

ABSTRACT

Charles M. Coco

EMOTIONAL INTELLIGENCE AND JOB SATISFACTION: THE EQ RELATIONSHIP FOR DEANS OF U.S. BUSINESS SCHOOLS

The main purpose of this study was to determine if a positive relationship existed between Emotional Intelligence and Job Satisfaction for deans of business schools. A secondary purpose was to determine which Emotional Quotient (EQ) competencies were most important for satisfied deans and how these competencies assisted processes related to hiring, retention, and development. The discussion focused on theory and research in the areas of emotional intelligence, job satisfaction, and academic leadership. Research objectives and a general conceptual model were developed to illustrate the proposed relationship between emotional intelligence and job satisfaction.

This study was focused on 763 deans of AACSB and ACBSP accredited U.S. business schools. The data collected included self-reports on surveys to assess EQ and job satisfaction. The statistical procedures of factor analysis and regression analysis were utilized for this study based on the focus of the research objectives. The results of the factor analysis provided four EQ factors for regression analysis.

The primary objective of this research was achieved by discovering that a positive relationship existed between emotional intelligence and job satisfaction in deans of business schools. The results from the multiple regression confirmed that three of the four EQ factors were statistically significant. The secondary research objective was also examined according to the regression results. The findings revealed that the following EQ subscale competencies were

most significant: Flexibility, Assertiveness, Stress Tolerance, Problem Solving, and Self-Actualization. In conclusion, this study presented new research within the domain of higher education and the findings offered a glimpse into which EQ competencies had a positive relationship to job satisfaction for deans.