA dimensions, Powerlessness (2.73, ±0.27) showed the highest mean score, followed by Self-Estrangement (2.42, ±0.26). EA was found moderate among the employees (Average 2.57). According to the result, respondents do not have enough freedom and flexibility in their work and developed a kind of meaningless perception of their work. Table 3 shows the mean and standard deviation (SD) of all study variables.

Table 3. Descriptive Analysis of the Study Variable

	Variables	Mean	SD
EI	**Self-Awareness**	4.01	± 0.17
	Self-Management	4.09	± 0.16
	Relationship management	3.94	± 0.35
	Social-Awareness	3.99	± 0.17
	Utilization of Emotions	4.04	± 0.19
EA	**Powerlessness**	2.73	± 0.27
	Meaninglessness	2.42	± 0.26
	Self-Estrangement	2.55	± 0.30

4.6. Analysis of Variation in EA Level across Respondents with Different EI Level

Respondents were divided into two groups based on the average EI level among the respondents (4.01), and the difference in EA level among these two groups were analyzed using cross-tabulation.

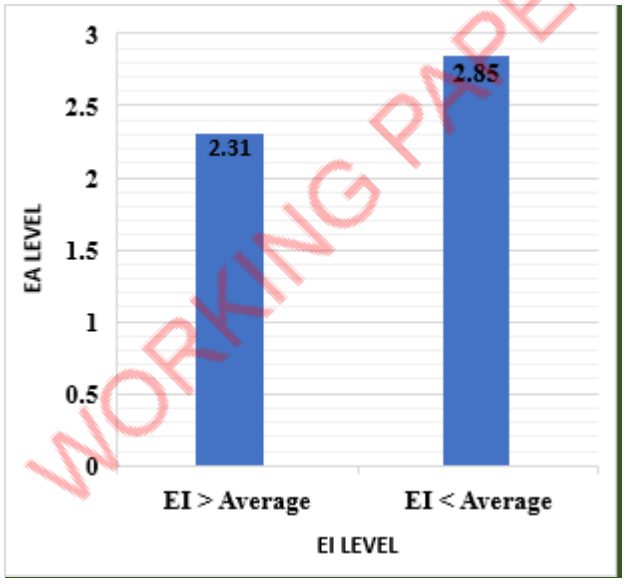

Fig. 2. Change in EA level with respect to EI

Figure 2 indicates that the mean score of EA is higher for respondents with a below-average level of EI. This underlined the inverse relationship that exists between EI and EA. Further, the statistical significance of this finding was tested using the Mann Whitney U test. As the variable mean EA was not normally distributed, this non-parametric test is the most appropriate hypothesis test to examine the statistical significance of this relationship between EA and EI level among the respondents.

Statistical significance of this difference in EA level was examined by conducting the Mann-Whitney U test as variable mean EA was not normally distributed.

H_{01}= There is no significant variation in EA level across respondents with different EI level

H_{11}= There is a significant variation in EA level across respondents with different EI level

Table 4. Mann Whitney U Test for EA Level against Average EI Level

Mann Whitney U test	Mean Rank EA	P-value at α=0.05	Decision
> Average EI level	129.30	0.00	**Reject Null Hypothesis**
<Average EI level	160.34		

The Mann Whitney U test in table 4 indicates $p < 0.05$, thereby rejecting the null hypothesis and signifying a difference in the EA level with respect to EI level. The mean rank difference showed that alienation is less among employees having an above-average EI level and more among employees with a below-average EI level. EI and EA's interrelationship points towards the importance of a good EI level to increase employee and organizational performance by mitigating EA in HEIs.

4.7. The difference in EI Level among Teaching and Non-Teaching Staff

The descriptive analysis in figure 3 exhibits a higher EI level and a lower EA level among teaching staff compared to non-teaching staff. "Independent Sample t-test and Mann Whitney U test" were conducted to know the statistical significance.

H_{02}= There is no significant difference in EI and EA level among teaching and non-teaching staff

H_{12}= There is a significant difference in EI and EA level among teaching and non-teaching staff

Table 5. Tests for EA level against Average EI level

	Hypothesis Tests	Mean Value	P-Value	Decision
EI	**Independent Sample t-Test**	4.03 3.93	0.04	**Reject Null Hypothesis**
EA	**Mann Whitney U Test**	133.00 160.34	0.00	

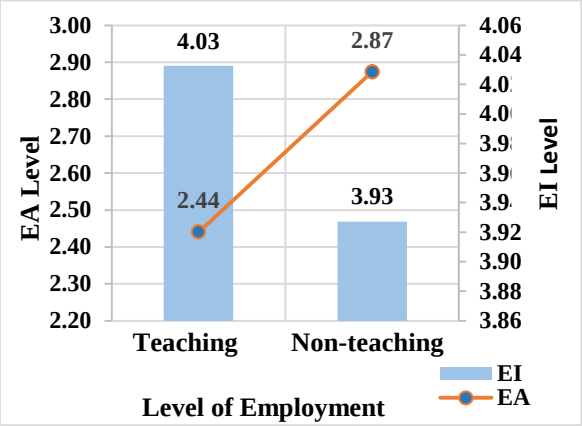

Fig. 3. EA level against average EI level

4.8. Exploratory Factor Analysis (EFA)

EFA was conducted using Principal Component Analysis (PCA) to identify the latent factors explaining EI and EA phenomenon in HEIs (Henson and Roberts, 2006). According to EFA results, eight factors explained the EI of employees up to 68.49%, and four factors explained EA of employees up to 63.52%. The latent factors were extracted based on the method of varimax rotation, which produces uncorrelated factors. All factors with an Eigenvalue of more than one was considered significant (Kaiser, 1960). Eight factors with an Eigenvalue of more than one were extracted for EI, and four factors with an Eigenvalue of more than one were extracted for EA. During factor analysis, variables with a factor loading of less than 0.5 were dropped due to less importance (Pallant, 2013).

The identified factors were named based on the closeness of the variables in the underlying factors. Table 4 shows the derived factors and the variance explained by each factor. The major EI factors that explained the highest variance were Self-Management with Positive Outlook (15.28%), Relationship Management (12.44%) and Self-Awareness (9.18%). Other EI factors were Consideration, Motivation, Organizational Awareness, Utilization of Emotions and Acceptance. Under EA, Powerlessness explained the highest variance (19.66%), followed by Self-Estrangement (17.99%). Other identified EA factors were Meaninglessness and Dissatisfaction.

Subsequently, the criticality of the identified factors was analyzed by linear regression, and all the beta values were significant at 0.00 levels indicating statistical significance. Based on the standardized regression coefficient (β) values, the relevant significant EI and EA factors were explored. Self-Management with Positive Outlook (SP) derived as the most critical factor (β=0.55) among EI. The results in Table 6 indicate the importance of having good emotional control, maintaining a significant relationship with others at the workplace, understanding the

emotions as it is experienced, showing empathy towards others, understanding the organizational rules and regulations, etc.

Table 6. Variance Explained and the Standardized Beta Coefficient of Identified EI Factors

Factor No.	EI Factors	Variance Explained	Beta Coefficient (Standardized)
1	**Self- Management with Positive Outlook (SP)**	15.28	0.55
2	**Relationship Management (RM)**	12.44	0.39
3	**Self-Awareness (SA)**	09.18	0.33
4	**Consideration (CN)**	07.95	0.24
5	**Organizational Awareness (OA)**	07.62	0.32
6	**Utilization of Emotions (UE)**	05.93	0.29
7	**Motivation (MO)**	05.93	0.25
8	**Acceptance (AC)**	04.14	0.17

Beta values of EA factors indicated that EA in HEIs is more influenced by the perception of Powerlessness and Self-Estrangement, with a beta value of 0.55 for both. Perception of Meaninglessness also obtained a relatively similar beta value indicating its equal importance in explaining EA in HEIs. All these points towards the importance of more autonomy in work, the significance of personal satisfaction in the work done and finding meaning in work. The fourth factor influencing the EA down the order was dissatisfaction in their work with a beta value of 0.32. The beta value was meager for the fourth factor compared to other factors indicating the less importance of this factor in determining the EA level in HEIs.

Table 7. Variance Explained and the Standardized Beta Coefficient of Identified EA Factors

Factor No.	EA Factors	Variance Explained	Beta Coefficient (Standardised)
1	**Powerlessness**	19.66	0.55
2	**Self-Estrangement**	17.99	0.55
3	**Meaninglessness**	17.40	0.54
4	**Dissatisfaction**	08.48	0.32

4.9. Confirmatory Factor Analysis (CFA)

CFA was performed to assess the uni-dimensionality, reliability, and validity of identified EI and EA measurement models. Consideration of the goodness of fit criteria indices and evaluation of the measurement model's validity and reliability were the two approaches used in the CFA to assess the measurement models. Given that the goodness of fit indices was not

within the recommended level at the initial round of CFA, an attempt to detailed evaluation was conducted to refine and improve the model to provide a better fit of the model (Kline, 2005).

The revised EI and EA model results revealed that goodness of fit indices was improved and confirmed the model adequately fitted the data. Chi-square statistics (EI- $\chi 2$= 238.67 df= 142, EA- $\chi 2$= 81.30 df= 50) was significant at $p < 0.05$ and critical ratios were all above 1.96. RMSEA, GFI, NFI, CFI, RFI and SRMR were 0.04, 0.92, 0.95, 0.98, 0.94 and 0.04 for EI and 0.04, 0.95, 0.98, 0.99, 0.97, and 0.03 for EA respectively showed a good model fit.

Table 8. The Goodness of Fit Indices of Both EI and EA Model

Fit Indices	Values Derived		Thresholds
	EI	EA	
CMIN/df	1.61	1.63	>3
RMSEA	0.04	0.04	<0.05
GFI	0.92	0.95	>0.90
NFI	0.95	0.98	>0.90
CFI	0.98	0.99	>0.90
RFI	0.94	0.97	>0.90
SRMR	0.04	0.03	<0.05

Standardized Regression Weights (SRW) of variables in all the constructs for both EI and EA models were above 0.60 as seen in CFA path diagrams in figure 4 and 5. Even though it is advisable to consider the variables with SRW above 0.70 (Kline, 2005), the variables below that can also be considered where the construct validity of that particular latent construct was achieved. SRW indicates a change in the standard deviation of the dependent variable for one unit change in the independent variable.

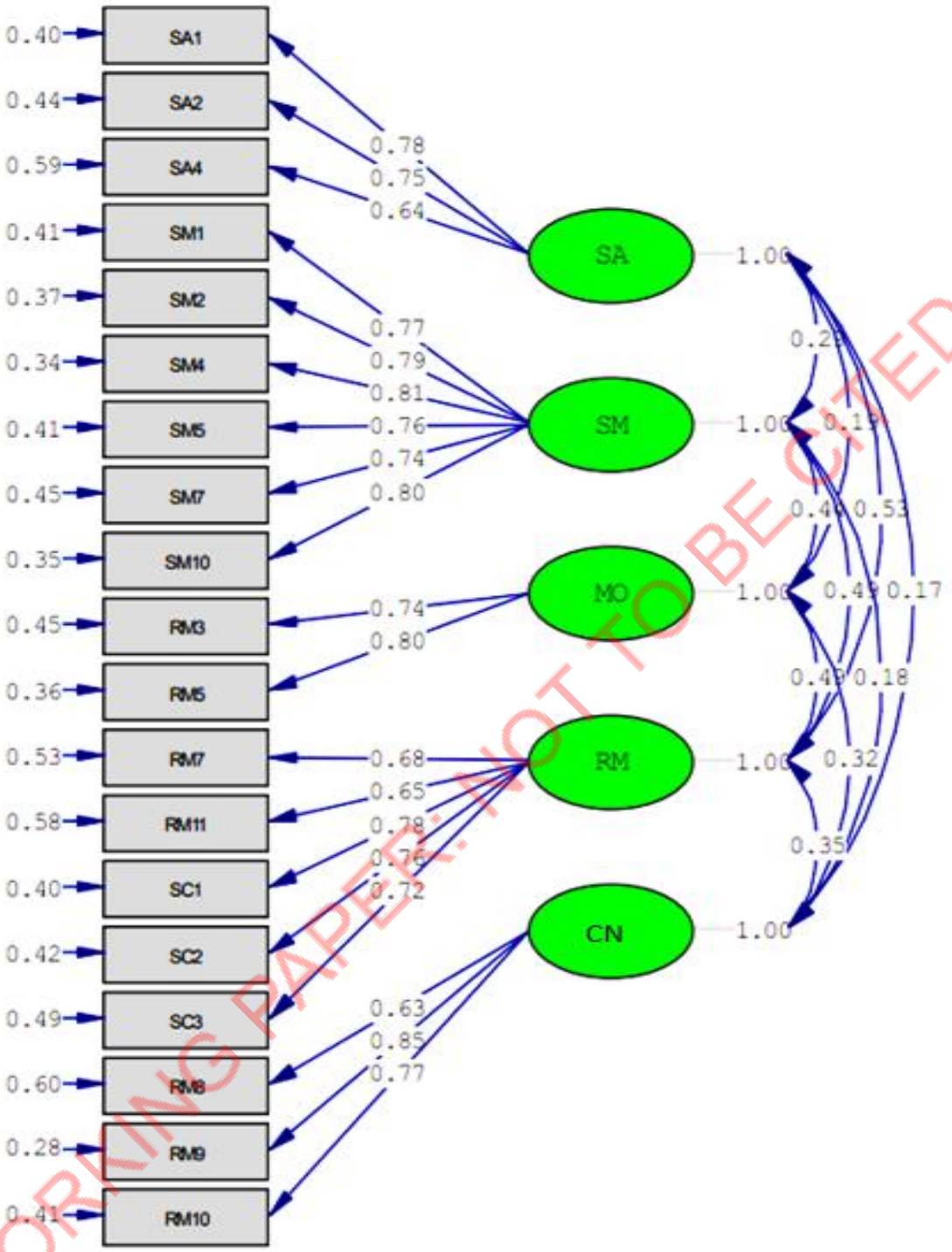

Fig. 4. EI Path Model

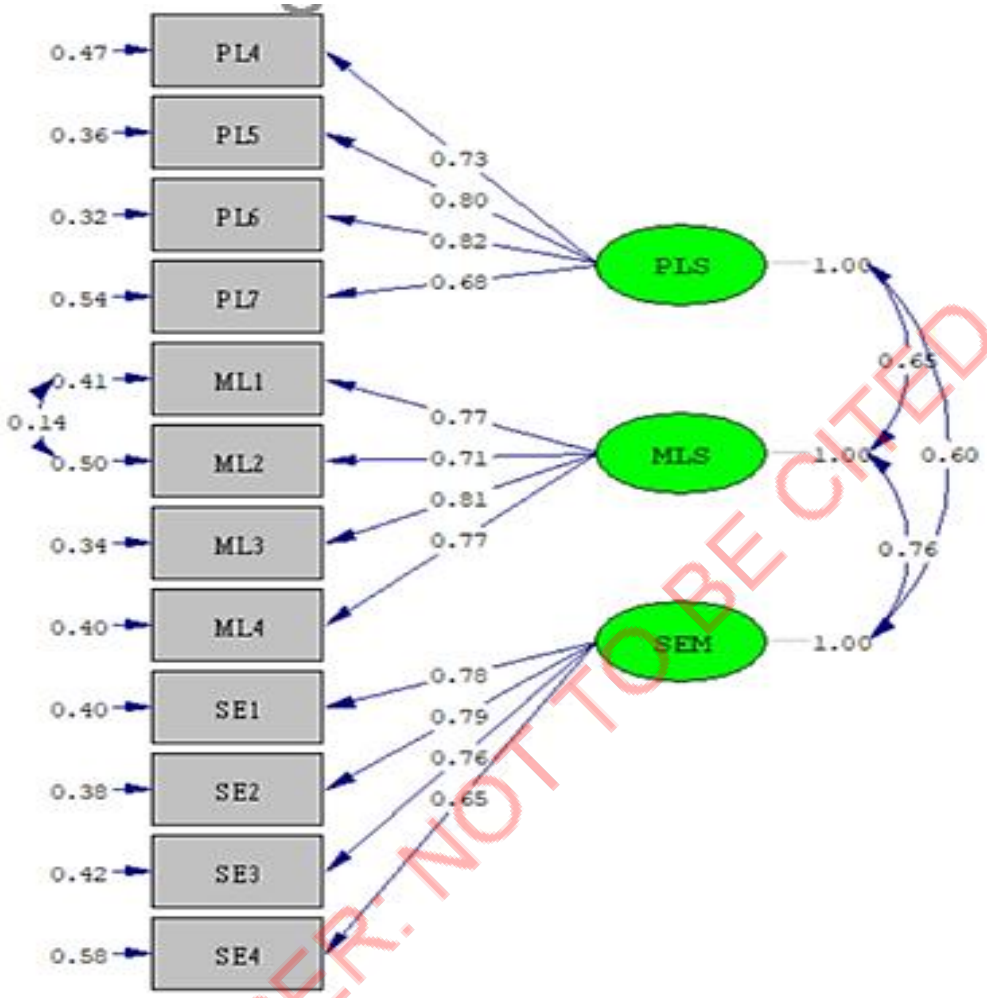

Fig. 5. EA Path Model

4.10. Composite Reliability (CR), Average Variance Explained (AVE) and Discriminant Validity (DV)

As CFA was carried out for a reflective construct, Average Variance Explained (AVE >=0.50 provides the Convergent Validity), Composite Reliability (CR >=0.70) and Discriminant Validity (DV) of the model were assessed to verify the Construct Validity.

Internal reliability of all the factors was checked through CR, which were above the threshold limit of 0.70 (Ali *et al*., 2018; Hair *et al*., 2018). Table 9 shows the CR values obtained for different EI and EA factors. CR indicates the shared variance among the observed variables of a latent factor.

CR is calculated using the formula:

$$CR = \frac{(\sum SRW)^2}{(\sum SRW)^2 + \sum(1 - SRW^2)}$$ (Equation 2. CR of EI and EA factors)

Where;
SRW- Standardized Regression Weight
1-SRW^2 – Measurement Error

The model's convergent validity was also good, with AVE values for all the EI and EA factors above the threshold value 0.50. AVE values obtained for different factors are also given in table 9. If AVE is less than 0.5, the variance due to measurement error is higher than the variance explained by the factor. AVE shows how close the measured variables are to a latent factor (Fornell and Larcker, 1981; Hair *et al*., 2018).

AVE is calculated using the formula:

$$AVE = \frac{\sum(SRW)^2}{No.of\ Items}$$ (Equation 3. AVE of EI and EA factors)

Table 9. Composite Reliability and Average Variance of EI and EA Factors

Composite Reliability (CR)				**Average Variance Explained (AVE)**			
EI		**EA**		**EI**		**EA**	
SM	0.89	**PLS**	0.84	**SM**	0.61	**PLS**	0.58
RM	0.84	**SET**	0.83	**RM**	0.52	**SET**	0.56
SA	0.77	**MLS**	0.85	**SA**	0.53	**MLS**	0.59
CN	0.80			**CN**	0.57		
MO	0.75			**MO**	0.60		

The model's DV was assessed using the Fornell and Larcker (1981) criterion in table 10 and 11. The square root of AVE of all factors on the diagonal was higher than the inter-item correlation value establishing a good DV for all EI and EA factors.

Table 10. Divergent Validity-EI

Factors	CN	SM	RM	SA	MO
CN	**0.76**				
SM	0.19	**0.78**			
RM	0.35	0.49	**0.72**		
SA	0.17	0.29	0.53	**0.72**	
MO	0.33	0.45	0.49	0.19	**0.77**

Table 11. Divergent Validity-EA

Factors	MLS	PLS	SEM
MLS	**0.84**		
PLS	0.55	**0.82**	
SEM	0.63	0.51	**0.81**

Apart from this traditional method of examining the DV, a criterion of Heterotrait-Monotrait ratio of correlations (HTMT) was also used to investigate the DV of EI and EA factors. All HTMT values below 0.85 again established a good DV (Henseler *et al*., 2015) of EI and EA factors as shown in figure 6 and 7.

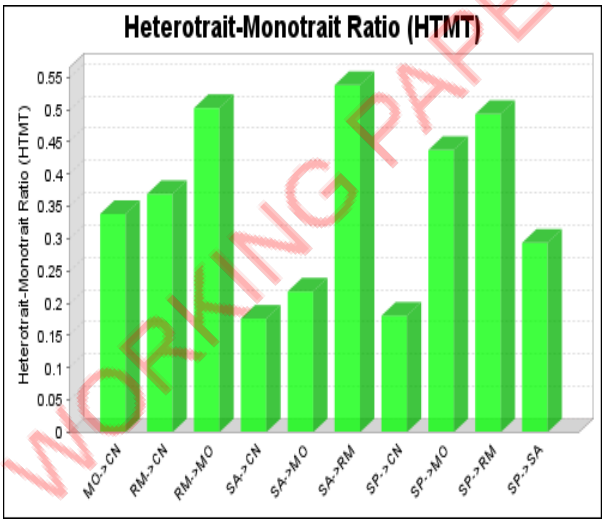

Fig. 6. HTMT Ratio for Divergent Validity-EI

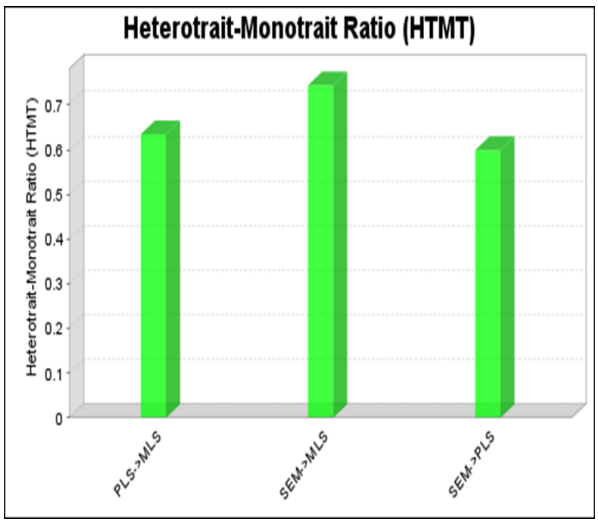

Fig. 7. HTMT Ratio for Divergent Validity-EA

Thus, the results of CFA confirm reliability and validity tests with the five-factor model of EI with 19 indicators - Self-Management with Positive Outlook (6 items); Relationship

Management (5 items); Self-Awareness (3 items); Consideration (3 items); and Motivation (2 items) and a three-factor model of EA with 12 indicators - Powerlessness (4 items) Self-Estrangement (4 items) and Meaninglessness (4 items).

4.11. Analysis of Difference in EI and EA Factors among Teaching and Non-Teaching Staff

Latent factor scores of identified EI and EA factors through CFA were further analyzed to examine the difference in these factors among teaching and non-teaching staff. Before that, normality was checked by conducting Shapiro Wilk test for normality. All the EI and EA factors turned to be non-normal and Mann-Whitney U test was preferred for further analysis.

H_{03} = There is no significant difference EI and EA factors among teaching and non-teaching staff

H_{13} =There is significant difference EI and EA factors among teaching and non-teaching staff

The findings of the Mann Whitney U test in table 12 depicts that among all EI factors, teaching and non-teaching staff exhibited significant differences only in RM and SA. Mean rank values show that teaching staff are more intense in managing relationships with others in the workplace (mean rank, teaching - 151.55 and non-teaching- 126.79) and understanding emotions of self (mean rank, teaching - 153.86 and non-teaching- 120.98). The training and experience teaching staff get before and during the career can be one reason to understand their feelings better and keep a better relationship with others.

Table 12. Difference EI Factors among Teaching and Non-Teaching Staff

EI Latent Factors		Mean Rank	P-value at α=0.05	Decision
SP	Teaching	142.91	0.60	Accept Null Hypothesis
	Non-teaching	148.50		
RM	Teaching	151.55	0.02	**Reject Null Hypothesis**
	Non-teaching	126.79		
SA	Teaching	153.86	0.00	**Reject Null Hypothesis**
	Non-teaching	120.98		
CN	Teaching	148.32	0.21	Accept Null Hypothesis
	Non-teaching	134.91		
MO	Teaching	145.88	0.64	Accept Null Hypothesis
	Non-teaching	141.04		

Mann Whitney test results in table 13 also signified the difference in perception on all the three EA factors among teaching and non-teaching staff. Values of mean rank show that non-teaching

staff are more prone to alienation as the perception of all these three crucial EA factors is found more among the non-teaching staff.

Table 13. Difference EA Factors among Teaching and Non-Teaching staff

EA Latent Factors		Mean Rank	P-value at α=0.05	Decision
PLS	Teaching	132.89	0.00	**Reject Null Hypothesis**
	Non-teaching	173.66		
SEM	Teaching	132.98	0.00	**Reject Null Hypothesis**
	Non-teaching	173.44		
MLS	Teaching	134.01	0.00	**Reject Null Hypothesis**
	Non-teaching	170.84		

Again, this result can be attributed to the training and experience received by the teaching staff before and during their career compared to non-teaching staff which enhanced their EI, thereby, reduced perception of all the EA factors. As indicated by the previous studies, enhancing EI can help to overcome many of the challenges that exist in any organization.

4.12. Key Summary

The study aimed to identify the critical factors of employee EI and EA in Indian HEIs. The result depicted suitable EI and EA factors specific to Indian HEIs apart from the extensively discussed parameters in the literature.

The study aimed to identify the critical factors impacting EI and EA of employees in Indian HEIs. Among the total 288 respondents who participated in the survey, teaching staff constituted 206 and non-teaching staff comprised of 82. According to the analysis, employees exhibited a good EI level (4.01) and a moderate level of EA (2.57) in HEIs. Among existing EI dimensions, the highest mean score for Self-Management (4.09) and the lowest for Relationship Management (3.94). Perception of powerlessness derived as the root cause for alienation with the highest mean score (2.73).

Alienation found less among employees with above-average EI level (mean rank-129.30) compared to employees with a below-average EI level (mean rank-160.34). Teaching Staff exhibited a higher level of EI (4.03) in contrast with non-teaching staff (3.93). EFA identified

eight factors for EI and four factors for EA, which explained the variance of 68.49% and 63.52%, respectively.

CFA confirmed a good model fit for the final EI and EA model with RMSEA 0.049 and 0.047, respectively. In addition, good construct validity with AVE, DV and CR satisfying the thresholds were also obtained. Thus, the result depicted suitable EI and EA factors specific to Indian HEIs apart from the extensively discussed parameters in the literature.

Teaching and non-teaching staff exhibited a significant difference in relationship Management and emotional self-awareness under the new EI Model and among all factors under EA model.

5. Conclusion:

Human resource is the most significant asset of any organization to achieve organizational goal. Handling emotions is an essential requirement for HR for himself/herself and among the employees as well. Psychologically resilient, enthusiastic, motivated and focused employees always lead the organization to success.

In light of the data, the significance of EI of employees and its influence on the development of EA in HEIs can be understood. The study revealed that most of the respondents were above average in their EI level. A medium-level alienation and an inverse relationship between EI and EA were also found among the respondents. This result is consistent with numerous literatures on the EI and EA study variables. In the extant literature, EI was described as one of the most critical factors that help in job satisfaction, job commitment, job performance, organizational citizenship behaviour, productivity, efficiency and help succeed in this contemporary competitive world (Kannaiah and Cook. 2015). The medium-level alienation in HEIs has resulted from lack of autonomy employees experience in the organization, lack of acknowledgement received for the work, and the perception that their work does not contribute much to the whole system, as analyzed in the result. Focusing on the significant EI factors of employees derived from the study can provide a line of sight to guide employees in enhancing their EI and address their EA behaviour in Indian HEIs.

EA is not a suitable phenomenon in any organization which has to identify the root cause of the development of EA and prepare the employees to be emotionally strong to adjust any negative work contexts, new reforms and challenges that often arise in HEIs. The HEIs should further refine their policies and process to influence their employees' participation in various activities by providing more autonomy in their work, acknowledging and rewarding their work etc. This

can increase employees' job involvement and commitment, and employees would work hard as if it's their own business. Hence, leading to the sustainable performance of HEIs under any unfavourable conditions.

Employers should understand their employees' emotions to empathize, communicate, and lead through challenging times accurately. Besides, providing employees with continuous learning, mentoring, coaching and counselling on emotional self-awareness and self-assessment, emotional self-control, optimism, empathy, motivation, consideration etc., helps them to enhance their EI and not getting victimized to alienation, thereby, increases work efficiency.

The result should be used within its limitations, which also provide opportunities for future research. Only occupational dimensions of alienation are discussed in this study. Also, the population considered for this study is only employees from eight HEIs in Bangalore. Researchers can replicate this study by taking a sample from different sectors to have a comparative analysis.

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