EMOTIONAL INTELLIGENCE AND JOB PERFORMANCE OF KERALA AGRICULTURAL UNIVERSITY SCIENTISTS

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(2019-11-030)

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COLLEGE OF AGRICULTURE

VELLAYANI, THIRUVANANTHAPURAM- 695522

KERALA, INDIA

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by

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THESIS

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2022

DECLARATION

I, hereby declare that this thesis entitled **"Emotional intelligence and job performance of Kerala Agricultural University scientists"** is a bonafide record of research work done by me during the course of research and the thesis has not previously formed the basis for the award to me of any degree, diploma, associateship, fellowship or other similar title, of any other University or Society.

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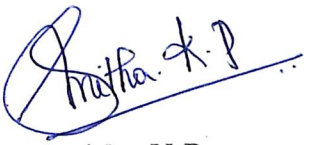
CERTIFICATE

Certified that this thesis entitled "**Emotional intelligence and job performance of Kerala Agricultural University scientists**" is a research work done independently by Ms. Saradhi Prasanna (2019-11-030) under my guidance and supervision and that it has not previously formed the basis for the award of any degree, diploma, associateship or fellowship to her.



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We, the undersigned members of the advisory committee of Ms. Saradhi Prasanna (2019-11-030), a candidate for the degree of **Master of Science in Agriculture** with major in Agricultural Extension, agree that the thesis entitled "**Emotional intelligence and job performance of Kerala Agricultural University scientists**" may be submitted by Ms. Saradhi Prasanna in partial fulfillment of the requirement for the degree.

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S. Prasanna.

Signature

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LIST OF ABBREVIATIONS AND SYMBOLS USED

EI	Emotional Intelligence
EIP	Emotional Intelligence Package
KAU	Kerala Agricultural University
ANGRAU	Acharya N.G. Ranga Agricultural University
AAO	Agricultural Assistant Officers
KVK	Krishi Vigyan Kendra
RARS	Regional Agricultural Research Station
COA	College of Agriculture
COH	College of Horticulture
B.Sc.	Bachelor of Science
M. Sc.	Master of Science
D.ED	Diploma in Education
Ph.D.	Doctor of Philosophy
ADA	Assistant Director of Agriculture
F	Frequency
N	Total number of respondents
SD	Standard deviation
Max	Maximum
Min	Minimum
ARS	Agricultural Research Station
BRS	Banana Research Station

LIST OF ABBREVIATIONS CONTINUED

PRS	Pineapple Research Station
IFSRS	Integrated Farming Systems Research Station
CRS	Coconut Research Station
FSRS	Farming System Research Station
ORARS	Onattukara Regional Agricultural Research Station

Introduction

INTRODUCTION

Emotional Intelligence has become one of the most controversial concepts in popular and academic psychology and management over the last decade (Mayer *et al.*, 1999). In 1985, a student in the United States coined the phrase "emotional intelligence" while preparing his Ph.D. dissertation. The concept of emotional intelligence was coined by Thorndike (1920), who described it as "the capacity to understand and control men and women, boys and girls to behave wisely in human interactions." In 1993, Mayer and Salovey published two articles in which they attempted to establish a method of empirically evaluating the differences in people's emotional abilities. They discovered that some people were better at understanding their feelings, identifying the feelings of others, and resolving emotional difficulties than others. Goleman published his book "Emotional Intelligence" in 1995. He assembled a lot of interesting material about the brain, emotions and behaviour in this book and defined emotional intelligence as the ability to reason with emotion in four areas: to recognise emotion, integrate it into thoughts, to understand, and regulate it.

Emotional intelligence encompasses a wide range of personal characteristics, including motivation, perseverance, warmth, empathy, and social skills. Emotional intelligence appears to be a critical set of mental abilities linked to life success. Most of the people with high emotional intelligence enjoy effective relationships with their family, friends, and co-workers. They might have persevered in the face of adversity and directed their enthusiastic energies towards achieving their aims. Emotional intelligence enables people to develop strong interpersonal relationships and provide better social assistance and is a very desirable and crucial attribute to possess (Kaur and Singh, 2008). An array of non-cognitive skills, capacities, and competences that influence a person's ability to cope with external demands and stresses is referred to as emotional intelligence (Dulewicz and Higgs, 2000). Emotional intelligence is a type of intelligence that involves understanding and acting on one's feelings in order to make appropriate life decisions. It's the ability to regulate one's emotions and manage one's unpleasant feelings (O'Neil, 1996).

On the recommendation of the second national education commission (1964 – 66), led by Dr. D.S. Kothari, chairman of the University Grants Commission, an Agricultural University was formed in each state. State Agricultural Universities (SAUs) were founded in India as an integral part of the National Agricultural Research System to offer agricultural education and research in the country. As a result, the Kerala Agricultural University (KAU) was founded on February 24, 1971, under Act 33 of 1971, and began operations on 1st February, 1972. Kerala Agricultural University is the 15th in a sequence of State Agricultural Universities. In accordance with the provisions of KAU Act of 1971, Agricultural College and Research Institute at Vellayani, as well as the College of Veterinary and Animal Sciences in Mannuthy, were brought under the KAU. In addition, the KAU received 21 agricultural and animal husbandry research stations for the purpose of conducting research and extension programmes on a variety of crops, animals, birds, *etc.*(KAU, 2013).

The university mandates are excellence in agricultural education, research, and extension for sustainable agricultural development and livelihood security of the farming community and aims to provide human resources, skills, and technology required for sustainable agriculture, including crop production, forestry, agricultural engineering, home science and other allied disciplines by integrating education, research and extension.(KAU, 2013).

One of the key factors used to assess an organization's efficacy is the employee's job performance. According to Getzels (1958), an individual's performance is the function of both role and character. An individual's role attitude in any organisation will be positive if the possibilities of role and personality arrangements are constant. Razvi (1967) described work performance as how certain occupations are carried out in a given situation. It is necessary to analyse the performance of the employee's job to understand how well an organization functions and how efficiently various workers of the organization do their responsibilities. This performance assessment is critical to an organization's success since it identifies the strengths and weaknesses of its workers and the organisation as a whole, so it can best be determined in terms of the work performance of its employees.

The degree to which individuals successfully deal with job-related responsibilities and difficulties is measured by their total job performance. In many organisations, assessing job performance has become an established element of the management process. It is necessary to subject employees to an evaluation based upon their performance of their assigned responsibilities in order to improve their performance.

Emotional intelligence (EI) and job performance are two essential elements that determine a person's ability to perform well at work. Emotional intelligence is crucial in determining how individuals engage with their work environment. It is a critical aspect in determining life success and psychological well-being. EI is one of several forms of intelligence that are essential for success in a variety of situations. Recent research in this field indicates that, employees' ability to manage physiological and psychological pressures may have a major impact on job performance (Hsieh *et al.,* 2004).

People with high emotional intelligence were found to handle unpleasant emotions at work and report fewer psychological difficulties, as well as a higher degree of job satisfaction and organisational commitment. People with high emotional intelligence were found to be more adaptable to their surroundings and more effective in the workplace. People who are aware of their own emotions and are better at understanding the emotions of others may be more productive in their employment (Afolabi and Adesina, 2006). Emotional intelligence may improve job performance (as measured by compensation, salary increase, and company position) by allowing employees to cultivate positive connections at work, collaborate effectively in teams, and generate social capital. (Seibert *et al.,* 2004).

1.1 IMPORTANCE OF THE STUDY

There has been a growing emphasis on the role of emotions in the field of education for over two decades (Palomare *et al.,* 2008). Emotions have been discovered to be a crucial element in a person’s career, as the scientific profession is believed to be the most difficult job (Johnson *et al.,* 2005), with numerous problems, including high

levels of emotional tiredness and stress (Chang, 2009). Professionals in the educational setting must understand not just students' emotions, but also identify and manage their own emotions to acquire emotional competencies (Greenberg *et al.*, 2003). In comparison to other professions, scientists have much higher emotional pressures (Brotheridge and Grandey, 2002), which might have an influence on mental health, physical health, cyclical attitude, job satisfaction, and work performance (Chan, 2006).

Emotional intelligence and job performance are two topics of great interest in today's workplace. They provide a competitive advantage in both personal and organizational life. Because employee emotions play such an important part in an organization’s life, it is evident that there is a need to research emotional intelligence and job performance (Harrod and Scheer, 2005). Researchers also believe that emotional intelligence-based interventions might be effective strategies for increasing work satisfaction and reducing stress among employees. Despite significant growth in the number of studies on emotional intelligence, the issue has not received as much attention as other areas such as cognitive intelligence, mental health, and mental capacities (Harrod and Scheer, 2005). As a result, there is a need to investigate this critical element of emotional intelligence and its relationship to job performance in today's challenging organisational context.

This research examining the association between emotional intelligence and job performance of Kerala Agricultural University scientists might help to streamline the roles and responsibilities of scientists across the country.

1.2 OBJECTIVES OF THE STUDY

Gender differential in the emotional intelligence of Kerala Agricultural University scientists and its influence on their job performance. Organizational constraints experienced by scientists will be analysed and suggestions for improvement will be delineated.

1.3 SCOPE OF THE STUDY

This research was carried out in the colleges, research stations, KVKs and other centers under Kerala Agricultural University from the three zones-North, Central, and South. The purpose of this study was to assess the emotional intelligence and job performance of KAU scientists, as well as the relationship with the personal characteristics associated with the emotional intelligence and job performance of scientists under Kerala Agricultural University. Research of this kind on emotional intelligence and the job performance of KAU scientists has never been undertaken scientifically before.

The purpose of this research is to create a clear picture of emotional intelligence and job performance of scientists at Kerala Agricultural University and to find out whether emotional intelligence has an influence on the job performance of the scientists.

The findings of this research would help in identifying the problems faced by KAU scientists and provide suggestions for further improving their performance at work.

1.4 LIMITATIONS OF THE STUDY

The study's conclusions must be viewed in the context of its limitations. While collecting data, a challenge encountered was lack of transportation facilities to several research areas due to the Covid 19 pandemic. Another constraint was less time. Due to the heavy workloads of KAU scientists, completing data collection on time was difficult.

1.5 PRESENTATION OF THE THESIS

The complete master thesis is divided into five chapters. The first chapter deals with the introduction, which describes the significance of the topic as well as the study's objectives, scope, and limitations. The second chapter, titled "Review of Literature," examines papers relating to the research area. The third chapter, "Methodology,"

describes the study's location, selection of respondents, operationalization and measurement of the dependent and independent variables, constraints perceived by the respondents, data collection techniques, and statistical tools. 'Results and Discussion' of the study is covered in the fourth chapter. The last chapter, titled "Summary," summarises the significant findings and offers solutions for overcoming the limitations.

Review of Literature

2. REVIEW OF LITERATURE

A review of the literature assists the researchers in developing a theoretical framework for the concept of "emotional intelligence and job performance of Kerala Agricultural University Scientists." Theoretical definitions, explanations, concepts, and ideas have been discussed in length in this chapter, which also help to identify and correlate our study work with other relevant studies.

2.1. Concept of Emotional Intelligence

2.2. Concept of Job Performance

2.3. Profile characteristics of Kerala Agricultural University scientists

2.4. Constraints in Job Performance

2.5. Suggestions for improvement of Job Performance at the workplace

2.1 CONCEPT OF EMOTIONAL INTELLIGENCE (EI)

Mayer and Salovey (1993) defined emotional intelligence as the capacity to properly recognise and comprehend one's own and others emotional reactions. It also includes the capacity to manage one's emotions so that they can be used to make good decisions and act effectively.

Goleman (1995) defined emotional intelligence as the ability to recognise our own and others feelings to motivate ourselves and manage our emotions, both inside ourselves and in our relationships.

Carmeli (2003) investigated the association between emotional intelligence, job satisfaction, organisational commitment, and work-family conflict and found that people with high emotional intelligence are better able to balance work-family conflict because they detect and handle conflicting emotions as they arise.

Ismail *et al.* (2009) revealed that the association between emotional intelligence and occupational stress is significantly correlated to work performance.

Afolabi *et al.* (2010) investigated how emotional intelligence and gender influence work performance and satisfaction among Nigerian police officers. They discovered that policemen with high emotional intelligence are happier and perform better than the officers with poor emotional intelligence.

Babelana and Moenikia (2010) in their study on the impact of emotional intelligence and its dimensions on predicting university student's academic success found that emotional intelligence and its dimensions have a significant influence in predicting student's academic performance.

Singaravelu (2011) performed research to determine the association between emotional intelligence and academic success in higher secondary students and revealed that emotional intelligence has a significant influence on the academic success of upper secondary students.

Shooshtarian *et al.* (2013) found that an employee's emotional intelligence was positively associated with job satisfaction. Then, there was a significant relationship between the emotional intelligence of the workers and their job performance. Furthermore, there was no link between labourer's emotional intelligence and their commitment.

Pushpa (2014) found that about two third (65.15 %) of D.ED teacher trainees had an average level of EI in her study on "Enhancement of EI of D.ED teacher trainees using the EI package EIP".

Soran *et al.* (2014) found that job stress and emotional intelligence were significantly correlated with performance and reported that emotional intelligence had a mediating effect in the relationship between job stress and performance in their study on "Job stress and performance: the mediating effect of emotional intelligence".

Gokce *et al.* (2015) revealed that emotion management has a mediating impact and positive association with performance.

Arthi and Sumathi (2016) in their study on Emotional Intelligence and Job Performance among School Teachers found that 67 per cent of 113 respondents (teachers) had a high level of EI, 21% had a moderate level of EI, and 13% had a low level of EI.

Asrar-ul-Haq *et al.* (2017) indicated that emotional intelligence has a significant influence on the teacher's work performance as well as emotional self-awareness, self-confidence, achievement, and the development of others. Conflict resolution showed a considerably favourable relationship with teacher's work performance in their research on the impact of emotional intelligence on teacher's job performance in higher education institutions of Pakistan.

2.2 CONCEPT OF JOB PERFORMANCE

Scullen *et al.* (2000) found that one of the most important concepts in organisational practice is job performance. It also served as a key element in personnel choices such as promotions, incentives, and merit-based compensation, thereby boosting good attitudes toward work and positive relationships within teams.

Rotundo and Rotman (2002) defined job performance as people's behaviours at work that can contribute to the organization's goals and are under their control.

Motowildlo (2003) defined job performance as the overall expected value to the organisation of discrete behavioural episodes that an employee performs over a specified length of time. Aside from that, every employee in a specific job is expected to provide an individual output in terms of quality and quantity. This shows that a person's performance is mostly influenced by motivation, will, and capacity to execute the work.

Aimable (2011) discovered that 38.00% of teachers had high level of job performance followed by 34.00% respondents in the medium level of job performance,

and 28.00% low level of job performance in his study on "An analysis of Job Perception and Job Performance in the University of Agricultural Sciences, Bangalore." He also mentioned that independent factors like job involvement and morality had a positive and significant association with job performance at a 1% level of significance, while the organisational environment showed a positive relationship with job performance at a 5% level.

Berghe (2011) defined job performance as a person's attempt to complete a task or assignment.

Yozgat *et al.* (2013) in their study on "Job stress and job performance among employees in the public sector in Istanbul: examining the moderating role of emotional intelligence," reported that there was a positive relationship between EI and job performance among employees.

Gopika (2014) discovered that more than one-third (38.75 percent) of assistant horticulture officers had a high level of job performance, with the best results in administration and organization, followed by training and expansion programmes, in her study titled "Study on Participation in Decision Making, Job Satisfaction, and Job Performance of Assistant Horticulture Officers."

Ahmed (2015) revealed that the scientific orientation of farm facilitators has a significant relationship with their job effectiveness.

Manjunath (2015) found that over half of the panchayath development officers (47.37 per cent) had a medium level of job performance followed by high (29.61 per cent) and low (23.03 per cent). It was also observed that there was a significant association between age and job performance of the panchayath development officers.

Fazely (2016) revealed that 36.67% of teachers were in the high-level job performance group, whereas one-third (33.33%) and 30.00% of teachers were in the medium and low-level job performance categories, respectively.

Maina (2018) discovered that the majority of Krishak Mitra (58.34 per cent) belonged to the medium-level work performance category.

Mahananda (2019) reported that half of the respondents (50%) had a high level of work performance, while the remaining 5% and 45% had poor and medium levels of performance, respectively.

2.3. PROFILE CHARACTERISTICS OF KERALA AGRICULTURAL UNIVERSITY SCIENTISTS

2.3.1 AGE

Rahim and Malik (2010) discovered that age has a negative association with the amount of emotional intelligence that leads to organisational performance in their study on Emotional Intelligence and Organizational Performance: (A Case Study of Banking Sector in Pakistan).

Shipley *et al.* (2010) discovered that emotional intelligence was not significantly related to age in their study on the effects of emotional intelligence, age, job experience, and academic performance.

Aimable (2011) reported that the majority of professors (41.00%) were in the middle age category, while 32.00% and 27.00% belonged to the old and young age categories, respectively.

Manjunath (2015) reported that the majority of participants (37.50 per cent) were young, followed by the middle (36.18 per cent) and old (26.13 per cent) age groups.

Arthi and Sumathi (2016) in their study on emotional intelligence and job performance among school teachers, reported that the majority of the respondents (45%) belonged to the age category between 29-33, followed by 27% of respondents belonged to the age category between 34-38, whereas 23 per cent of respondents

belonged to the age category between 24-28, and the remaining 5% indicated age above 38.

Fazely (2016) found that almost half of the professors (52.22 per cent) belonged to the middle-aged category whereas 28.33 per cent were in the young category, and 19.45 per cent were in the old category, respectively.

Kiran *et al.* (2016) reported that the majority of teachers (46.43 per cent) were middle-aged, followed by the old (33.93 per cent) and the young (19.64 per cent).

Maina (2018) found that the majority of krishak mitra (67.50 per cent) belonged to the middle age category, while 18.34% belonged to the young age category and 14.16 per cent belonged to the old age category.

Victor (2018) in her study on the emotional intelligence and job stress of agricultural officers in the Kerala state department, found that less than half of the respondents (43.33 per cent) belonged to the age category of 35–45 years, with 36.67 percent belonging to the age category of more than 45 years, and 29 per cent belonged to the age category of fewer than 35 years, and she discovered that there was no significant relationship between age and the emotional intelligence and job stress of agricultural officers.

Mahananda (2019) in his study on Performance Analysis of VHSE Agricultural Teachers in Kerala discovered that the majority of the respondents (95.83 per cent) were in the medium age group, 4.17 per cent were in the young age group, and no one was in the old age category.

2.3.2 ACADEMIC QUALIFICATION:

Nagananda (2005) reported that the majority (70.00 per cent) of Agricultural Assistant Directors were M. Sc, Graduates when compared to Agriculture Officers (30.00 per cent).

Sundaram and Prema (2005) found that more than half of extension employees (68.33 per cent) were graduates, while postgraduates and diploma holders accounted for 25 per cent and 6.67 per cent, respectively, in their study on job satisfaction of extension personnel.

Singh *et al*. (2009) in their study on work satisfaction of extension employees of the State Department of Agriculture in Punjab, found that the majority of respondents (74.67%) were postgraduates, followed by graduates (22.67%), Ph.D. degree holders (1.34%), and certificate holders (1.33%).

Aimable (2011) found that the majority of educators (67.0%) had a doctorate and 33.00% had a master's degree.

Padmaja and Prabhakar (2011) in their study on the stress of professors working at ANGRAU, found that all professors (100%) had a Ph.D. degree.

Ali *et al.* (2014) reported that out of 200 respondents, 34.50 per cent had an M. Sc. degree, followed by an equal percentage (31.00 per cent) of the respondents who had B. Sc. and Ph. D. degree, whereas 2.00 per cent had a diploma, and only 0.50 per cent had a Ph. D. + extra qualification.

Fazely (2016) reported that the majority of the respondents (78.33 per cent) had a Ph. D, while 14.44 per cent of respondents had a Master's degree and 7.23 per cent had a post-doctoral degree.

Kiran *et al.* (2016) found that the majority of professors (75.00%) had a doctorate, followed by a Master's degree (21.43%) and a post-doctoral degree (3.57%).

2.3.3 JOB EXPERIENCE

Mishra (2005) reported that more than half of the respondents (57.38%) had a medium level of job experience, while 22.95 per cent and 19.67 per cent had a low and high level of job experience, respectively.

Shipley *et al.* (2010) discovered that emotional intelligence was positively related to job experience in their study on the impacts of emotional intelligence, age, work experience, and academic achievement.

Tewari (2014) discovered that the majority of respondents (70.00%) had 1–10 years of job experience.

Arthi and Sumathi (2016) found that out of 113 respondents (teachers) in the sample, 37 per cent had 1-2 years of job experience, 36 per cent had 3-5 years of experience, 20 per cent had 5-7 years of experience, and the remaining 7% had more than 7 years of experience in their study on Emotional Intelligence and Job Performance among School Teachers and revealed that there exists a significant difference between the job experience with their job performance and EI level.

Fazely (2016) found that 33.89 percent of teachers had medium job experience, whereas 33.33 per cent of respondents had high job experience and 32.78 per cent had low job experience, respectively.

Kiran *et al.* (2016) revealed that the majority of respondents (46.43%) had (7–21) years of work experience, followed by (30.36%) of the respondents who had 1-6 years of work experience, and the remaining 23.21 per cent had more than 22 years of work experience.

Mahananda (2019) in his study on "Performance Analysis of VHSE Agriculture Teachers in Kerala," discovered that the majority of respondents (76%) had medium job experience (8 to 14 years), whereas 10% had less job experience (1 to 7 years), and just 14% had high job experience (15 to 21 years).

Maina (2018) found that the majority of respondents (60.84%) had medium job experience in her study on “Role performance and job satisfaction of krishak mitra: an analysis in Tikamgarh district of Madhya Pradesh”.

Victor (2018) reported that fewer than half of the respondents (48.49 per cent) had 10–20 years of job experience, whereas 35.56 per cent had 10–20 years of job

experience, and just 15.55 per cent had more than 20 years of job experience and discovered that job experience had no significant association with emotional intelligence and was negatively and significantly correlated with job stress of agricultural officers.

2.3.4 FAMILY TYPE

Lalitha (2005) found that 77.5 per cent of the dairy scientists belonged to nuclear families, whereas 22.5 per cent belonged to joint families in her study on organizational job stress and its consequences among dairy scientists in Karnal.

Jain (2013) reported that most of the female respondents (61%) belonged to nuclear families and 39 per cent of the female respondents belonged to joint families. In the case of male respondents, it was found that 55 per cent belonged to nuclear families and 45 per cent belonged to joint families.

Antoo (2017) in his study on emotional intelligence among the employees of IBS software services in Trivandrum, found that 87 per cent of the respondents belonged to nuclear families and 13 per cent belonged to joint families.

2.3.5 RURAL-URBAN BACKGROUND

Mandavi (2002) in her study on the communication behaviour of village extension workers operating under the T & V system in the Anand District of Gujarat, observed that majority (88.35 per cent) of participants belonged to rural areas, while 11.65 per cent belonged to urban areas.

Kaur (2011) examined student's emotional intelligence concerning demographic factors and found that there was no significant difference in emotional intelligence between school students from rural and urban locations.

Gopika (2014) reported that 53.75% of horticulture assistant officers belonged to rural areas, whereas 46.25 % of the respondents belonged to urban areas.

Kumar (2014) in his study on "Emotional intelligence and job satisfaction: A case study of bank employees in Solan, Himachal Pradesh" reported that 45.1% of respondents belonged to the urban background and 54.9% belonged to the rural background.

2.3.6 PROMOTIONAL OPPORTUNITY

Lalitha (2005) in her study on organisational job stress and its consequences among dairy scientists in Karnal, found that just 35% of the respondents had received two promotions, While 31.67% of respondents received one promotion, 15.83% received three, and 12.5 per cent received no promotion at all and only 5% of the respondents had received four promotions.

Victor (2018) reported that the vast majority of the agricultural officers (92.22 percent) opined that they had very few promotional possibilities, while just 7.78 percent opined that they had plenty of promotional possibilities.

2.3.7 FAMILY INCOME

Mishra (2005) reported that majority of extension officers (both men and women) belonged to the medium income group. In case of men, majority of the respondents (74.29 per cent) belonged to medium income category whereas 20 per cent belonged to low and 5.71 per cent belonged to high income categories. In case of women, majority of the respondents (57.69 per cent) belonged to medium income category whereas 23.08 per cent belonged to high and 19.23 per cent belonged to low income categories.

Kiran (2007) found that more than 50 per cent of scientists (65.00%) belonged to medium income category followed by high (20%) and low (15%) income categories respectively.

Malik *et al.* (2011) in their study on the perceived learning environment and emotional intelligence among prospective teachers discovered that respondents from

higher-income families had higher emotional intelligence and rate the classroom learning environment more favourably than respondents from lower-income families.

2.3.8 ATTITUDE TOWARDS PROFESSION

Reddy and Maraty (2007) found that more than half of the scientists (58.00 per cent) had medium attitude towards their profession, followed by low (33.34 percent) and high (8.66 percent) attitudes, respectively in their study on the profile of ANGRAU scientists.

Selviya and Reddy (2008) reported that 59.37 per cent of teachers had a positive attitude towards their job, whereas 21.87 per cent had a neutral view and 18.76 per cent had a negative attitude.

Nirujogi (2012) in her study on the organizational climate of teachers in ANGRAU, found that the majority of teachers had a medium attitude towards their job, followed by high and low attitudes, respectively.

Gopika (2014) revealed that the majority of assistant horticulture officers (46.80%) had a favourable attitude towards their jobs, whereas 40.00% had a very favourable attitude and just 13.80% had a less favourable attitude towards their job.

Fazely (2016) found that fewer than half of the respondents (41.11 per cent) had a favourable attitude towards their employment, followed by a more favourable attitude (31.67 per cent) and a less favourable attitude towards their job (27.22 per cent).

Mahananda (2019) in his study on "Performance Analysis of VHSE Agricultural Teachers in Kerala" found that more than half of the respondents (66.67 per cent) had a highly positive attitude toward their profession, while 28.33 per cent had a favourable attitude and 5% had a negative attitude.

2.3.9 SELF CONFIDENCE

Reddy and Maraty (2007) reported that more than half of the scientists (58.66 per cent) had medium self-confidence, followed by high (24 per cent) and low (17.33 per cent) self-confidence, respectively.

Nirujogi (2012) found that majority of teachers had medium self-confidence, followed by low and high self-confidence in her research on the organizational environment of teachers at ANGRAU.

Victor (2018) discovered that 72.22 per cent of respondents had a medium degree of self-confidence, whereas 15.56 per cent had a high level and 12.22 per cent had a low level of self-confidence.

2.3.10 ORGANIZATIONAL CLIMATE

Gopika (2014) reported that 40% of assistant horticulture officers rated the organisational climate as more desirable, whereas an equal percentage of respondents rated the organisational climate as desirable and less desirable.

Fazely (2016) found that less than half of the respondents (45.56 per cent) belonged to a medium level of organisational climate, followed by high level (28.33 per cent) and low level of organisational climate (26.11 per cent) in his study on Job Perception, Job Performance, and Job Satisfaction of teachers of State Agricultural University in Karnataka.

Mahananda (2019) in his study on "Performance Analysis of VHSE agricultural teachers in Kerala" discovered that more than half of the respondents (60%) had a high level of organisational climate, while 40% had medium level of organisational climate.

2.3.11 PERCEPTION OF WORKLOAD

Nagananda (2005) revealed that around half of both ADAs (46.7 per cent) and AOs (51.7 per cent) considered their workload as medium, but a severe workload was felt by more AOs (43.3 per cent) than ADAs (36.6 per cent).

Reddy and Maraty (2007) in their study on the profile of ANGRAU scientists found that 61.34 per cent of respondents felt that they had a medium workload, whereas 22 per cent opined that they had a high workload, and 16.66 per cent opined that they had a low workload.

Sandika *et al.* (2007) reported that 70.00% of VOs perceived their workload as medium, followed by 18.00% as high and 12.00% perceived their workload as low.

Gopika (2014) reported that more than half of assistant horticulture officers (57.5%) perceived their workload as medium, followed by high (30.00%) and low (12.50%) respectively.

Manjunath (2015) reported that less than half (44.08 per cent) of participants opined that their workload was high, while 35.53 per cent opined that their workload was moderate.

Fazely (2016) found that 46.67 per cent of teachers rated their workload as medium, whereas 31.66 percent rated it as high, and 21.67 per cent rated it as low.

Mahananda (2019) in his study on "Performance Analysis of VHSE agriculture teachers in Kerala" discovered that 43% of respondents perceived their workload as low, followed by medium (42%), and high (15%).

2.3.12 LEADERSHIP QUALITY

Barling *et al.* (2000) found that emotional intelligence is related to three elements of transformational leadership, i.e., idealised influence, inspiring motivation, and individualised consideration and reported that there was no significant association between emotional intelligence and transactional leadership.

Palmer *et al.* (2001) studied the relationship between EI and transformational leadership and found that the capacity to monitor and regulate one's own and others emotions was strongly associated with inspiring motivation and individualised consideration.

Modassir and Singh (2008) found that there was no significant relationship between emotional intelligence and transformational leadership in their study on the relationship of emotional intelligence with transformational leadership among managers and organisational commitment behaviour among followers in different industries in Goa and Daman.

Mwangi *et al.* (2011) in their study on Kenyan public colleges indicated that emotional intelligence played a key role in transformative leadership. They discovered that eight out of fifteen EI abilities were linked with transformative leadership behaviour.

Mir and Abbasi (2012) found that emotional intelligence forms the core of transformational leadership behaviour for academic leaders in Pakistan's higher education sector and that all the dimensions of emotional intelligence are significantly associated with transformational leadership. The biggest indicators of transformative leadership were self-awareness and motivation.

Ali (2013) found that extension personnel from the University of Agricultural Sciences had a higher level of leadership than those from the Karnataka State Department of Agriculture in his study on the impact of transformational leadership and innovative behaviour on job performance of extension personnel.

Victor (2018) reported that 74.44 per cent of the respondents had medium level of leadership quality, whereas 17.78 per cent had low level and 7.78 per cent had high level of leadership quality.

2.3.13 ORGANIZATIONAL COMMITMENT

Mohan (2000) found that 73.17 per cent of the respondents had a medium level of organisational commitment, whereas 12.19 per cent had a high level and 14.63 per cent had a low level of organisational commitment.

Mishra (2005) noted that 75.41 per cent of the respondents belonged to medium level organizational commitment, whereas 14.75 per cent of respondents belonged to high level and 9.84 per cent belonged to low level of organizational commitment.

Aimable (2011) reported that 42.00 per cent of the respondents had medium level of organisational commitment, whereas 30.00 per cent had high level and 28.00 per cent had low level of organisational commitment and found that there was a non-significant relationship between organisational commitment and job performance.

Mahananda (2019) found that the majority of respondents (81.67 per cent) were highly committed to their organization, while the remaining 18.33 per cent had a moderate organisational commitment in his research on "Performance analysis of VHSE agricultural teachers in Kerala."

2.3.14 JOB STRESS

Manjula (2000) found that 36% of respondents had a medium level of job stress whereas 33% had a low job stress, and 31% had a high level of job stress in her study on job perception, job performance, and job satisfaction of AAO in Karnataka.

Nagananda (2005) found that the majority (89.2%) of the respondents had a medium degree of job stress, while 6.7 per cent and 4.1 per cent had a low and high level of job stress, respectively.

Ismail *et al.* (2009) reported that occupational stress and emotional intelligence had a significant association with work performance.

Badar (2011) in a case study of banks in Bahawalpur, Pakistan discovered that the main factors that negatively affected worker performance and caused stress were high workload, poor peer support, low income, high market competition, lack of recognition, long working hours, dealing with the public, and higher targets.

Chaturvedi (2011) reported that female respondents were more stressed than male respondents. It was also discovered that employees in the older age groups were

more stressed than those in the younger age groups, and that money was a source of stress for employees in both sectors.

2.4 CONSTRAINTS IN JOB PERFORMANCE

Venkataraman (1999) found that the quality of personnel at State Agricultural University (SAU) was harmed largely as a result of (1) inbreeding, (2) a lack of attention to teaching, and (3) a lack of pedagogic training. Furthermore, while the faculty of State Agricultural Universities may be academically qualified in their fields, but they are not qualified in pedagogy. As a result, teachers must be trained in pedagogical methods.

Kiran (2004) found that the major constraints experienced by teachers included lack of books and journals in the library, poor internet connection, insufficient computers, lack of interaction among co-teachers, lack of training and seminars to keep up to date on subject matters, lack of field visits to gain practical knowledge, lack of proper facilities to use different teaching methods and aids, increased workload and frequent examinations.

Ravikanth (2007) found that shortage of teaching aids, lack of money, lack of training, and the non-use of teaching aids were the primary obstacles that teachers encountered while using educational teaching.

Aimable (2011) in his study on An Analysis of job perception and job performance of teachers at the University of Agricultural Sciences, Bangalore found that major constraints expressed by teachers while performing their job were: (1) lack of advanced training; (2) lack of transportation facilities for organising outdoor learning situations; (3) lack of adequate supporting staff; (4) poor laboratory facilities; and (5) lack of opportunities for upgrading.

2.5 SUGGESTIONS FOR IMPROVEMENT AT THE WORKPLACE

Manjula (2000) in her study on “Job Perception, Job Performance, and Job Satisfaction of AAO (FW) in Karnataka," reported a few suggestions that action research on the influence of specific training models on the work behaviour of extension personnel would help to streamline a better training mechanism. It is necessary to do research on the influence of the AAO (FW) on their clients in order to make appropriate changes in the job chart and functioning.

Kumar (2014) in his study on "Emotional intelligence and Job satisfaction: A case study of bank employees in Solan Town in Himachal Pradesh," discovered that a person's emotional intelligence grows with experience. Employees who are newly hired should be subjected to organisational socialisation programmes that should incorporate elements of emotional intelligence training and also revealed that employees experience both good and negative emotions; thus, they must recognize, evaluate, and use their own and others’ emotions effectively, as well as manage them in such a manner that they provide maximum advantage rather than harm. Emotional reactions can give important insight into where a person's attention is focused, whereas unmanaged emotions can hinder effective performance at the workplace.

Teachers should be relieved of non-academic / clerical duties, delegated to pursue post-doctoral programmes, LCD facilities should be provided in all classrooms, and transfer policies should be transparent, were the major suggestions reported by Fazely (2016).

Methodology

3. METHODOLOGY

The methods and procedures used to conduct the current research investigation are discussed in this chapter. The following subheadings describe the methods and procedures that were implemented in the study.

3.1 Research design

3.2 Locale of the study

3.3 Selection of the respondents

3.4 Operationalisation and measurement of the dependent variables

3.5 Operationalisation and measurement of the independent variables

3.6 Constraints perceived by the respondents

3.7 Suggestions for improvement at workplace

3.8 Methods used for data collection

3.9 Statistical tools used for data analysis

4.0 Conceptual model of the study

3.1 RESEARCH DESIGN

The ex-post-facto research design is followed in the present study since the phenomenon has already occurred.

Ex-post-facto research is a systematic empirical investigation in which the researcher has no direct influence on independent variables because their manifestation has already occurred. (Kerlinger, 1986).

3.2 LOCALE OF THE STUDY

The study was conducted in the colleges, research stations, KVKs and other centers under Kerala Agricultural University, representing the three zones of Kerala,

viz., the Northern zone, the Central zone, and the Southern zone. Fig. 1. gives details on locale of the study.

3.3 SELECTION OF THE RESPONDENTS

The scientists working in the colleges, research stations, KVKs and other centers under Kerala Agricultural University were selected by using stratified proportionate sampling (Appendix I). A total of 120 scientists, including 40 from 4 colleges, 40 from 18 research stations, and 40 from 11 KVKs and centers, were selected. From each group of 40 scientists, it was ensured that 20 were female and 20 were male respondents. Fig. 1.1. shows the sampling design of the study.

3.4 OPERATIONALISATION AND MEASUREMENT OF THE DEPENDENT VARIABLES

The following dependent variables were chosen for the study based on the objectives, examination of literature, discussions with experts and observations made by the researcher.

3.4.1 Dependent Variables

3.4.1.1 Emotional intelligence

3.4.1.2 Job performance

3.4.1.1 Emotional intelligence

Emotional intelligence is operationally defined as the capacity of KAU scientists to recognise their own feelings and those of others, motivate and manage emotions well, in themselves and in others. Goleman (1995) developed the Emotional Intelligence Inventory Scale, which was employed in this study.

The measure had 50 items that assessed emotional intelligence based on the sub-components, *viz.*, self-awareness, managing emotions, motivating oneself, empathy, and social skills. Scientists from Kerala Agricultural University rated their agreement with each of the 50 statements on a five-point scale ranging from strongly agree, agree, undecided, disagree, and strongly disagree, with scores of 5,4,3,2, and 1. Because there

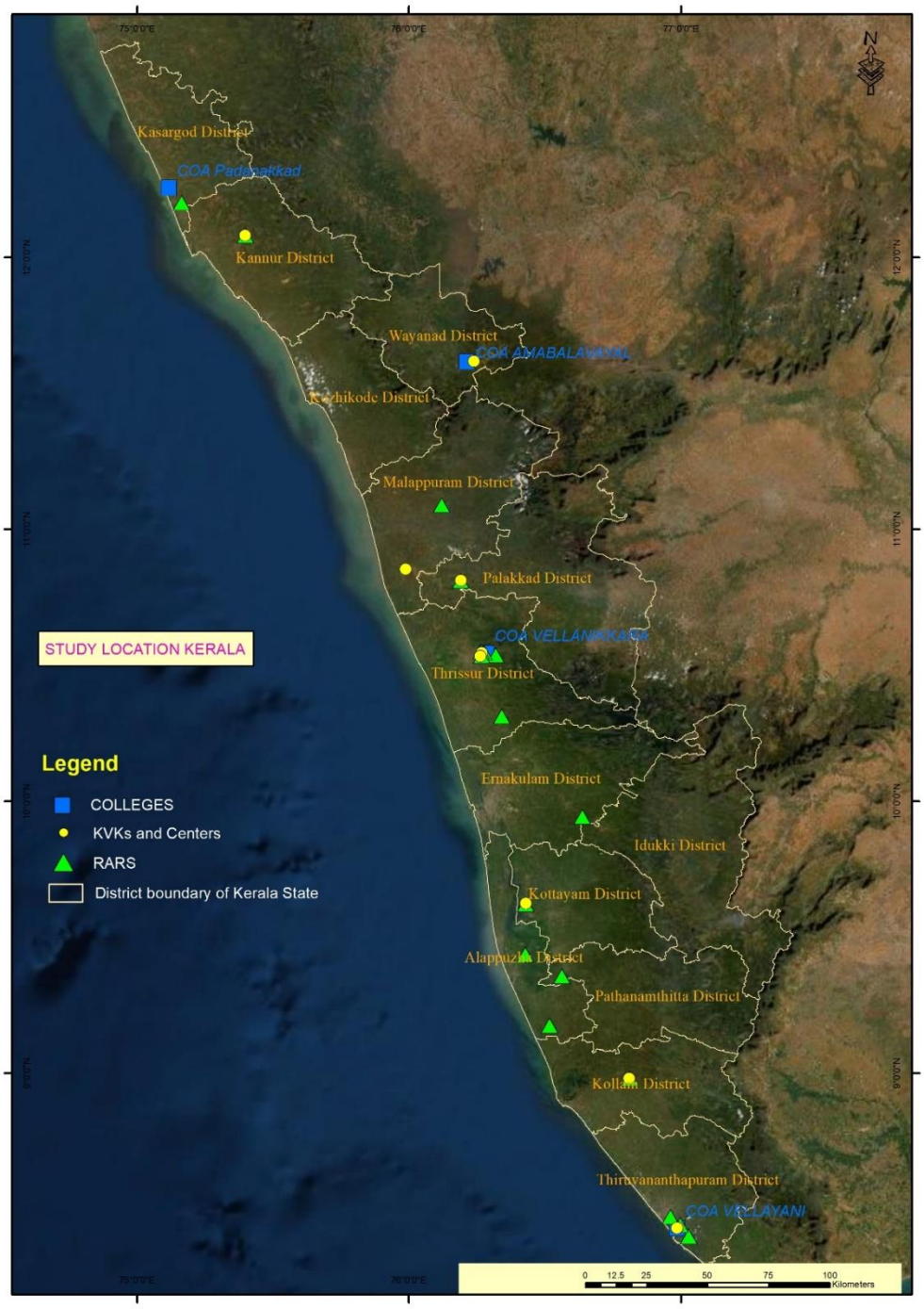

Fig. 1. Map showing locale of the study

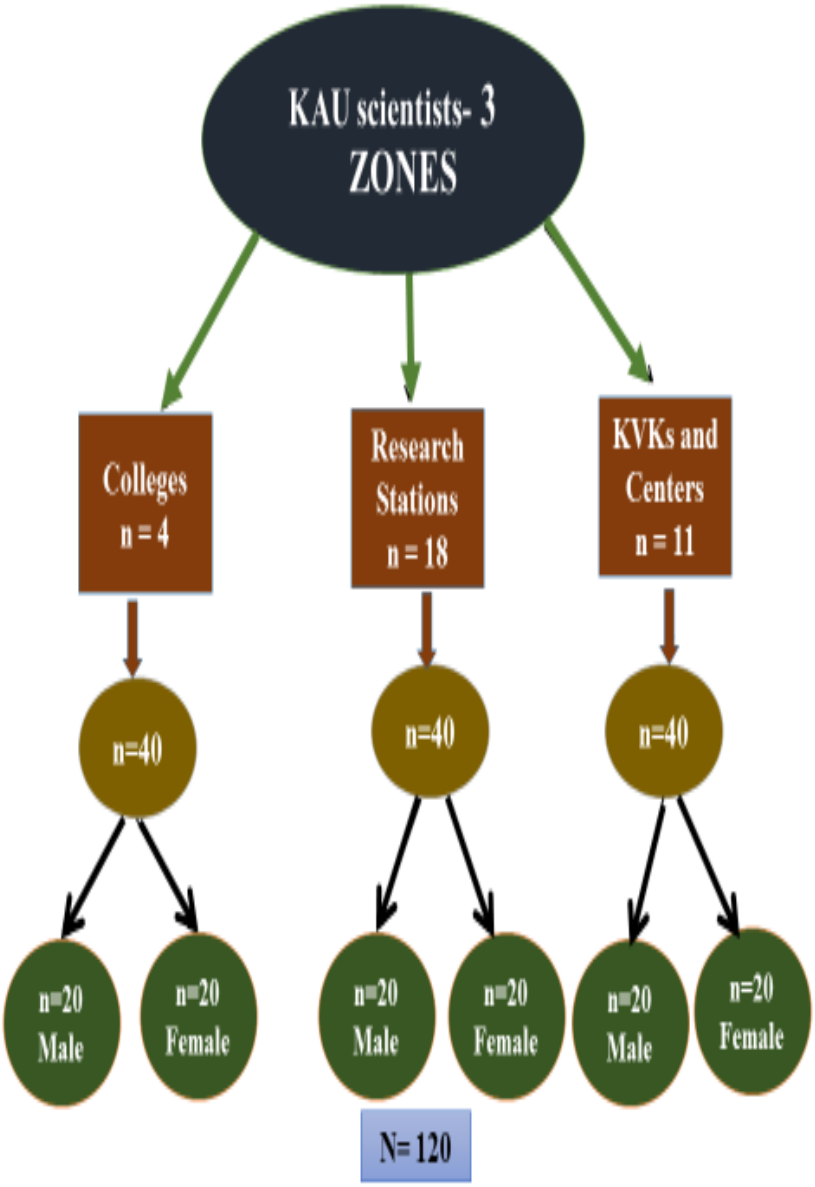

Fig. 1.1. Sampling design of the study

were 50 items, the score range was between 50 and 250. The schedule is enclosed in the Appendix (IV). Total emotional intelligence score was derived by summating the scores of 5 components *viz.,* self-awareness, managing emotions, motivating oneself, empathy and social skills. The total score was divided into three categories *viz.,* low, medium and high based on mean ± standard deviation. Interpretation of data was done by using frequency and percentage analysis.

According to Goleman (1995), the five emotional competencies that create EI are self-awareness, managing emotions, motivating oneself, empathy, and social skills.

Self-awareness is the conscious understanding or capacity to monitor our own emotions, character, and feelings. It is the foundation of EI. Self-awareness is clarity about our feelings and ideas, and increasing self-awareness can enhance overall effectiveness and work satisfaction.

Managing emotions is the capacity to monitor and regulate one's own feelings, behaviour, emotions, and thoughts. A person with a high level of self-regulation is better able to regulate their behaviour in the job and build and maintain positive relationships with their co-workers.

Motivation is the process of encouraging individuals to take action in order to attain a goal. One of the most important parts of EI is motivating oneself to work hard and be on the correct path. This element produces unexpected outcomes for any individual.

Empathy is the capacity to understand another person's thoughts and feelings from their perspective rather than ours.

Social skills refer to the ability to engage with others effectively. Social skills are the abilities that enable us to communicate with one another both verbally and nonverbally.

All these components might directly or indirectly influence the Kerala Agricultural University scientist’s work environment.

3.4.1.2 Job performance

Job performance is operationally defined as how well or poorly KAU scientists perform their job responsibilities and add substantial value to the organisational vision and mission by integrating quality education, extension, and research through self-development efforts and administrative and institutional building activities. There were no existing scale or index for measuring job performance of scientists. Hence as a part of the study a composite index was developed for measuring job performance of KAU scientists. Job performance index had 5 main components and the score of components were added to obtain the total score of job performance. The index of job performance scores ranged from 0 to 1. The total score was divided into three categories *viz.,* low, medium and high based on mean ± standard deviation. Interpretation of data was done using frequency and percentage analysis. The procedure followed for the index development is given below.

Development of a composite index to measure job performance of KAU scientists

1. Collection and editing of items:

Five main components were chosen based on review of relevant literature and discussion with the experts in the field, namely: teaching, research, extension, self-development efforts, and administrative and institutional building activities for easy classification and measurement of the job performance of KAU scientists. A total of 116 items under 21 sub-components of performance aspects under five main components were collected, covering almost the entire universe of content. The researchers, KAU professors, and extension experts were also consulted for the selection of sub-components.

2. Preliminary screening of the items by relevancy rating:

The relevance of the items collected was determined by sending them to judges with specific instructions (Appendix III). The Proforma for measuring job performance of scientists, containing 116 items under 21 sub-components on a five point continuum as "highly relevant", "relevant", "undecided", "less relevant" and "not relevant" with

scores of 5,4,3,2 and 1, respectively, was sent through email and also handed over personally to 50 judges. These judges were experts in the fields of extension education and social science. The judges were requested to place a tick mark in front of each item to indicate their response on a suitable continuum. Judges were also requested to make any required changes, additions, or deletions if they desired. Out of 50 judges, 30 responded within a period of one month. The judge's ratings for each item were summed up, and a relevancy index was calculated using the formula:

$$\text{Relevancy index} = \frac{\text{Total scores obtained on each item}}{\text{Maximum possible score}} \text{ X } 100$$

Those items that secured a relevancy index of 80 and above were selected. Thus 76 relevant items were retained under these 21 sub-components, among those 7 sub-components belonged to teaching, 6 sub-components belonged to research, 4 sub-components belonged to extension, 1 sub-component under self- development efforts, and 3 sub-components belonged to administrative and institutional building activities.

These 21 sub-components were administered to 40 non-sample respondents and the responses were collected in a span of one month.

3. Data transformation by normalization:

Each main component had a distinct range of total scores since each main component had a different number of items. As a result, an index was required to compute all of the main components as a whole. As a result, the score of each item was transformed into a unit score using normalisation approach known as the minimum-to-maximum method.

Calculated as follows:

$$\text{Index } I_d = \frac{I_d - I_{min}}{I_{max} - I_{min}}$$

Where I_d is the value of the items in the area d, and I_{min} and I_{max} indicate the minimum and maximum values of each item that were obtained by the data from the

study area. So that entire data set was converted into the range from 0 to 1. Once standardised, the items were averaged under each main component by using the following formula, and the value of their main components was then calculated.

$$M_d = \frac{\sum_{i=1}^{5} INDEX_{I_{di}}}{n}$$

The value of $M_d$is equal to one of the main components in the area d (T, R, EX, SD and AI). The d_i index reflects the value of the items that are indexed by i. Based on these equations, the JPI grades could be obtained by using the following equation:

$$\text{JPI}=\frac{\sum_{i=1}^{5} W_{Mi} M_{di}}{\sum_{i=1}^{5} W_{Mi}}$$

Where, JPI represents the index value for the job performance. W_{Mi} is the weight of the main component which was obtained by judges rating.

4. Index analysis:

A parallel analysis was performed by using the values of the main components to confirm that all main components were contributing to job performance. The results of the parallel analysis was shown in Fig. 2. It was revealed that all main components contributed to a single component, which is job performance. A correlation analysis was also performed to confirm that no items in any of the main components were correlated. The correlation study revealed that there was no significant association between the items and that each main component had a unique specificity among all of the items.

5. Standardisation of the Index:

For the index to be standardized, its validity had to be established. The agreement between the test score or measure and the quantity it is thought to measure is referred to as validity. Content validity was used to assess the validity of the information. Content validity is the representative or sampling adequacy of the content, the substance, the matter, and the topics of a measuring instrument. This method was

used to determine the content validity of the index. The content of the index was thoroughly covered through a literature scan and expert opinion.

The items which had at least 80 per cent judge's agreement were retained. This indicates the validity of the index content. As the index values and relevancy scores of all the components and items had discriminating values, it seemed reasonable to accept the index as a valid measure of the desired dimension. By satisfying the content validity criteria, care was taken to include items covering the universe of content with respect to the different components of job performance in the index.

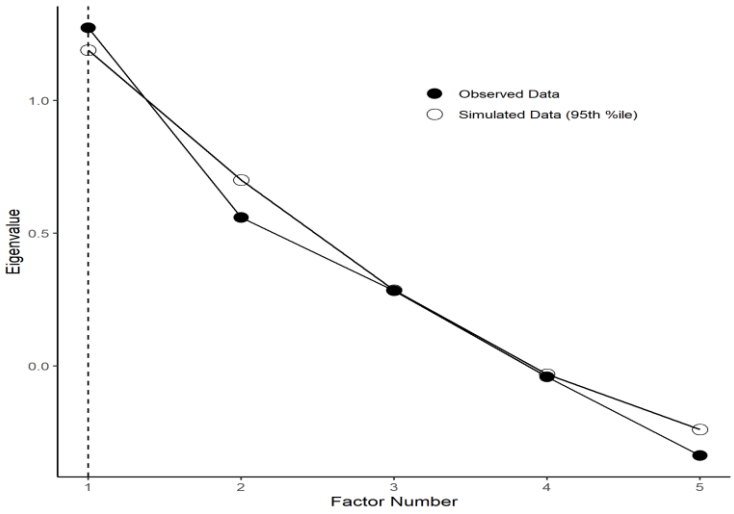

Fig. 2. Contribution of all components to the job performance

3.5 OPERATIONALISATION AND MEASUREMENT OF THE INDEPENDENT VARIABLES

3.5.1 Age

Age is operationally defined as the total number of years completed by KAU scientists at the time of the interview, as classified by the census report (2011). Categorization of respondents based on age was expressed in frequency and percentage analysis. The scoring procedure followed is given below.

Sl. No.	Category	Years	Score
1	Young	Less than 35	1
2	Middle aged	35-55	2
3	Aged	Greater than 55	3

3.5.2 Academic qualification

The academic qualification of a KAU scientist was operationalized as the highest level of formal education he/she had successfully completed in terms of degree at the time of investigation. It was assessed with the help of the scale developed by Sundaraswamy (1987) with slight modification. The information on education level was obtained as a Master's degree, a Doctoral degree, and a Post-Doctoral degree, with scores of 1, 2, and 3 respectively. Distribution of respondents based on academic qualification was done by using frequency and percentage analysis. The following scoring procedure was adopted.

Sl. No.	Category	Score
1	Master degree	1
2	Doctoral degree	2
3	Post-Doctoral degree	3

3.5.3 Job experience

Job experience was operationalized as the total number of completed years of service by the KAU scientists at the time of investigation. A score of 1 was assigned to those with less than 10 years of experience, a score of 2 to those with 10–20 years of experience, and a score of 3 to those with more than 20 years of experience. Frequency and percentage analysis was performed to interpret the data.

3.5.4 Family type

It was operationalized as the type of family of KAU scientists at the time of data collection, either nuclear or joint. The score of 1 was given for nuclear and 2 was given for joint. Frequency and percentage analysis was followed to interpret the data.

3.5.5 Rural-urban background

It was operationalized as whether the KAU scientists belonged to a rural area or an urban area.

Rural-urban background was measured by using the scale developed by Kumar (1984). Frequency and percentage analysis was performed to interpret the data. The scoring procedure given below was adopted to measure the rural-urban background of the scientist.

Sl. No.	Category	Score
1	Rural	2
2	Urban	1

3.5.6 Promotional opportunities

It is operationally defined as the reward system existing in the Kerala Agricultural University where KAU scientists have the opportunity for promotion based on merit and competence in their profession. The data was then interpreted using frequency and percentage analysis. The scoring procedure followed is given below.

S.NO.	Promotional opportunities	Score
1	Not adequate	1
2	Adequate	2
3	More than adequate	3

3.5.7 Family income

It refers to the total earnings of all the members of the family of KAU scientists for a period of one year under study (2020–21). The total score was divided into three categories *viz.,* low, medium and high based on mean ± standard deviation. Frequency and percentage analysis was performed to interpret the data.The scoring procedure followed is given below.

S.NO.	Category	Score
1	Low	1
2	Medium	2
3	High	3

3.5.8 Attitude towards profession

Attitude towards profession was operationalized as the KAU scientist's positive or negative mental disposition towards his or her profession.

It was assessed with the help of the scale developed by Sobhana (1982) with slight modification. The measurement consist of 10 statements, with a possible score ranging from 10 to 50. It was measured using a five-point continuum, namely, strongly agree, agree, undecided, disagree, and strongly disagree, with weightages of 5, 4, 3, 2, and 1 for positive statements and reversed for negative statements. The total attitude towards profession of respondents was calculated by cumulating the scores received for each statement. The total score was classified into three categories *viz.,* low, medium and high based on mean ± standard deviation. Frequency and percentage analysis was performed to interpret the data.

3.5.9 Self confidence

Self confidence refers to the sense of a KAU scientist about his ability, initiative and zeal to achieve his/her goal or aim.

It was measured with the help of the scale developed by Nehru (1993). The scale has eight statements, with a possible score range of between 8 to 40. It was measured using a five-point continuum, namely, strongly agree, agree, undecided, disagree, and strongly disagree, with weightages of 5, 4, 3, 2, and 1 for positive statements and reversed for negative statements. The total score was divided into three categories *viz.*, low, medium and high based on mean ± standard deviation. Frequency and percentage analysis was performed to interpret the data.

3.5.10 Organizational climate

It is operationally defined as the perception of KAU scientist about his work place, facilities, co-workers, supervision, leadership *etc.*, as favourable or unfavourable.

It was assessed with the help of the scale developed by Nehru (1993). The scale included seven statements, and the response was collected on a three-point scale ranging from "agree," "somewhat agree," and "disagree," with weightages of 3, 2, and 1 correspondingly, and the possible score ranged from 7 to 21. The total score was classified into three categories *viz.*, low, medium and high based on mean ± standard deviation and distribution of respondents were expressed in frequency and percentage.

3.5.11 Perception of workload

Perceived workload was operationalized as the perception of the KAU scientist about the workload allotted to him within a specific time frame.

It was assessed by using the scale developed by Kirmeyer and Dougherty (1988). This scale is made up of three statements, with a possible score ranging from 3 to 15. This variable was measured using a five-point continuum, namely, strongly agree, agree, undecided, disagree, and strongly disagree, with scores of 5,4,3,2, and 1 for positive statements and reversed for negative statements. The sum of the scores for

all statements were used to calculate the respondent's workload. The total score was divided into three categories *viz.*, low, medium and high based on mean ± standard deviation. Frequency and percentage analysis was performed to interpret the data.

3.5.12 Leadership quality

Leadership quality is operationally defined as the capacity of the KAU scientists to influence others to participate in the achievement of a goal.

It was assessed by using the scale followed by Meera (2001). This scale consists of five statements. The responses were collected on a three-point scale, namely, always, sometimes, and never, with scores of 2, 1, and 0. The possible score range from 0 to 10. The total score was classified into three categories *viz.*, low, medium and high based on mean ± standard deviation and were expressed in frequency and percentage.

3.5.13 Organizational commitment

It was operationalized as the KAU scientist's psychological attachment to the organization and how he/she is committed to achieve the goal and objectives of the organization.

It was assessed by using the scale developed by Porter *et al.* (1974) with slight modifications. This scale consists of fifteen statements and the possible score ranged from 15 to 75. The responses were obtained on a five-point continuum namely, strongly agree, agree, undecided, disagree, and strongly disagree, with scores of 5,4,3,2, and 1 respectively for positive statements and reversed for negative statements .The sum of the scores for all statements were used to calculate the organisational commitment of the KAU scientists. The total score was classified into three categories *viz.*, low, medium and high based on mean ± standard deviation. Frequency and percentage analysis was performed to interpret the data.

3.5.14 Job stress

It was operationally defined as the harmful physical, psychological, and emotional reaction that occur when there exists a mismatch between job demand and competencies of KAU scientists.

The scale developed by Shrivastava and Singh (1981) with slight modification was used to measure job stress of scientists. This scale consists of fifteen statements, with a possible score ranging from 15 to 75. A five-point scale was used, namely, strongly agree, agree, undecided, disagree, and strongly disagree, with scores of 5, 4, 3, 2, and 1 respectively for positive statements and reversed for negative statements. The total score of all statements were used to calculate the KAU scientist's job stress. The total score was divided into three categories *viz.*, low, medium and high based on mean ± standard deviation. Frequency and percentage analysis was performed to interpret the data.

3.6 CONSTRAINTS PERCEIVED BY THE RESPONDENTS

With the aid of a comprehensive review of the literature, consultation with professionals and pilot study, 15 constraints faced by KAU scientists were identified. The highlighted constraints were included in the structured interview, and respondents were asked to indicate their response for each constraint on a three-point scale ranging from greater extent, lesser extent, and not at all, with scoring 3, 2, and 1 accordingly. Finally, the constraints were ranked based on total mean scores.

Sl. No.	**Statements**	**Response Pattern**		
		Greater extent (3)	**Lesser extent (2)**	**Not at all (1)**
1	Workload of scientists to satisfy three mandates of teaching, research and extension			
2	Lack of teamwork, empathy and mutual understanding among the scientists			
3	Less promotion / growth opportunities for scientists			
4	Lack of opportunities for upgrading knowledge			

5	Imbalance in personal and professional life			
6	Lack of motivation or encouragement or recognition from superior/ university			
7	Lack of practical oriented capacity building programme / its follow up			
8	Lack of adequate infrastructure facilities (office/ laboratory facilities/ quarters *etc.*,)			
9	Limited and unstable internet facility			
10	Lack of adequate transportation facility			
11	Lack of facilities, fund and supporting staff for field visit and field work			
12	Poor library facilities and lack of availability of adequate books in the university library			
13	Lack of appropriate curriculum as per the requirement of agriculture scenario of Kerala and available job opportunities			
14	Improper / misbehaviour from students			
15	Offering more courses at a time			

3.7 SUGGESTIONS FOR IMPROVEMENT AT WORKPLACE

Suggestions given by the KAU scientists were enlisted and ranked based on frequency and percentage analysis.

3.8 METHODS USED FOR DATA COLLECTION

The interview schedule, which included all of the above-mentioned contents, was designed in English in order to collect data from KAU scientists. The interview schedules were given to the KAU scientists directly by the researcher. The responses of 120 KAU scientists were collected and analysed.

3.9 STATISTICAL TOOLS USED FOR DATA ANALYSIS

3.9.1. Mean

As a check of the selected independent variables, the respondents were divided into categories based on the mean. The percentages of the respondents were calculated after categorising them.

3.9.2. Percentage analysis

After grouping the KAU scientists into various categories *viz.*, low, medium and high, percentage analysis was done to determine the percentage distribution of respondents.

3.9.3. Standard deviation

This measure was used to categorize the dependent and independent variables of KAU scientists. Standard deviation is a measure of the amount of dispersion of a data set.

3.9.4. Correlation analysis

Correlation analysis was used to show the relationship between the dependent and independent variables and also to know whether items in the index were correlated in the present study. The correlation coefficient measures the relationship or association between the dependent variable and the different independent variables.

3.9.5 Mann-Whitney U test

Mann-Whitney U test was used to observe whether there is a gender difference in emotional intelligence and job performance among KAU scientists.

3.9.6 Principal component analysis

Principal component analysis is the statistical procedure that is mainly used for data reduction. In case of large data sets it helps the investigator in reducing the dimensionality. It transforms large set of variables into smaller one without loss of important information. Principal component analysis was performed to analyze the contribution of the principal components to the variance in emotional intelligence and job performance.

3.9.7 Factor analysis

The contribution of each dimensions to emotional intelligence and job performance was examined by factor analysis. Factor analysis was used to condense a large number of variables into a smaller number of factors, extracting the most common variation from all variables and combining them into common score.

3.9.8 Chi-Square test

Chi-Square test was performed in order to know the association between emotional intelligence and job performance of KAU scientists and also to find the association of categorical variables like family type, rural-urban background with dependent variables.

4.0 CONCEPTUAL MODEL OF THE STUDY

A conceptual model was developed for conduct of the study and is presented in the Fig. 3. This facilitates to generate a brief idea about the present study. Emotional intelligence and job performance were the dependent variables and were expected to be influenced by independent variables that are represented in the centre with arrows pointing towards the two dependent variables.

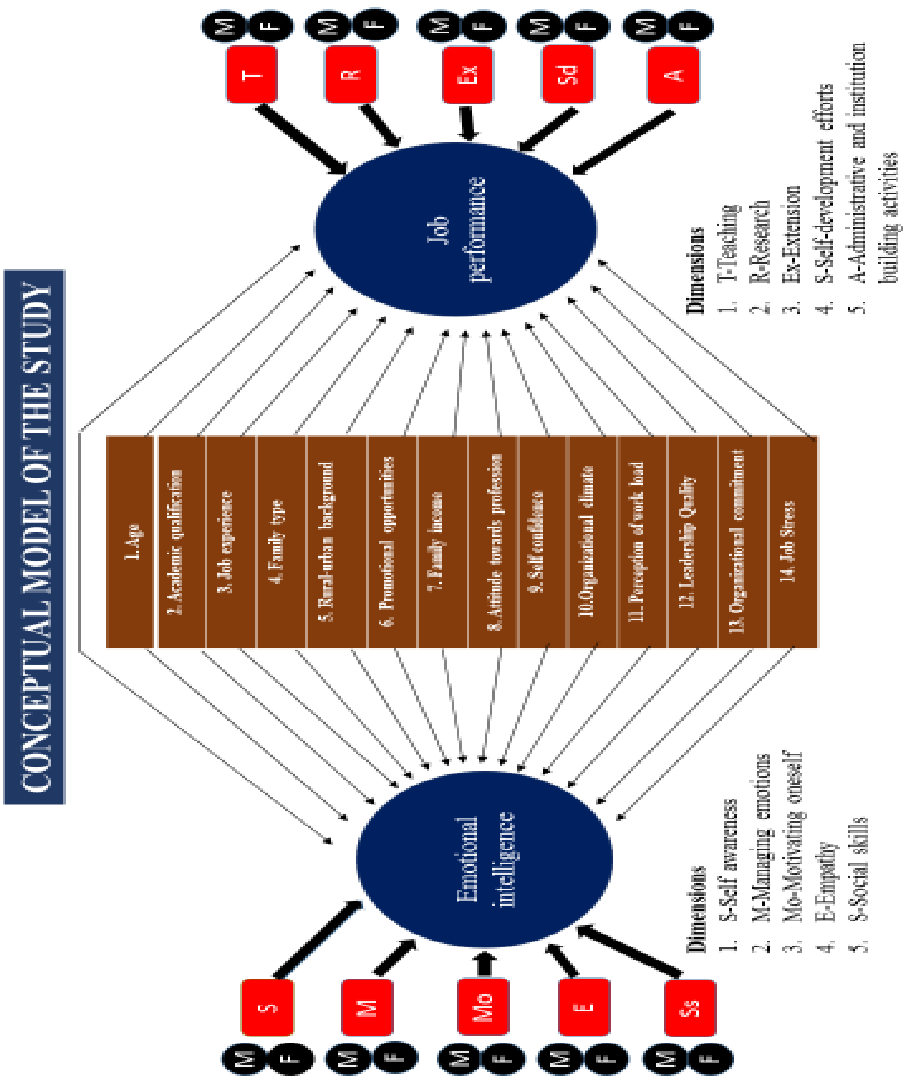

Fig. 3. Conceptual model of the study

Results & Discussion

4. RESULTS AND DISCUSSION

This chapter presents the results along with its interpretation in accordance with the objectives, under the following subheadings.

4.1 Emotional intelligence of Kerala Agricultural University scientists

4.2 Job performance of Kerala Agricultural University scientists

4.3 Gender differences in emotional intelligence and job performance of Kerala Agricultural University scientists

4.4 Profile characteristics of Kerala Agricultural University scientists

4.5 Factors influencing emotional intelligence

4.6 Factors influencing job performance

4.7 Relationship between emotional intelligence and job performance of KAU scientists

4.8 Constraints experienced by the Kerala Agricultural University scientists

4.9 Suggestions for improvement at workplace

5.0 Empirical model of the study

4.1 EMOTIONAL INTELLIGENCE OF KERALA AGRICULTURAL UNIVERSITY SCIENTISTS

Table 1. Gender-wise distribution of KAU scientists based on the level of emotional intelligence

Category	Male (n)= 60			Female (n)=60			Total (N) = 120		
	F	%	SE	F	%	SE	F	%	SE
Low(<169)	7	11.66	0.337	11	18.33	0.420	18	15.00	0.383
Medium (between 169 to 212)	44	73.33	0.843	36	60.00	0.766	80	66.66	0.807
High(>212)	9	15.00	0.383	13	21.66	0.462	22	18.33	0.402
Total	60	100		60	100		120	100	
Min=50, Max= 250, Mean = 190.5, SD = 21.34									

Total emotional intelligence score was derived by summating the scores of 5 components *viz.*, self-awareness, managing emotions, motivating oneself, empathy and social skills. The score of emotional intelligence ranged from 50 to 250. The total score was divided into three categories *viz.*, low (<169), medium (169-212) and high (>212) and the findings are presented in Table 1.

The above Table 1 revealed that majority of scientists (66.66%) were having a medium level of emotional intelligence followed by 18.33% having a high level of emotional intelligence and 15% of the scientists having a low level of emotional intelligence. Fig.4. shows the distribution of respondents based on the level of emotional intelligence.

In the case of male scientists, 73.33 per cent of the scientists had a medium level of emotional intelligence whereas 15 per cent had a high level of emotional intelligence and 11.66 per cent of the scientists had low level of emotional intelligence.

In the case of female scientists, 60 per cent of the scientists were having a medium level of emotional intelligence, while 21.66 per cent and 18.33 per cent of the scientists were having high and low level of emotional intelligence respectively.

Fig.5. shows the gender-wise distribution of respondents based on emotional intelligence.

From the findings, it can be stated that the present emotional intelligence skills of both male and female KAU scientists was quite good as majority of the respondents belonged to the medium to high group. This could be because, majority of the scientists belonged to the middle-aged category. Hence they were able to recognise and understand their own and others' emotions. These individuals were able to effectively manage their emotions and encourage themselves to do their tasks efficiently, which allows them to manage their work lives. The current findings are consistent with those of Pushpa (2014).

4.1.1 Contribution of components towards the emotional intelligence based on factor analysis

Factor analysis was performed to analyse the contribution of the five components towards emotional intelligence and the results are presented in Table 2 and Table 3. On performing factor analysis it was observed that factor 1 was considered as the major factor contributing towards emotional intelligence which was evident from the eigenvalue that is greater than one. (Table 2)

Table 2. Eigenvalues for factor analysis

Sl.No.	Factors	Eigen value
1	Factor 1	2.78235
2	Factor 2	0.08501
3	Factor 3	-0.01580
4	Factor 4	-0.12974
5	Factor 5	-0.18419

Table 3. Contribution of components towards the emotional intelligence based on factor loadings

Sl.No.	Components	Loadings on Factor 1
1	Self awareness	0.620
2	Managing emotions	0.544
3	Motivating oneself	0.629
4	Empathy	0.432
5	Social skills	0.415
	Variance explained (%)	56.77

It is inferred from Table 3 that, the influence of components was identified based on loadings of a component on factors. The results of the factor analysis revealed that self-awareness and motivating oneself had high loadings on factor 1. Thereby, it

could be concluded that self-awareness and motivating oneself were found to be the major components that contributed towards emotional intelligence.

Self-awareness is the conscious understanding or capacity to monitor our own emotions, character, and feelings. It is the foundation of EI. Motivation is the process of encouraging individuals to take action to attain a goal. One of the most important aspects of EI is motivating oneself to work hard and be on the correct path. This element produces unexpected outcomes for any individual. So it was concluded from the study that being aware of oneself and motivating oneself were the two important components of EI for KAU scientists.

4.1.2 Contribution of the principal components to the variance in emotional intelligence

Principal component analysis was performed to analyse the contribution of the principal components to the variance in emotional intelligence and the results are presented in Table 4. On performing the principal component analysis, it is inferred that principal component one was considered as the major principal component that contributed towards emotional intelligence which was evident from the eigen value that is greater than one (Table 4). Fig. 6. denotes the percentage of variance in all dimensions of emotional intelligence.

Table 4. Contribution of the principal components to the variance in emotional intelligence

Principal components	**Initial eigenvalue**	**Percentage of variance**	**Cumulative percentage of variance**
1	3.274	65.48	65.48
2	0.967	11.35	76.82
3	0.499	9.99	86.81
4	0.357	7.13	93.94
5	0.303	6.05	100

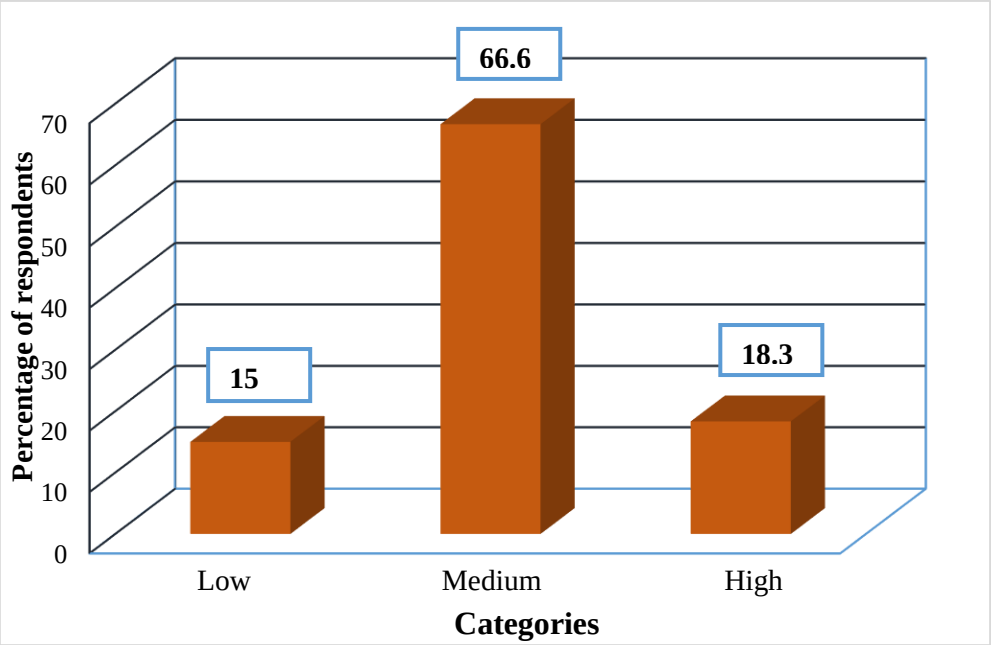

Fig. 4. Distribution of respondents based on the level of emotional intelligence

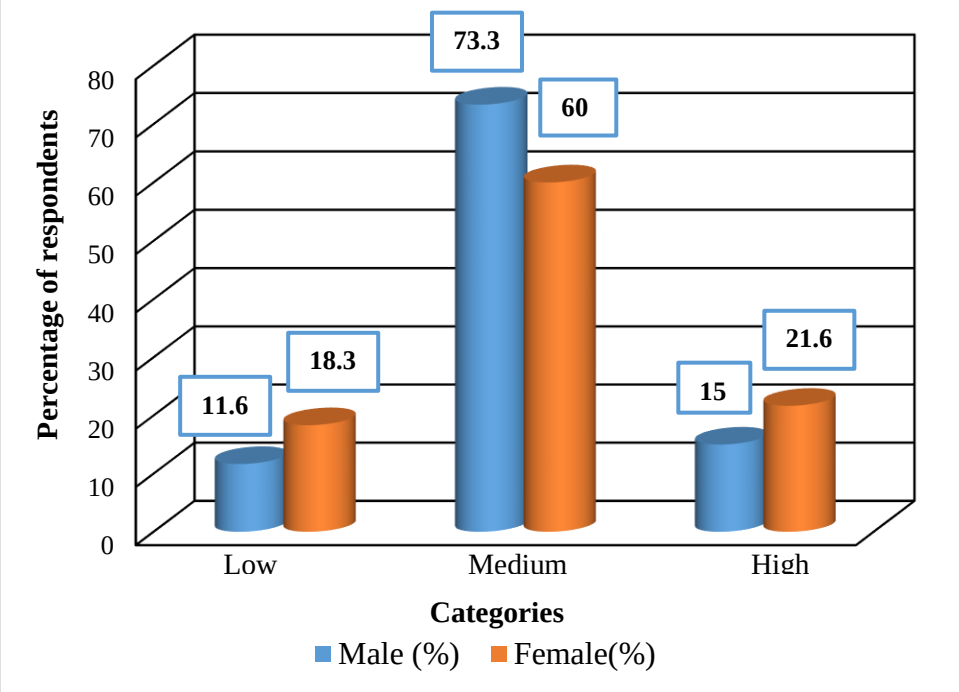

Fig. 5. Gender wise distribution of respondents based on emotional intelligence

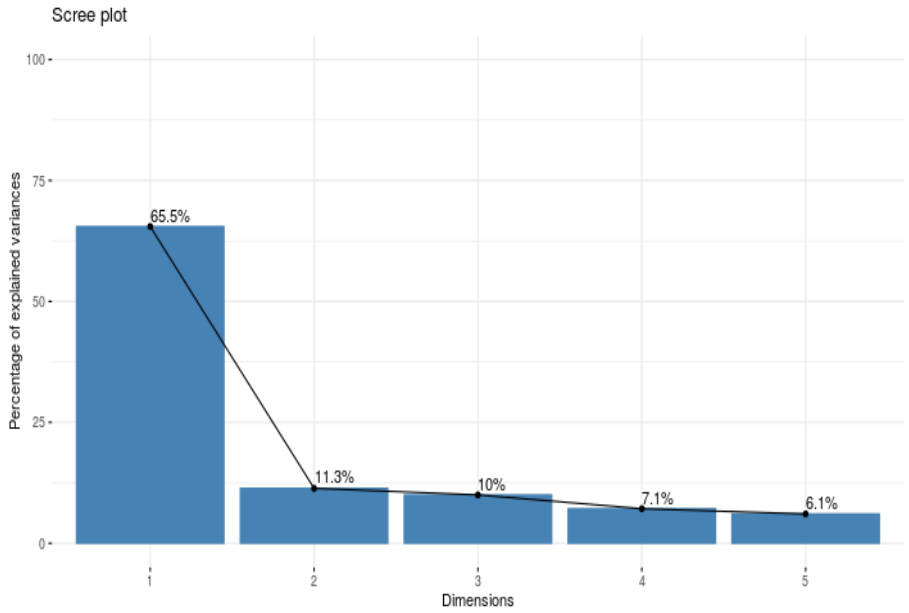

Fig. 6. Percentage of variance in all dimensions of emotional intelligence

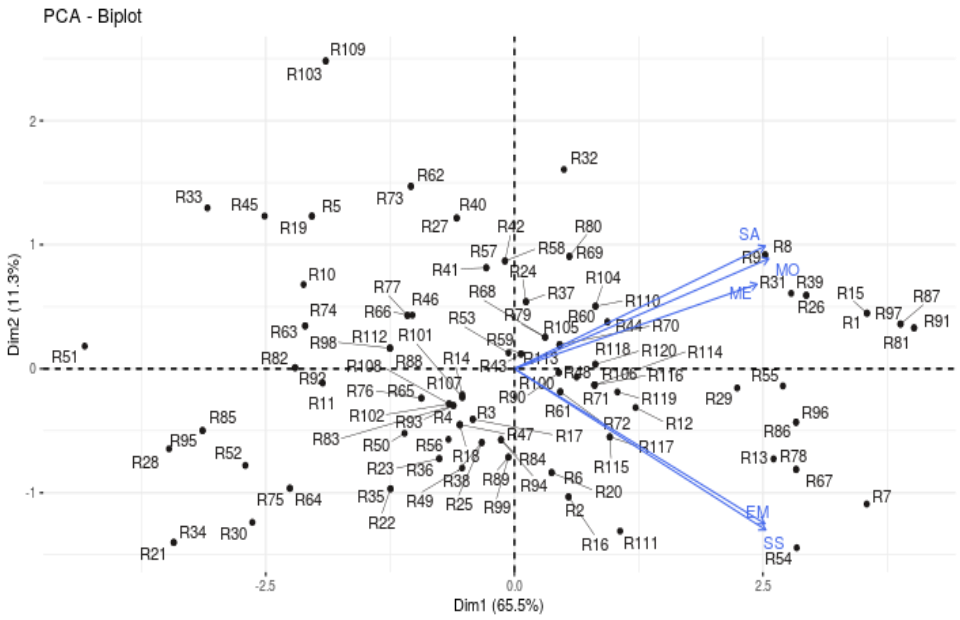

Fig. 7. Distribution of respondents based on biplot of emotional intelligence

It is evident from the Table 4 that the first principal component accounted for 65.48 per cent of the total variation. The distribution of respondents based on a biplot of emotional intelligence is shown in Fig. 7. The PCA – biplot of emotional intelligence has shown uniformity in the distribution of all categories of respondents for all components.

4.2 JOB PERFORMANCE OF KERALA AGRICULTURAL UNIVERSITY SCIENTISTS

Job performance index had 21 sub-components and the score of all sub-components were added to obtain the total score of job performance. The index of job performance scores ranged from 0 to 1. The total score was divided into three categories *viz.*, low (< 0.063), medium (between 0.063 to 0.27) and high (>0.27) based on mean ± standard deviation and the findings are presented in Table 5.

Table 5. Gender wise distribution of KAU scientists based on the level of job performance

Category	Male (n)= 60			Female (n)=60			Total (N) = 120		
	F	%	SE	F	%	SE	F	%	SE
Low (< 0.063)	2	3.34	0.171	2	3.34	0.171	4	3.34	0.171
Medium (between 0.063 to 0.27)	46	76.66	0.854	57	95	0.955	103	85.83	0.9145
High (> 0.27)	12	20	0.442	1	1.66	0.125	13	10.83	0.315
Total	60	100		60	100		120	100	
Mean = 0.1684, SD = 0.1044									

The results from the Table 5 stated that the majority of scientists (85.83 per cent) had medium level of job performance, followed by 10.83 per cent having high level of work performance, and 3.34 per cent having low level of job performance. Fig.8 denotes the distribution of respondents based on the level of job performance.

In the case of male scientists, 76.66 per cent of the scientists were having a medium level of job performance whereas 20 per cent were having high level of job performance and 3.34 per cent of the scientists were having low level of job performance.

In the case of female scientists, 95 per cent of the scientists had a medium level of job performance, while 3.34 per cent and 1.66 per cent of the scientists had low and high levels of job performance, respectively. Fig. 9. shows the gender-wise distribution of respondents based on the level of job performance.

The probable reason for a majority of the respondents having a medium level of job performance might be due to the moderate organizational climate which increases coordination and understanding between scientists, students, and other staff of the organisation thus helping them to work efficiently in the organisation. The results are in line with the results of Manjunath (2015).

4.2.1 Contribution of components towards the job performance based on factor analysis

Factor analysis was performed to analyse the contribution of components towards the job performance and the results are presented in Table 6 and Table 7. On performing factor analysis it was observed that factor 1 was considered as the major factor contributing towards job performance which was evident from the eigen value that is greater than one. (Table 6).

Table 6. Eigen values for factor analysis

Sl. No.	Factors	Eigen value
1	Factor 1	1.3775
2	Factor 2	0.2420
3	Factor 3	-0.0537
4	Factor 4	-0.1002
5	Factor 5	-0.2501

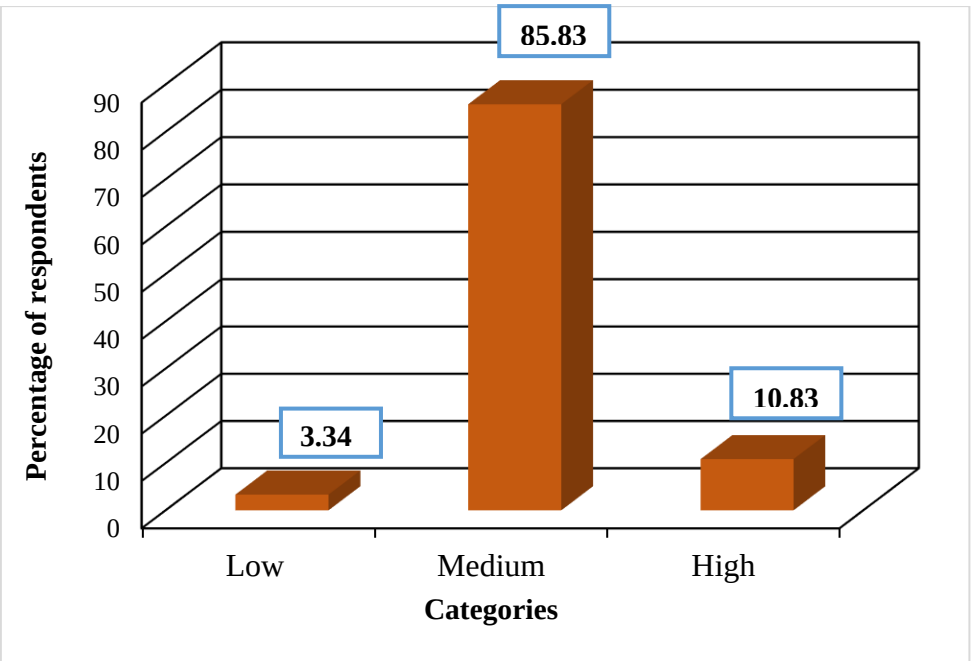

Fig. 8. Distribution of respondents based on the level of job performance

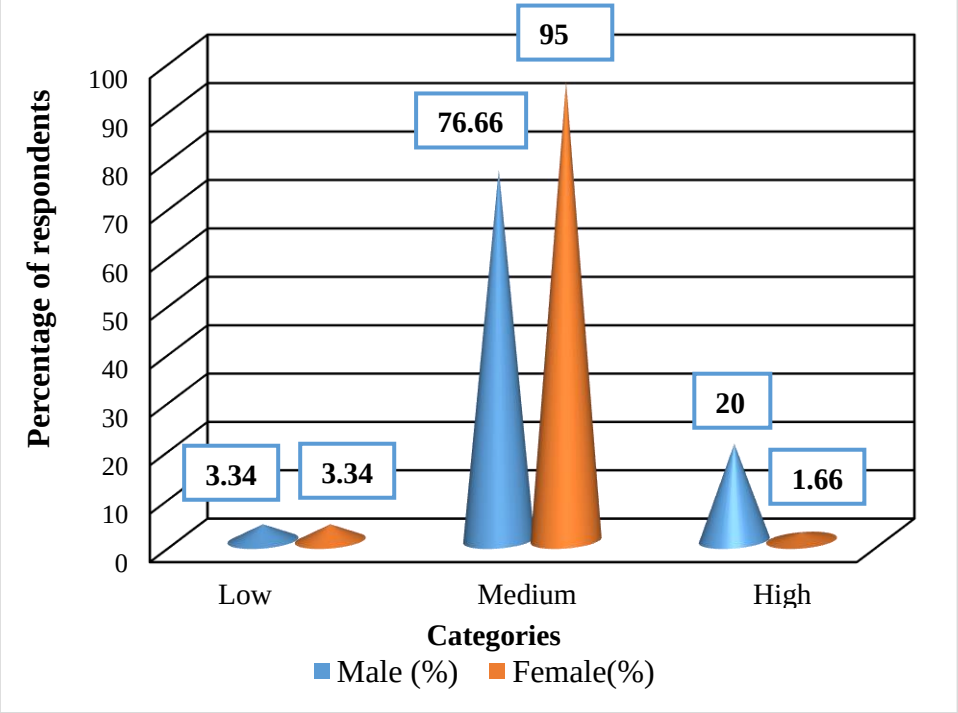

Fig.9. Gender wise distribution of respondents based on the level of job performance

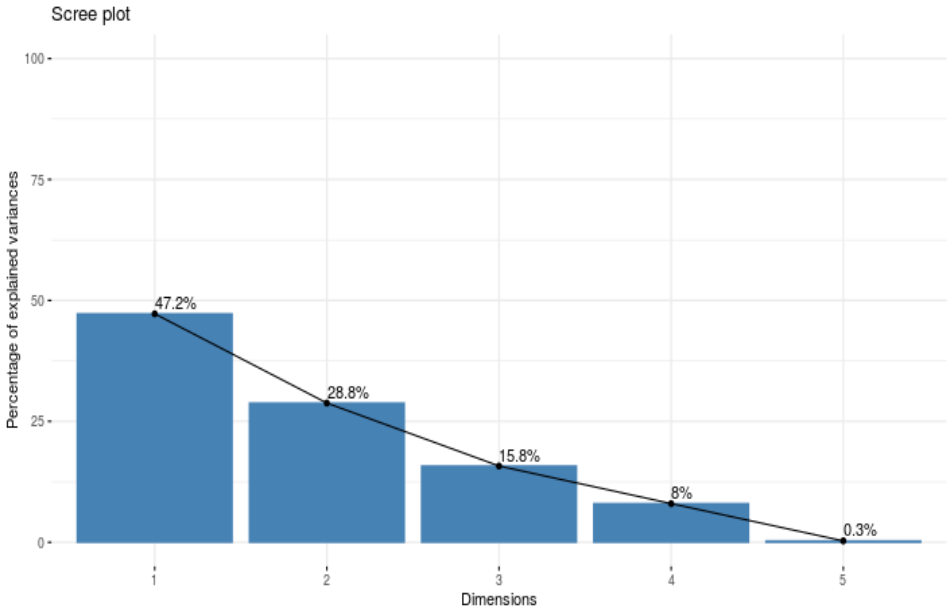

Fig. 10. Percentage of variance in all dimensions of job performance

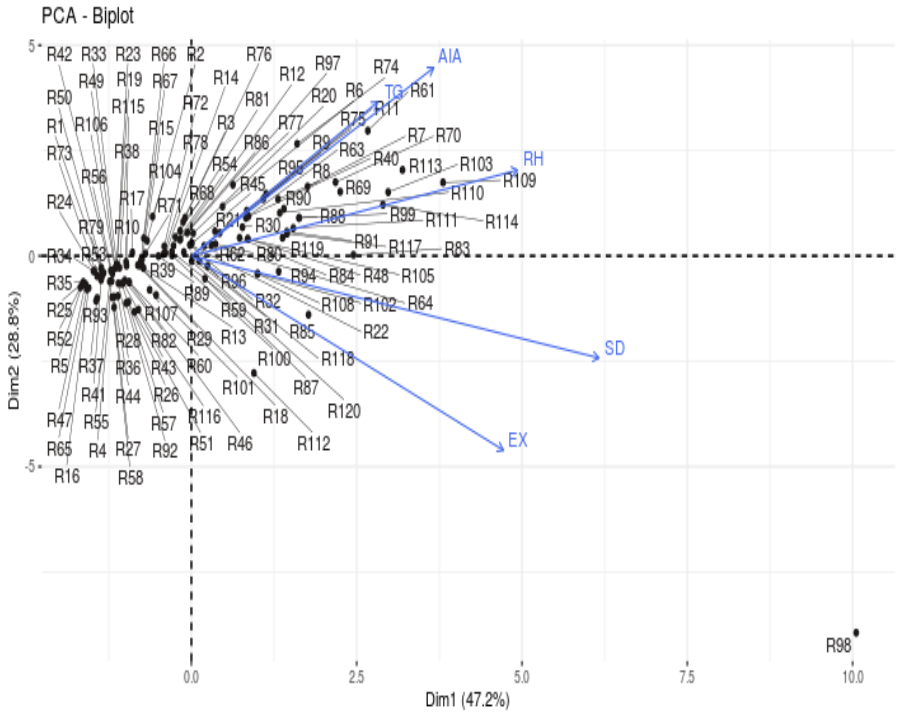

Fig. 11. Distribution of respondents based on biplot of job performance

Table 7. Contribution of components towards the job performance based on factor loadings

Sl. No.	Components	Loading on factor 1
1	Teaching	0.728
2	Research	0.740
3	Extension	0.459
4	Self- development efforts	0.369
5	Administrative and institution-building activities	0.362
	Variance explained (%)	63.8

The influence of components was identified based on loadings of a component on factors. It is inferred from the Table 7 that teaching and research had high loadings on factor 1. Thereby, it could be concluded that teaching and research were the major components that contributed towards job performance. It might be due to the involvement of all the KAU scientists in teaching and research activities irrespective of the stations they are working in.

4.2.2 Contribution of the principal components to the variance in job performance

Principal component analysis was performed to analyse the contribution of the principal components to the variance in job performance and the results are presented in Table 8. On performing the principal component analysis it is inferred that the principal components one and two were considered as the major principal components that contributed towards job performance which was evident from the eigen value that is greater than one (Table 8).

Table 8. Contribution of the principal components to the variance in job performance

Principal components	Initial Eigen value	Percentage of variance	Cumulative percentage of variance
1	2.361	47.22	47.22
2	1.438	28.77	76.00
3	0.788	15.75	91.75
4	0.399	7.98	99.73
5	0.013	0.26	100

Fig. 10. shows the percentage of variance in all dimensions of job performance, it was observed that the first principal components one and two together accounted for 76 per cent of the total variation. From PCA – biplot of job performance it was observed that involvement in administrative and institution-building activities is comparatively lesser for all other categories of respondents except college teachers as was shown in Fig.11.

4.3 GENDER DIFFERENCES IN EMOTIONAL INTELLIGENCE AND JOB PERFORMANCE OF KERALA AGRICULTURAL UNIVERSITY SCIENTISTS

4.3.1 Comparison of emotional intelligence in male and female scientists

The Mann-Whitney U test was performed to determine whether there was a gender difference in emotional intelligence among KAU scientists.

Table 9. Component wise gender differences in emotional intelligence

Components	Respondents	N	Mean Rank	Mann-Whitney U	Asymp. Sig. (2-tailed)
Self awareness	Female	60	62.94	1653.500	.440^{NS}
	Male	60	58.06		
	Total	120			
Managing emotions	Female	60	54.91	1464.500	.078^{NS}
	Male	60	66.09		
	Total	120			
Motivating oneself	Female	60	58.11	1656.500	.450^{NS}
	Male	60	62.89		
	Total	120			
Empathy	Female	60	59.16	1719.500	.671^{NS}
	Male	60	61.84		
	Total	120			
Social skills	Female	60	60.57	1796.000	.983^{NS}
	Male	60	60.43		
	Total	120			

a. Grouping Variable: Emotional Intelligence

The results of the Mann-Whitney U test is presented in Table 9 and it was found that there was no significant difference in all dimensions of emotional intelligence between male and female scientists of Kerala Agricultural University. From the results it might be inferred that both male and female scientists have almost the same ability in recognising their own and others feelings, motivating and managing emotions well in themselves and others, maintaining an empathetic attitude and social interaction. The results are in line with the results of Victor (2018).

4.3.2 Comparison of job performance in male and female scientists

The Mann-Whitney U test was done to determine whether there was a gender difference in job performance among KAU scientists.

Table 10. Gender wise comparison in all dimensions of job performance

Components	Respondents	N	Mean Rank	Mann-Whitney U	Asymp. Sig. (2-tailed)
Teaching	Female	60	56.22	1543.000	.177^{NS}
	Male	60	64.78		
	Total	120			
Research	Female	60	45.28	886.500	.040*
	Male	60	75.72		
	Total	120			
Extension	Female	60	49.28	1126.500	.018*
	Male	60	71.72		
	Total	120			
Self development activities	Female	60	45.32	889.000	.037*
	Male	60	75.68		
	Total	120			
Administrative and institution building activities	Female	60	47.42	1015.000	.000*
	Male	60	73.58		
	Total	120			

a. Grouping Variable: Job performance

The findings in Table 10 revealed that there were no significant gender differences in teaching, whereas there was a significant gender differences in research, extension, self-development efforts and administrative and institution building activities and also found that male scientists contribution to these dimensions was high compared to the female scientist with greater mean ranks.

In teaching, the probable reason for no significant gender difference might be due to equal distribution of courses, guidance to students, use of teaching aids, student improvement programmes, organizing seminars for students *etc.*, were undertaken by male and female scientists irrespective of gender.

It was also found that there was a significant gender difference in research, which might be due to more number of publications by male scientists than females and high involvement of male scientists in undertaking projects, experiments *etc.* The reasons for this difference may be attributed to the triple burden and triple role of female

scientists which become obstacles for them to participate more in research oriented activities.

The probable reason for significant gender difference in extension might be due to delivery of extension services which is generally carried out by male extension agents to male farmers with an assumption that extension messages will ‘‘trickle across’’ to women **(**Patra *et al.,* 2018) and also found that self-development efforts and administrative and institution-building activities were usually carried by male scientist than female scientists in KAU.

4.4 PROFILE CHARACTERISTICS OF KERALA AGRICULTURAL UNIVERSITY SCIENTISTS

4.4 .1 Age

Table 11. Gender wise distribution of Kerala Agricultural university scientists based on their age

AGE (YEARS)						
Category	Male (n)= 60		Female (n)=60		Total (N) = 120	
	Frequency	%	Frequency	%	Frequency	%
Young (Less than 35)	8	13.3	21	35	29	24.1
Middle (35-55)	43	71.7	36	60	79	65.9
Old (Greater than 55)	9	15	3	5	12	10
Total					120	100

From Table 11, it is inferred that more than sixty per cent of scientists (65.9%) belonged to the age category of 35 to 55 years, followed by 24.1% belonging to the age category of less than 35 years, and 10% in the age category of more than 55 years. Fig.12. shows the distribution of respondents based on their age.

In the case of male scientists, more than seventy per cent of the male scientists (71.7%) belonged to the age category of 35 to 55 years, whereas 15% of the male

scientists belonged to the age category of more than 55 years and 13.3% of the male scientists belonged to the age category of fewer than 35 years.

In the case of female scientists, it was found that the majority of the female scientists (60%) belonged to the age category of 35 to 55 years, while 35% and 5% belonged to the age categories of less than 35 years and more than 55 years, respectively. Fig.13. denotes gender-wise distribution of Kerala Agricultural University scientists based on their age.

The probable reason for a majority of the respondents to be in middle age category might be due to delayed recruitments and retirement of senior staffs. The results are similar to the findings of Maina (2018) and Fazely (2016).

4.4.2 Academic qualification

Table 12. Gender wise distribution of KAU scientists based on their academic qualification

Category	Male (n)= 60		Female (n)=60		Total (N) = 120	
	Frequency	%	Frequency	%	Frequency	%
Master degree	12	20	13	21.7	25	20.9
Doctoral degree	44	73.3	44	73.3	88	73.3
Post-Doctoral degree	4	6.7	3	5	7	5.8
Total					120	100

The results presented in the Table 12 showed that more than seventy per cent of the scientists (73.3%) had doctoral degrees, followed by 20.9% of the scientists having master's degree, and 5.8% of the scientists with post-doctoral degrees. Fig.14. shows the distribution of respondents based on their academic qualifications.

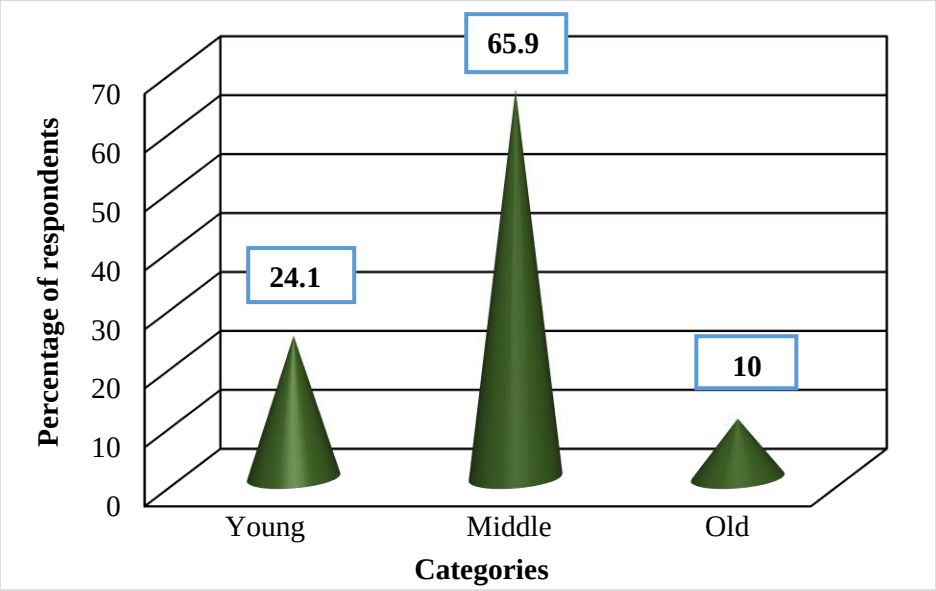

Fig. 12. Distribution of respondents based on their age

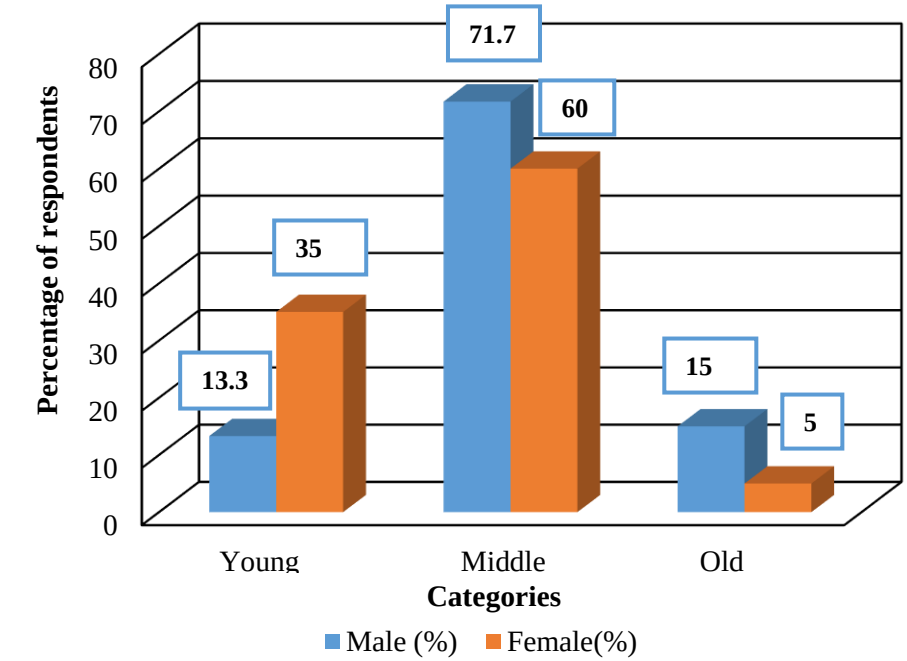

Fig. 13. Gender wise distribution of respondents based on their age

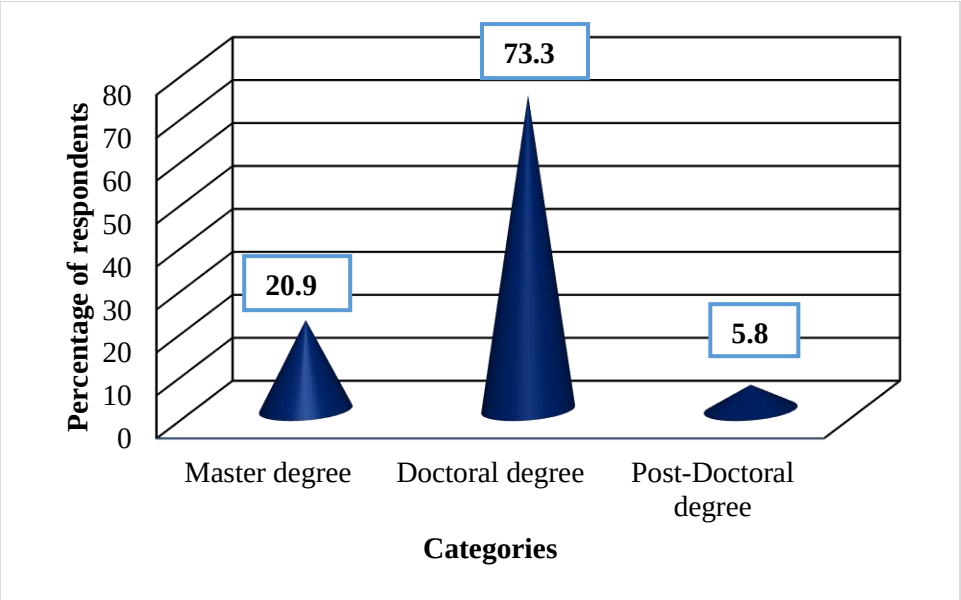

Fig. 14. Distribution of respondents based on their academic qualification

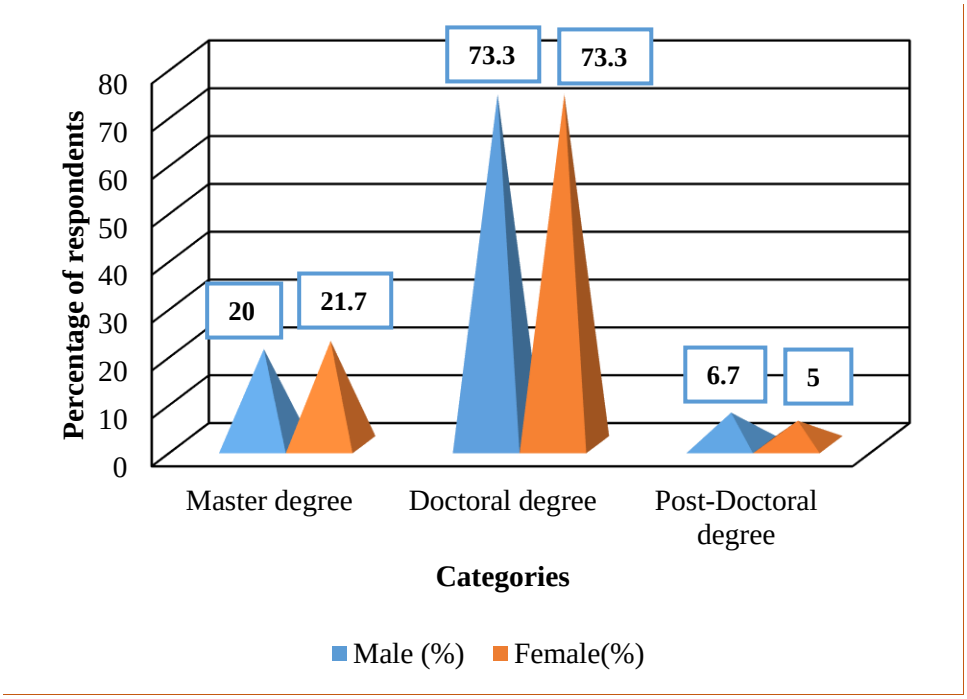

Fig. 15. Gender wise distribution of KAU scientists based on their academic qualification

In the case of male scientists, majority of the male scientists (73.3%) had doctoral degrees, whereas 20% of the male scientists had master's degrees, and 6.7% of the male scientists had post-doctoral degrees.

In the case of female scientists, majority of the female scientists (73.3%) had doctoral degrees, while 21.7% and 5% of the female scientists had master's degrees and post-doctoral degrees, respectively. Fig. 15. denotes gender-wise distribution of KAU scientists based on their academic qualification.

The probable reason for majority of the respondents possessing doctoral degrees could be that for the career advancement, it is mandatory that the scientist require a doctoral degree and above. These findings get support from the findings of Aimable (2011) and Kiran *et al.* (2016).

4.4.3 Job experience

Table 13. Gender wise distribution of KAU scientists based on their Job experience

Category	Male (n)= 60		Female (n)=60		Total (N) = 120	
	Frequency	%	Frequency	%	Frequency	%
Below 10 years	15	25	34	56.7	49	40.83
10 to 20 years	22	36.7	21	35	43	35.83
Above 20 years	23	38.3	5	8.3	28	23.33
Total					120	100

It is inferred from the Table 13 that the majority of the scientists (40.83%) had job experience of less than 10 years, followed by 35.83% of the scientists who had 10 to 20 years of job experience, and 23.33% of the scientists having a job experience of more than 20 years. Fig.16. shows the distribution of respondents based on their job experience.

In the case of male scientists, majority of the male scientists (38.3%) had job experience of more than 20 years, while 36.7% of the male scientists had 10 to 20 years

of job experience and 25% of the male scientists had less than 10 years of job experience.

In the case of female scientists, more than half (56.7%) of the female scientists had job experience of less than 10 years, whereas 35% of the female scientists had 10 to 20 years of job experience and 8.3% of the female scientists had more than 20 years of job experience. Fig.17. denotes gender-wise distribution of KAU scientists based on their job experience.

The probable reason for majority of the female scientists having job experience of less than 10 years might be due to the fact that majority of female respondents belonged to age category of middle to young. From the past few decades for the recruitment the number of male scientists were lesser. In Kerala it had been observed that there is a decline in number of male candidates for professional courses in general compared to female scientists. All these would have contributed for lesser number of male scientists in less than 10 years of job experience category. These findings are on par with the findings of Tewari (2014).

4.4.4 Family Type

Table 14. Gender wise distribution of KAU scientists based on their family type

Category	Male (n)= 60		Female (n)=60		Total (N) = 120	
	Frequency	%	Frequency	%	Frequency	%
Nuclear	45	75	46	76.7	91	75.8
Joint	15	25	14	23.3	29	24.2
Total					120	100

Based on the result in Table 14 it is observed that majority of the scientists 75.8% belonged to nuclear families followed by 24.2 per cent of the scientists belonging to joint families. Fig.18. shows the distribution of respondents based on their family type.

In the case of male respondents, it was found that more than seventy per cent (75%) of the male scientists belonged to nuclear families whereas 25 per cent of the male scientists belonged to joint families.

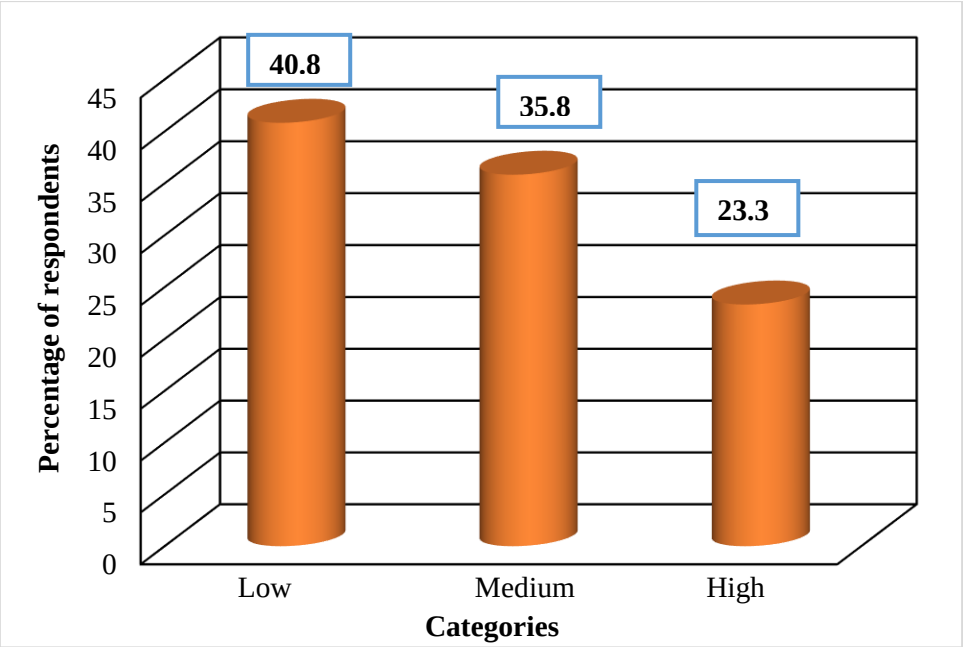

Fig. 16. Distribution of respondents based on their job experience

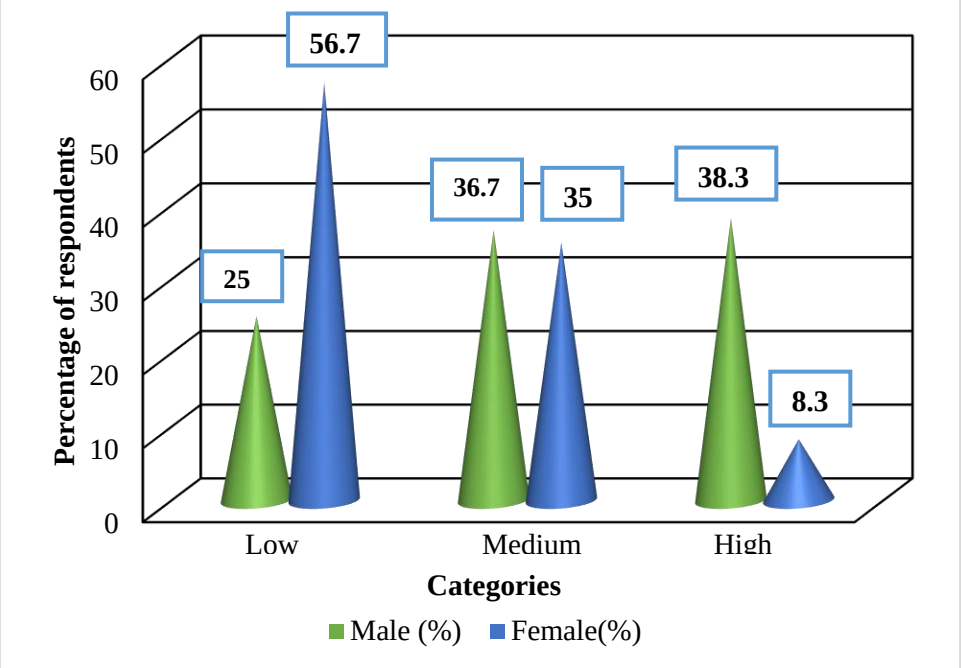

Fig. 17. Gender wise distribution of KAU scientists based on their job experience

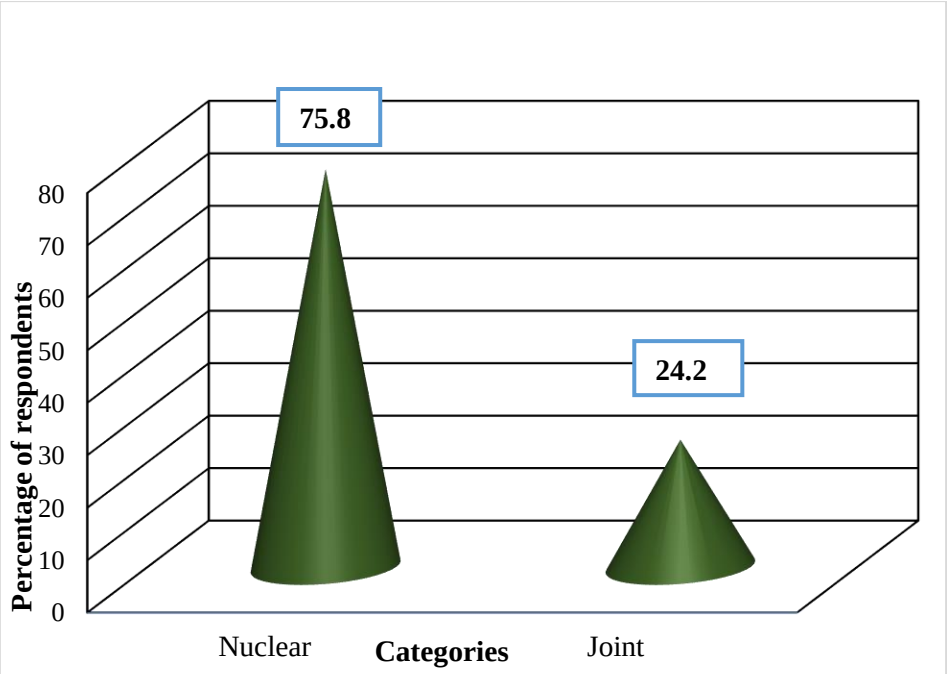

Fig. 18. Distribution of respondents based on their family type

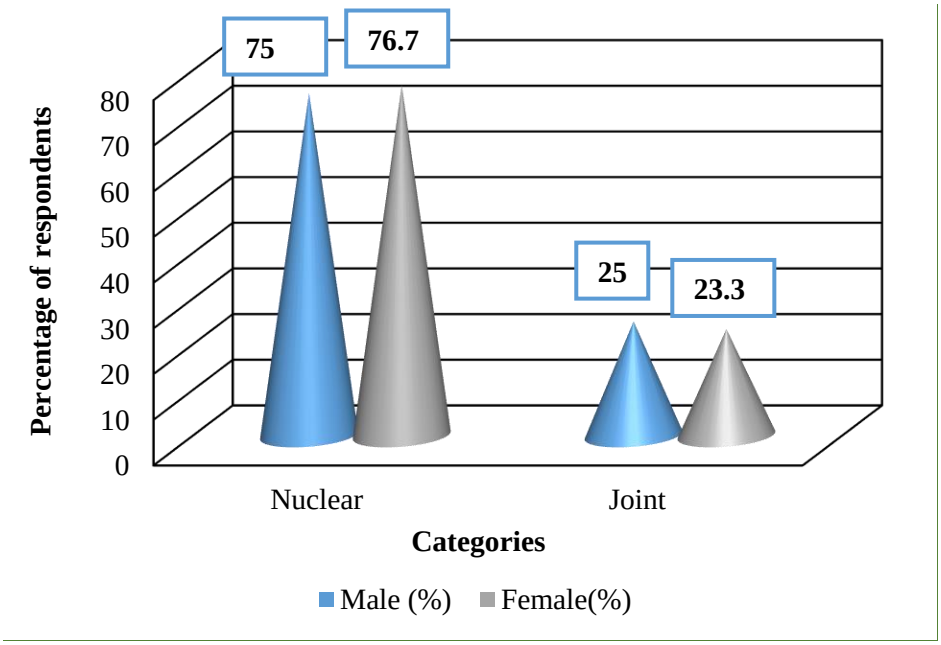

Fig. 19. Gender wise distribution of KAU scientists based on their family type

In the case of female respondents, it was found that more than one-third (76.7%) of the female scientists belonged to nuclear families while 23.3 per cent of the female scientists belonged to joint families. Fig.19. denotes gender-wise distribution of KAU scientists based on their family type.

The probable reason for majority of the respondents preference for nuclear families might be due to the financial stability of such families and for providing greater possibilities for their children's lives. Other factors could include numerous transfers, distance of their workplace from the home towns *etc*. The results are in line with the results of Lalitha (2005).

4.4.5 Rural-urban background

Table 15. Gender wise distribution of KAU scientists based on their Rural-urban background

Category	Male (n)= 60		Female (n)=60		Total (N) = 120	
	Frequency	%	Frequency	%	Frequency	%
Rural	22	36.7	24	40	46	38.3
Urban	38	63.3	36	60	74	61.7
Total					120	100

Based on the result of rural-urban background from the Table 15 that majority of the scientists 61.7% belonged to urban background followed by 38.3 per cent of the scientists belonging to the rural background. Fig.20. shows the distribution of respondents based on their rural-urban background**.**

In the case of male respondents, more than sixty per cent (63.3%) belonged to urban backgrounds whereas 36.7 per cent of the male scientists belonged to rural backgrounds. In the case of female scientists, majority of the female scientists 60% belonged to the urban background while 40 per cent of the female scientists belonged to the rural background. Fig.21. denotes gender-wise distribution of respondents based on their rural-urban background.

The probable reason for majority of the respondents belonging to urban backgrounds might be due to the occupation of parents and thus got settled in taluk areas. They might have settled in the cities to provide better education for their children and also considering the distance to their workplace. These results are on par with the results of Gopika (2014).

4.4.6 Promotional opportunities

Table 16. Gender wise distribution of KAU scientists based on their promotional opportunities

Category	Male (n)= 60		Female (n)=60		Total (N) = 120	
	Frequency	%	Frequency	%	Frequency	%
Not adequate	16	26.6	20	33.3	36	30
Adequate	40	66.7	40	66.7	80	66.7
More than adequate	4	6.7	0	0	4	3.3
Total					120	100

It is inferred from the Table 16 that majority of the scientists (66.7%) opined that they have adequate promotional opportunities, followed by 30% of the scientists who opined that they did not have adequate promotional opportunities and 3.3% of the scientists opined that they had more than adequate promotional opportunities. Fig.22. shows the distribution of respondents based on their promotional opportunities.

In the case of male scientists, more than sixty per cent of the male scientists (66.7%) opined that they had adequate promotional opportunities, while 26.6 % of male scientists opined that they did not have adequate promotional opportunities and 6.7% of the scientists opined that they had more than adequate promotional opportunities.

In the case of female scientists, majority of the female scientists (66.7%) opined that they had adequate promotional opportunities, whereas 33.3 % of the female scientists opined that they did not have adequate promotional opportunities and none of the scientists opined that they had more than adequate promotional opportunities. Fig.23. denotes gender-wise distribution of KAU scientists based on their promotional opportunities

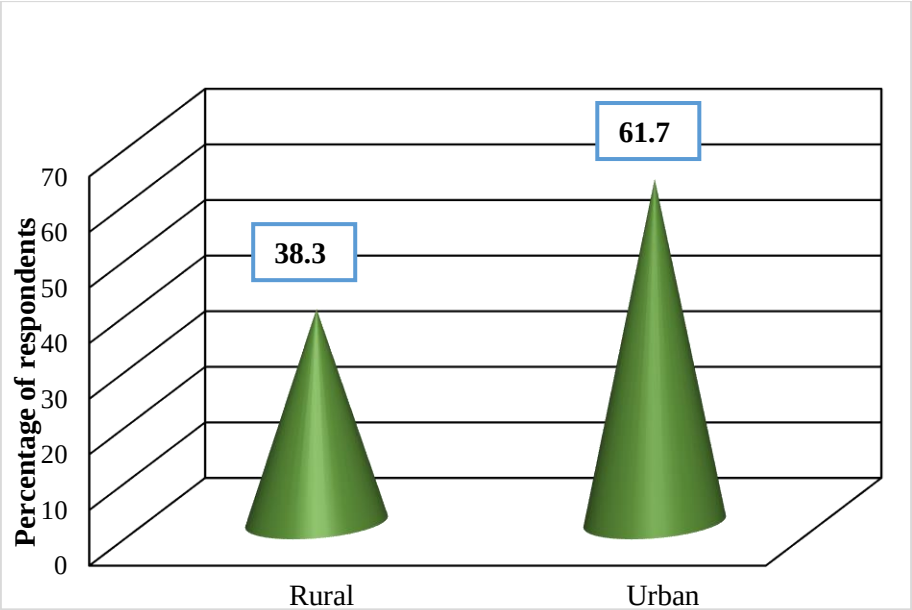

Fig. 20. Distribution of respondents based on their rural-urban background

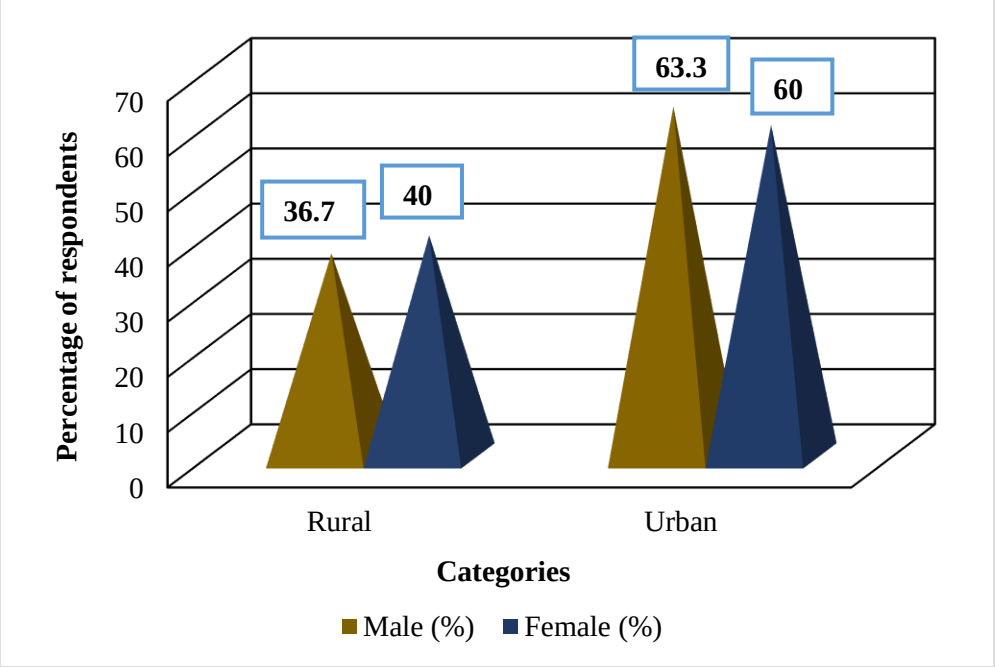

Fig. 21. Gender wise distribution of respondents based on their rural-urban background

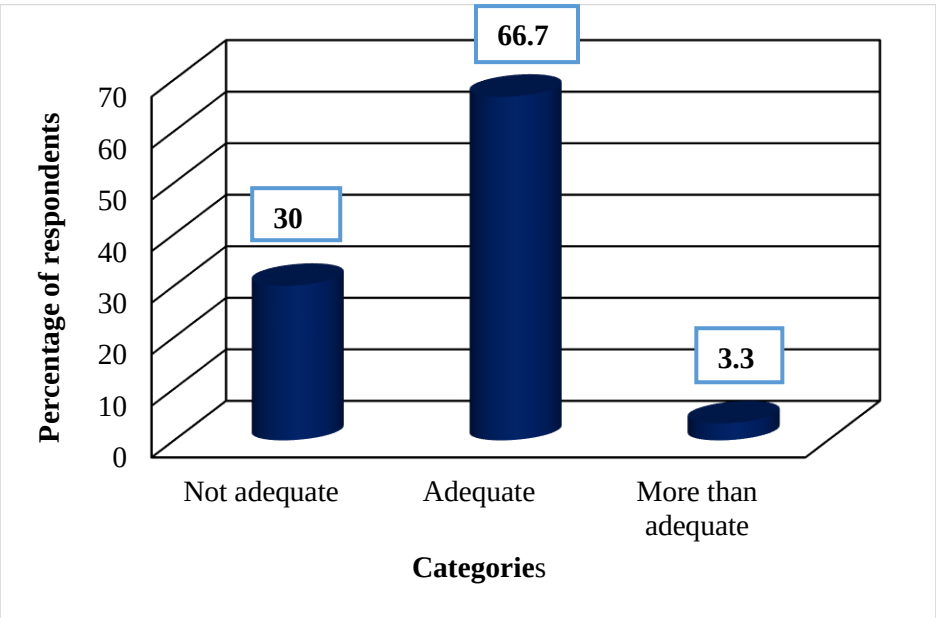

Fig. 22. Distribution of respondents based on their promotional opportunities

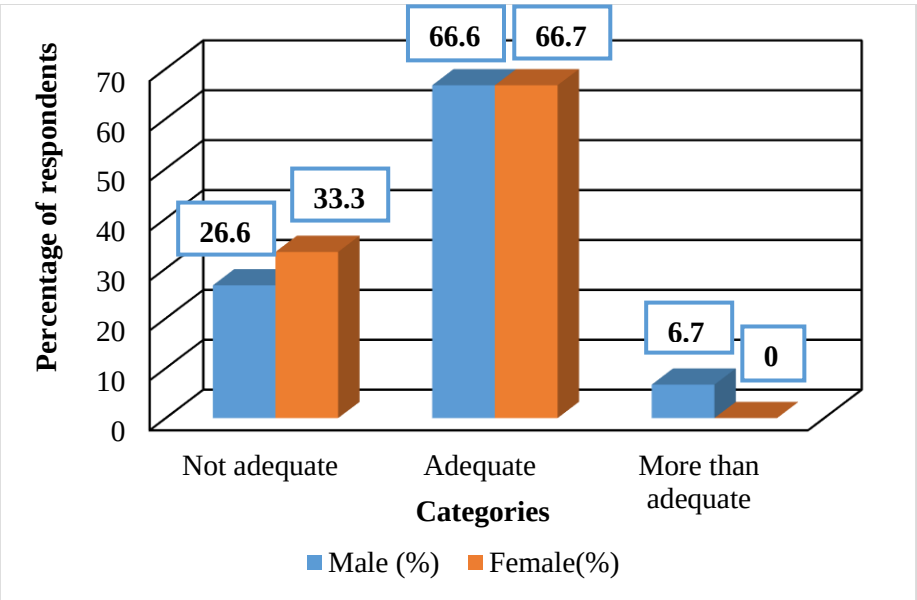

Fig. 23. Gender wise distribution of KAU scientists based on their promotional opportunities

The probable reason for majority of the scientists (66.7%) opining that they had adequate promotional opportunities might be due to availed optimum promotional opportunities. Fewer years of job experience might also be another reason for this opinion. The results are on par with the results of Victor (2018).

4.4.7 Family income

It refers to the total earning of all the members of the family of the KAU scientists for a period of one year under study (2020-21).

Based on income range, scientists were grouped into three categories such as low, medium and high based on mean ± standard deviation. Categorization of scientists according to their income is given in the table below.

Table 17. Gender wise distribution of KAU scientists based on their family income (Rs.)

Category	Male (n)= 60		Female (n)=60		Total (N) = 120	
	Frequency	%	Frequency	%	Frequency	%
Low (<8,08,381.4)	13	21.66	7	11.66	20	16.66
Medium (between 8,08,381.4-2,78,2618.5)	36	60	42	70	78	65
High (>2,78,2618.5)	11	18.33	11	18.33	22	18.33
Mean=1,79,5500, SD= 9,87,118.58					120	100

It is evident from the Table 17 that more than sixty per cent (65%) of the scientists belonged to a medium category of income followed by 18.33% of the scientists belonging to the high category of income and 16.66% of the scientists belonging to low income category. Fig.24. shows the distribution of respondents based on their family income.

In the case of male scientists, majority of the male scientists (60%) belonged to a medium category of income followed by 21.66% and 18.33% of the male scientists belonging to a low and high category of income respectively.

In the case of female scientists, majority of the female scientists (70%) belonged to the medium category of income whereas 18.33% of the female scientists belonged to the high level of income and 11.66% of the female scientists belonged to the low income category.

Fig.25. denotes gender-wise distribution of KAU scientists based on their family income.

The probable reason for majority of the respondents having a medium level of family income, followed by high might be due to adequate incentives, salaries, and promotions received by the scientists, thus helping them to sustain at the medium family income category. These results are in line with the results of Kiran (2007).

4.4.7 Attitude towards the profession

Attitude towards profession was operationalized as the KAU scientist's positive or negative mental disposition towards his or her profession.

Table 18. Gender wise distribution of KAU scientists based on their attitude towards the profession

Category	Male (n)= 60		Female (n)=60		Total (N) = 120	
	Frequency	%	Frequency	%	Frequency	%
Low (<35)	12	20	11	18.3	23	19.2
Medium(between 35 to 43)	40	66.7	42	70	82	68.3
High(> 43)	8	13.3	7	11.7	15	12.5
Total	60	100	60	100	120	100
Mean = 38.6, SD = 3.92						

It is inferred from the Table 18 that majority of the scientists (68.3%) had medium attitude towards their profession, followed by 19.2% of the scientists having low attitude and 12.5% of the scientists having high attitude towards the profession. Fig.26. shows the distribution of respondents based on their attitude towards the profession.

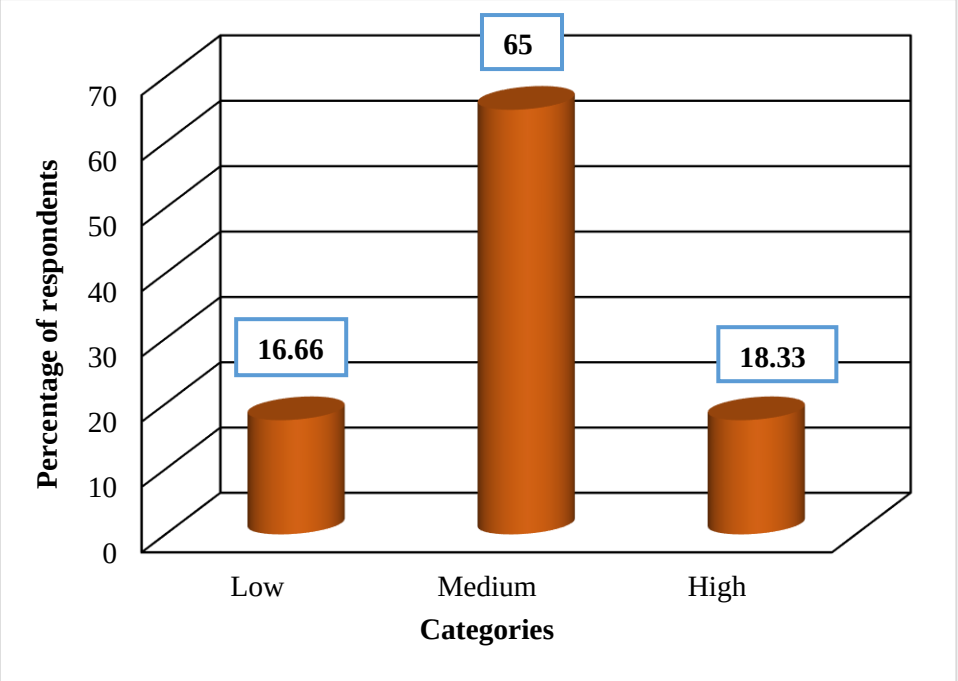

Fig. 24. Distribution of respondents based based on their family income

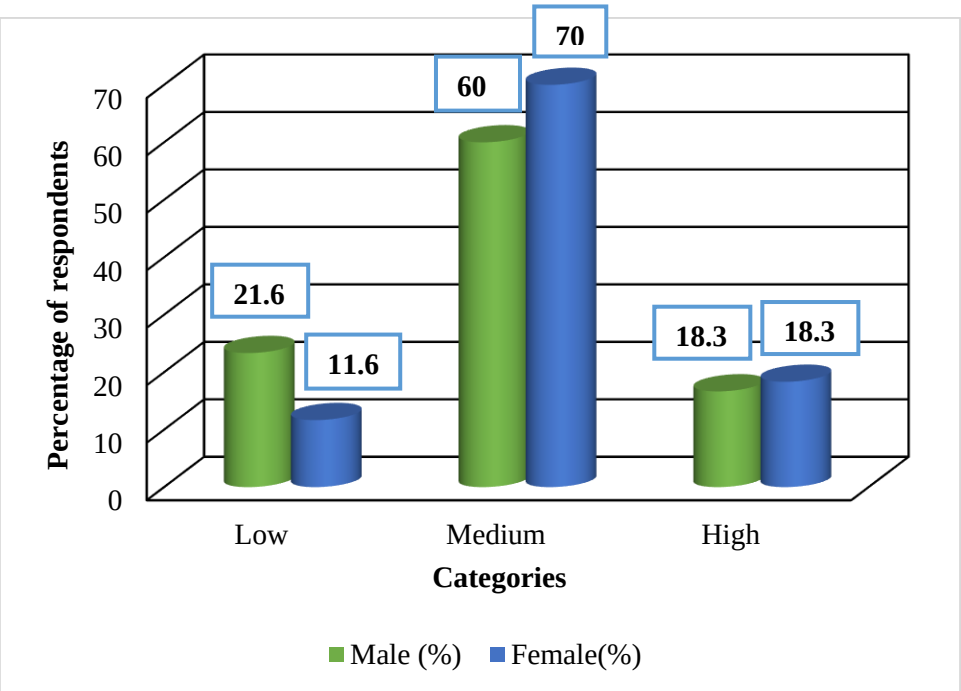

Fig. 25. Gender wise distribution of KAU scientists based on their family income

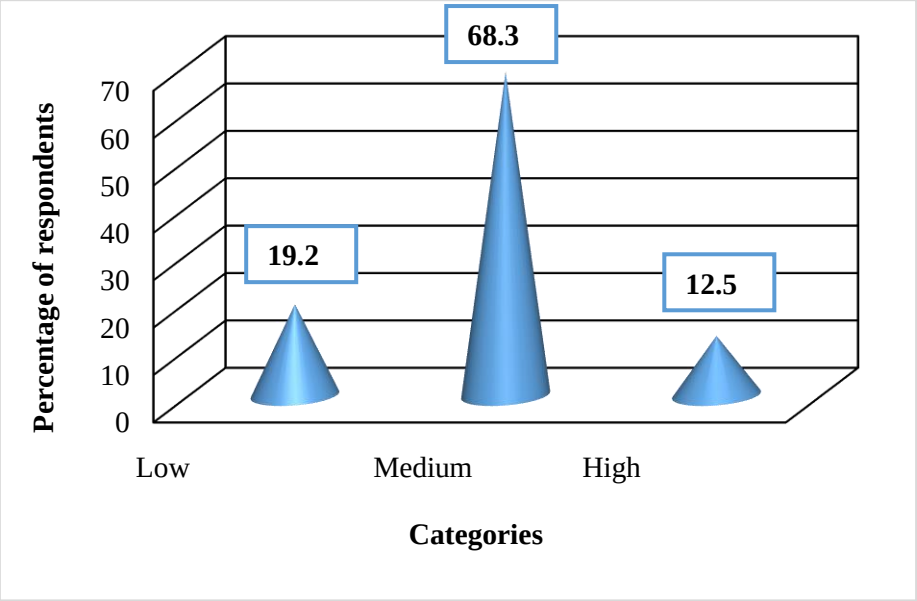

Fig 26. Distribution of respondents based on their attitude towards profession

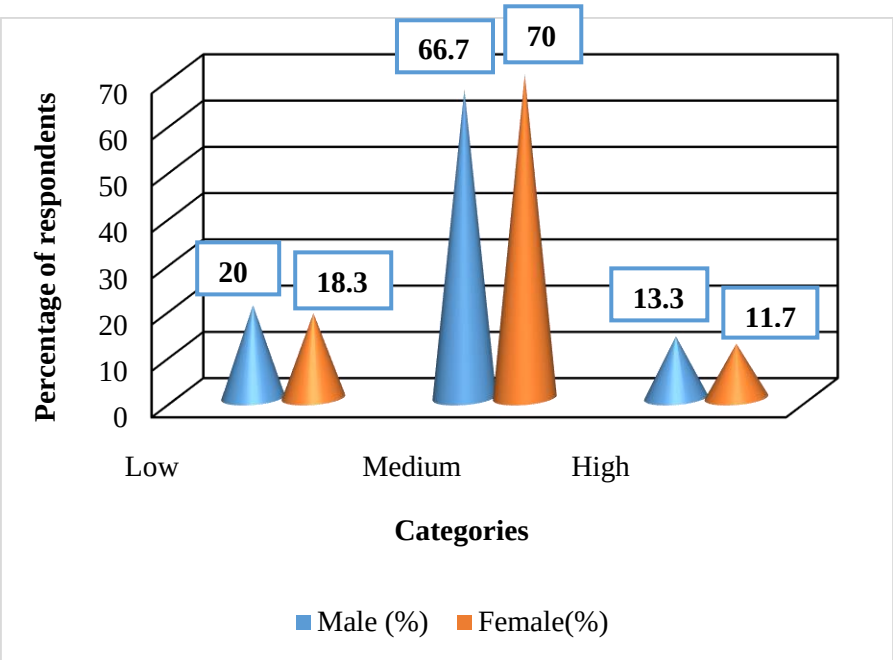

Fig. 27. Gender wise distribution of KAU scientists based on their attitude towards profession

In the case of male scientists, more than sixty per cent of the male scientists (66.7%) had a medium attitude towards the profession, while 20% of the male scientists had a low attitude and 13.3% had a high attitude towards the profession.

In the case of female scientists, majority of the female scientists (70%) were having a medium attitude towards the profession, whereas 18.3% of the female scientists had a low attitude and 11.7% had a high attitude towards the profession. Fig.27. denotes gender-wise distribution of KAU scientists based on their attitude towards the profession.

The probable reason for the majority of the respondents' having a medium attitude towards their profession might be due to their medium levels of organisational climate (Table 20), workload (Table 21), and organisational commitment (Table 23). The reason for lower attitude might be that most of the scientists had three mandates: teaching, research, and extension, so it led to narrowing the focus on their major mandates creating an ambiguity in the duties and responsibilities of the scientists. Poor facilities and working conditions at the workplace as mentioned by the respondents in the constraints would have been other reasons for lower attitude. The results are in line with the results of Nirujogi (2012).

4.4.9 Self-confidence

Self confidence refers to the sense of a KAU scientist about his ability, initiative and zeal to achieve his/her goal or aim.

Table 19. Gender wise distribution of KAU scientists based on their self-confidence

Category	Male (n)= 60		Female (n)=60		Total (N) = 120	
	Frequency	%	Frequency	%	Frequency	%
Low (< 27)	4	6.7	19	31.7	23	19.1
Medium (between 27 to 36)	45	75	33	55	78	65
High (> 36)	11	18.3	8	13.3	19	15.9
Total	60	100	60	100	120	100
Mean = 31.7, SD = 4.46						

It is inferred from Table 19 that more than sixty per cent of the scientists (65%) had a medium level of self-confidence, followed by 19.1% of the scientists with a low level of self-confidence and 15.9% of the scientists had a high level of self-confidence. Fig.28. shows the distribution of respondents based on their self-confidence.

In the case of male scientists, majority of the scientists (75%) were having a medium level of self-confidence, while 18.3% of the male scientists were having a high level of self-confidence and 6.7% were having a low level of self-confidence.

In the case of female scientists, majority of the female scientists (55%) had a medium level of self-confidence, whereas 31.7% and 13.3% of the female scientists had a low and high level of self-confidence respectively. Fig.29. denotes the gender-wise distribution of KAU scientists based on their self-confidence.

The probable reason for the majority of the respondents' having a medium self-confidence might be due to their medium attitude towards the job. Society imposed restrictions and triple role burden on women could also be a reason for more number of women scientists in the medium to low category compared to male scientists who belonged to medium to high category. The results are in line with the results of Nirujogi (2012).

4.4.10 Organizational climate

It is operationally defined as the perception of KAU scientist about his work place, facilities, co-workers, supervision, leadership *etc.*, as favourable or unfavourable.

Table 20. Gender wise distribution of KAU scientists based on their organizational climate

Category	Male (n)= 60		Female (n)=60		Total (N) = 120	
	Frequency	%	Frequency	%	Frequency	%
Low (< 12)	4	6.7	12	20	16	13.3
Medium (between 12 to 19)	50	83.3	42	70	92	76.7
High (> 19)	6	10	6	10	12	10
Total	60	100	60	100	120	100
Mean =15.1, SD= 3.58						

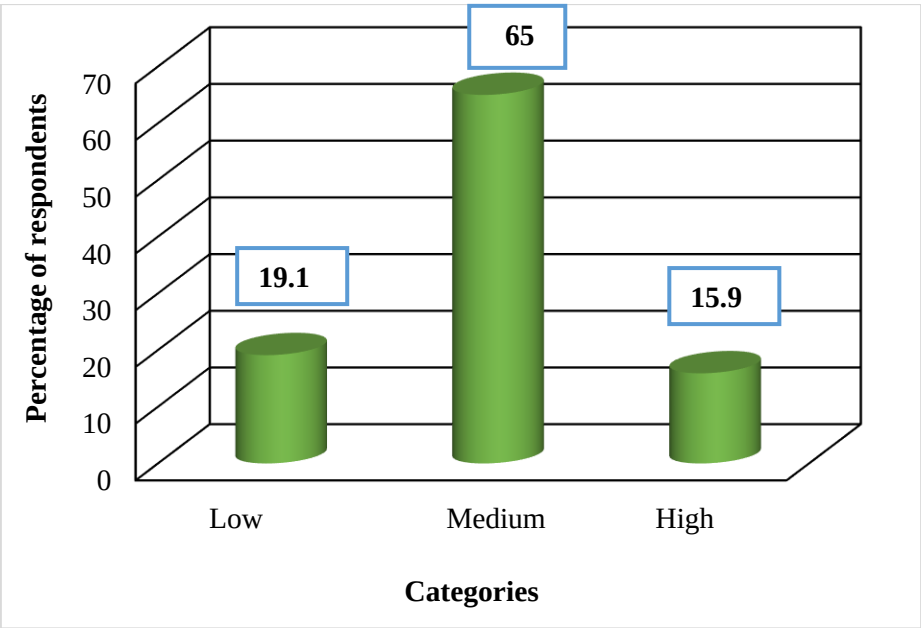

Fig 28. Distribution of respondents based on their self confidence

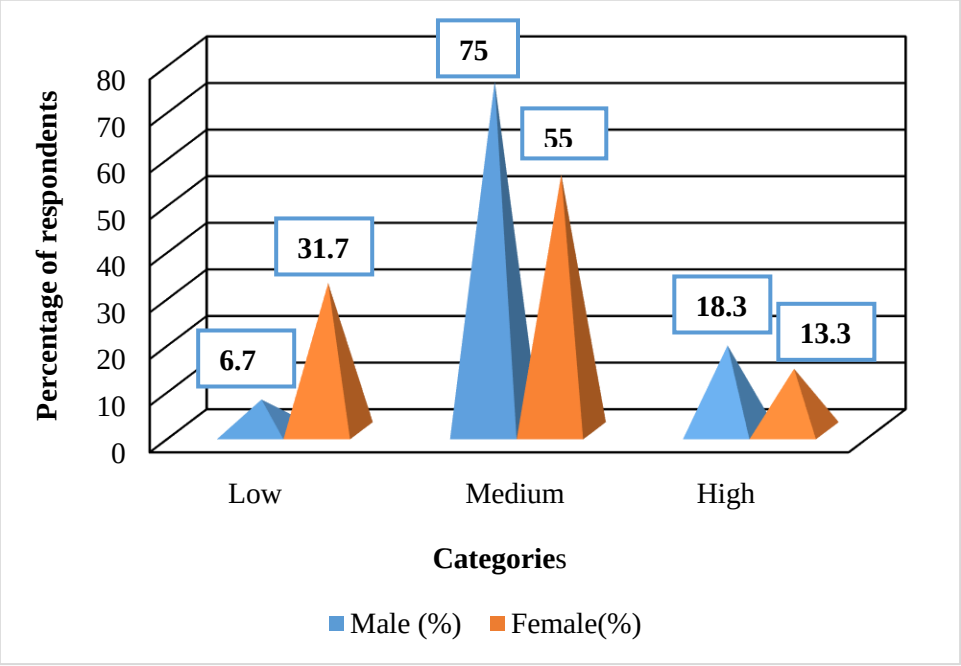

Fig. 29. Gender wise distribution of KAU scientists based on their self confidence

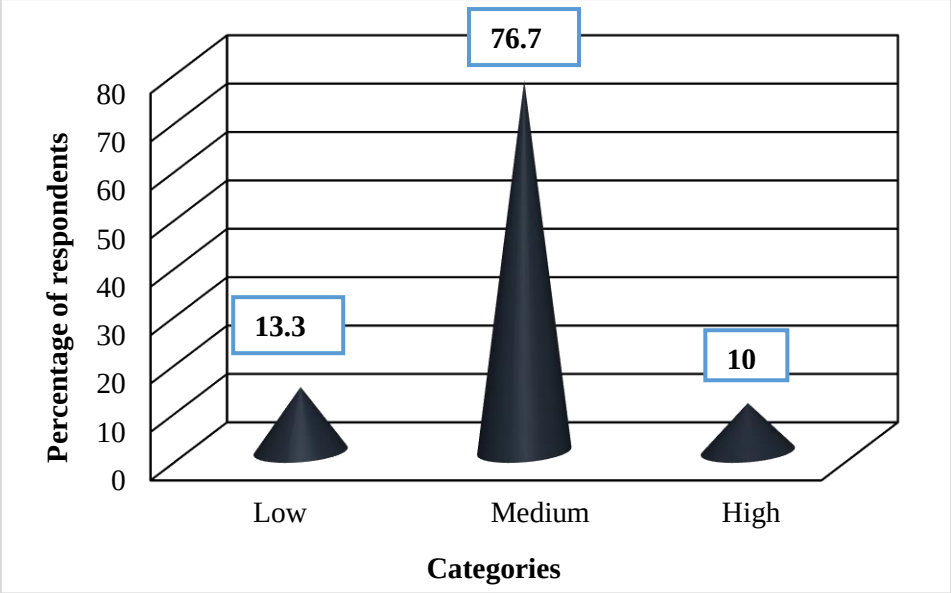

Fig. 30. Distribution of respondents based on their organizational climate

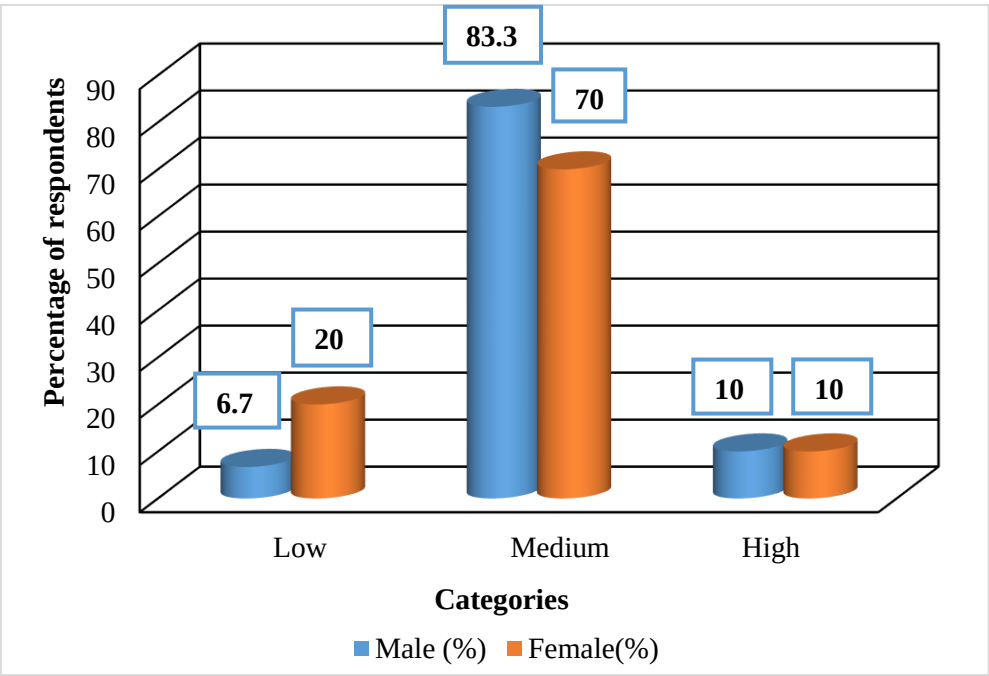

Fig. 31. Gender wise distribution of KAU scientists based on their organizational climate

The results presented in the Table 20 showed that majority of the scientists (76.7%) felt that they were having a medium organizational climate, while 13.3% of the scientists felt that they had a low level of organizational climate and 10 % of the scientists were enjoying a very good organizational climate. Fig.30 shows the distribution of respondents based on their organizational climate.

In the case of male scientists, more than three fourth of the male scientists (83.3%) had a medium level of organizational climate, followed by 10% of the male scientists with a high organizational climate and only 6.7% had a low or a poor organizational climate.

In the case of female scientists, majority of the female scientists (70%) had a mediocre level of organizational climate, whereas 20% had a low organizational climate and 10% of the female scientists enjoyed a high level of organizational climate. Fig.31. denotes gender-wise distribution of KAU scientists based on their organizational climate.

This might be due to the autonomous functioning of the university due to which a certain extent of flexibility and freedom is given to the scientists and there is a reward and recognition system in place. These findings are in line with the findings Fazely (2016).

4.4.11 Perception of workload

Table 21. Gender wise distribution of KAU scientists based on their perception of workload

Category	Male (n)= 60		Female (n)=60		Total (N) = 120	
	Frequency	%	Frequency	%	Frequency	%
Low (< 6)	6	10	10	16.67	16	13.33
Medium (between 6 to 11)	48	80	40	66.66	88	73.34
High (> 11)	6	10	10	16.67	16	13.33
Total	60	100	60	100	120	100
Mean = 8.52, SD = 2.35						

The results in Table 21 revealed that majority of the scientists (73.33%) opined that they had a medium level of workload, whereas an equal percentage of the scientists (13.33%) opined that they had high and low levels of workload. Fig.32 shows the distribution of respondents based on their perception of workload.

In the case of male scientists, majority of the scientists (80%) perceived their workload as medium, whereas an equal percentage of the male scientists (10%) perceived their workload as low and high.

In the case of female scientists, more than sixty per cent of the female scientists (66.66%) perceived their workload as medium, whereas an equal percentage of the female scientists (16.66%) perceived their workload as low and high. Fig.33 gender wise distribution of KAU scientists based on their perception of workload.

The probable reason for majority of respondents having a medium level of workload might be due to the UGC's specified guidelines and norms for scientists. They were also entrusted with various other duties such as administrative, works related to hostel, NSS, farm management, transportation, placement cell *etc*. The results are similar with the findings of Reddy and Maraty (2007).

4.4 .12 Leadership quality

Leadership quality is operationally defined as the capacity of the KAU scientists to influence others to participate in the achievement of a goal.

Table 22. Gender wise distribution of KAU scientists based on their leadership quality

Category	Male (n)= 60		Female (n)=60		Total (N) = 120	
	Frequency	%	Frequency	%	Frequency	%
Low (< 5)	1	1.7	3	5	4	3.3
Medium (between 5 to 9)	51	85	51	85	102	85
High (>9)	8	13.3	6	10	14	11.7
Total	60	100	60	100	120	100
Mean = 6.8, SD = 1.7						

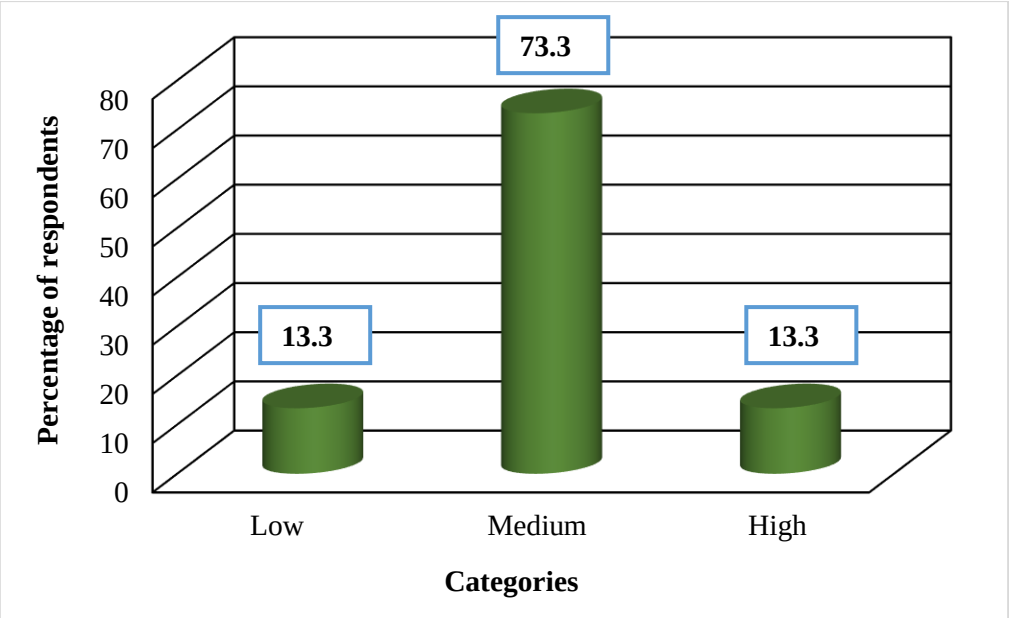

Fig. 32. Distribution of respondents based on their perception of workload

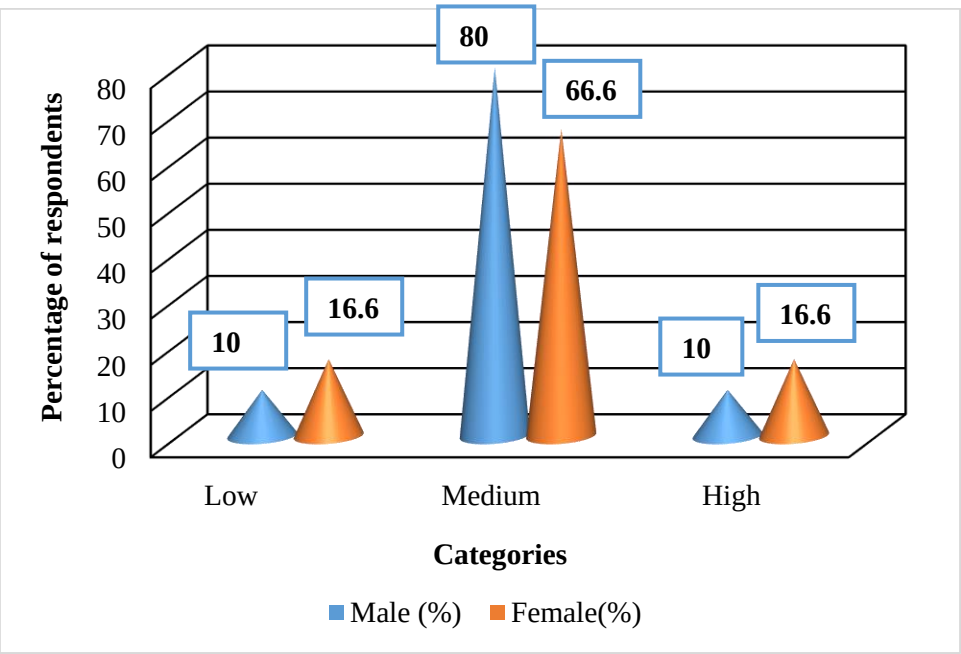

Fig. 33. Gender wise distribution of KAU scientists based on their perception of workload

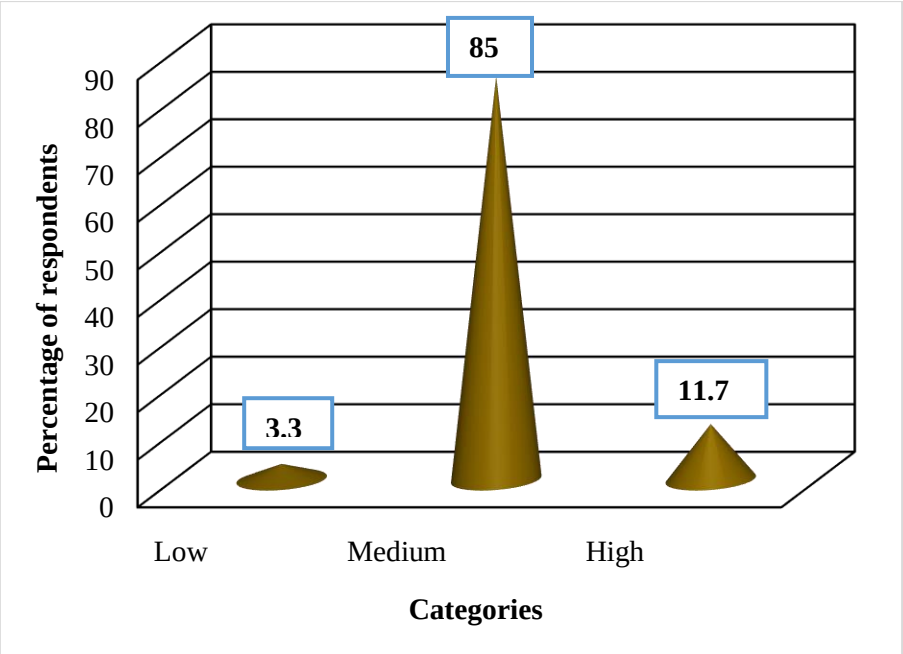

Fig. 34. Distribution of respondents based on their leadership quality

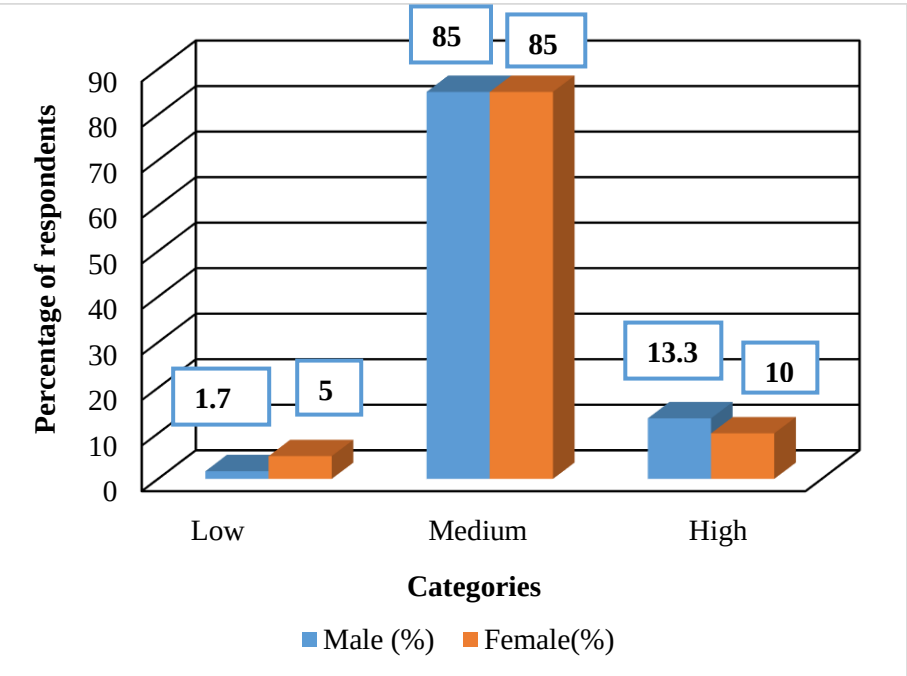

Fig. 35. Gender wise distribution of KAU scientists based on their leadership quality

Based on the results from Table 22, it is inferred that more than eighty per cent of scientists (85%) were having a medium level of leadership quality, followed by 11.7% of the scientists having a high level of leadership quality and only 3.3 % of the scientists were having a low level of leadership quality. Fig. 34 shows distribution of respondents based on their leadership quality.

In the case of male scientists, majority of the male scientists (85%) had a medium level of leadership quality, whereas 13.3% of the scientists had a high level of leadership quality and 1.7% of the scientists had a low level of leadership quality.

In the case of female scientists, majority of the female scientists (85%) were having a medium level of leadership quality, followed by 10% and 5% of the female scientists having a high-level and low level of leadership quality respectively. Fig.35. denotes gender-wise distribution of KAU scientists based on their leadership quality.

The probable reason for the majority of the respondents having a medium level of leadership quality might be attributed to medium level of emotional intelligence. On perusal of Table 25, it was observed that the capacity to monitor and regulate one's own and others emotions is strongly associated with inspiring motivation and individualised consideration which is very important for a leader. Socio cultural barriers and prejudices on women leadership might be a reason why lesser number of women respondents remained in the high leadership quality category compared to men. The results are in line with the results of Victor (2018).

4.4.13 Organizational commitment

It was operationalized as the KAU scientist's psychological attachment to the organization and how he/she is committed to achieve the goal and objectives of the organization.

Table 23. Gender wise distribution of KAU scientists based on their organizational commitment

Category	Male (n) = 60		Female (n) = 60		Total (N) = 120	
	Frequency	%	Frequency	%	Frequency	%
Low (< 37)	5	8.3	8	13.33	13	10.8
Medium (between 37 to 47)	43	71.7	44	73.33	87	72.5
High (> 47)	12	20	8	13.33	20	16.7
Total	60	100	60	100	120	100
Mean = 41.95, SD = 5.19						

It is inferred from Table 23 that more than seventy per cent of scientists (72.5%) were having a medium level of organizational commitment, followed by 16.7% of scientists having a high level of organizational commitment and 10.8 % having a low level of organizational commitment. Fig.36 shows the distribution of respondents based on their organizational commitment.

In the case of male scientists, majority of the male scientists (71.7%) had a medium level of organizational commitment, followed by 20% and 8.3% of the male scientists having high and low levels of organizational commitment, respectively.

In the case of female scientists, majority (73.33%) had a medium level of organizational commitment, whereas an equal percentage of the female scientists (13.33%) had high and low levels of organizational commitment. Fig.37 gender wise distribution of KAU scientists based on their organizational commitment.

The probable reason for a majority of respondents falling under the medium category of organizational commitment level might be due to the medium level of organizational climate maintained in the university. Similar findings are reported by Mohan (2000) and Mishra (2005).

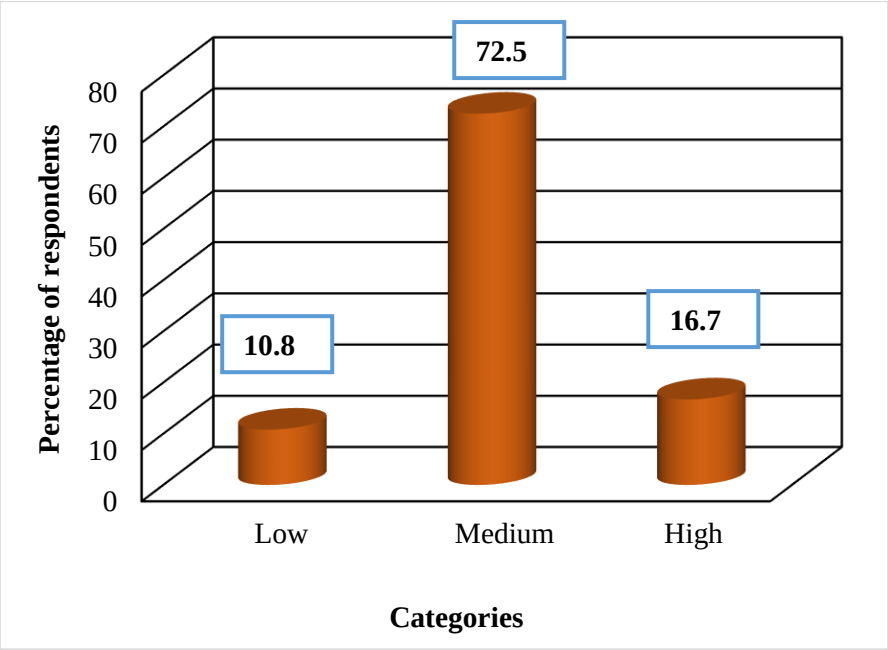

Fig.36. Distribution of respondents based on their organizational commitment

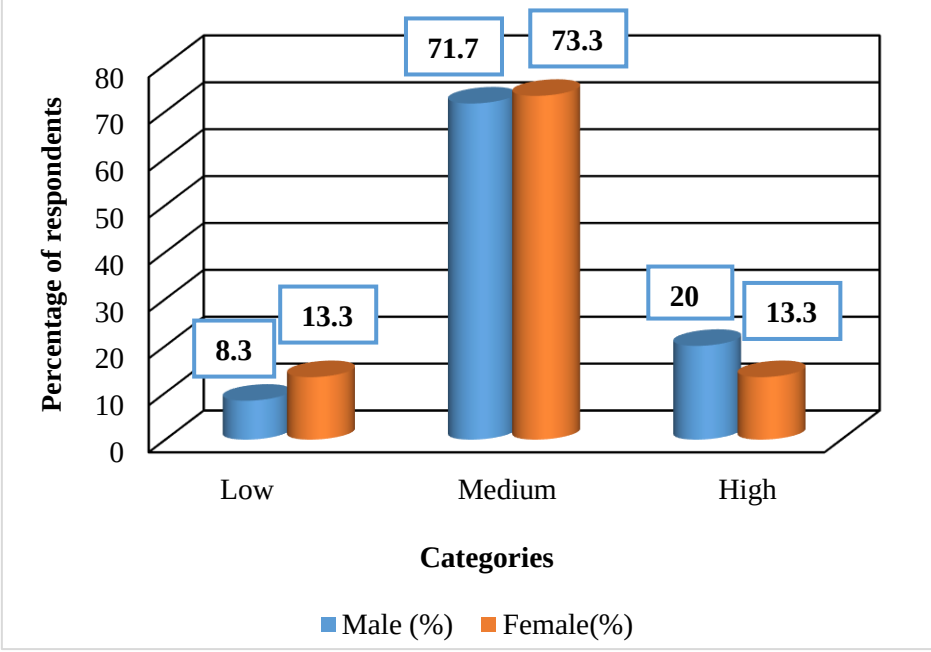

Fig. 37. Gender wise distribution of KAU scientists based on their organizational commitment

4.4.14 Job stress

It was operationally defined as the harmful physical, psychological, and emotional reaction that occur when there exists a mismatch between job demand and competencies of KAU scientists.

Table 24. Gender wise distribution of KAU scientists based on their job stress

Category	Male (n) = 60		Female (n) = 60		Total (N) = 120	
	Frequency	%	Frequency	%	Frequency	%
Low (< 37)	7	11.7	12	20	19	15.9
Medium (between 37 to 51)	38	63.3	46	76.7	84	70
High (> 51)	15	25	2	3.3	17	14.1
Total	60	100	60	100	120	100
Mean = 43.72, SD = 7.05						

Based on the results from Table 24, it is inferred that seventy per cent of scientists (70%) experienced medium job stress, followed by 15.9% of the scientists experiencing a low level of job stress and 14.1% of the scientists experiencing a high level of job stress. Fig.38. shows the distribution of respondents based on their Job stress.

In the case of male scientists, more than sixty per cent of male scientists (63.3%) had medium job stress, followed by 25% and 11.7% having high and low levels of job stress respectively.

In the case of female scientists, majority of the female scientists (76.7%) belonged to the medium job stress category, whereas 20% experienced a low level of job stress and 3.3% of the scientists experienced a high level of job stress. Fig.39 gender wise distribution of KAU scientists based on their job stress.

The probable reason for a majority of respondents belonging to the medium job stress category might be due to the medium workload, little or no incentives, a medium degree of promotion chances, workplace politics, insufficient transportation, repeated transfers and work beyond office hours, and so on. The results are consistent with the results of Nagananda (2005).

4.5 FACTORS INFLUENCING EMOTIONAL INTELLIGENCE

Spearman's rank correlation was performed to know the association of profile characteristics and emotional intelligence of KAU scientists.

Table 25. Relationship between profile characteristics and emotional intelligence

Sl. No.	Profile characteristics	Spearman's rank correlation coefficient
1	Age	0.039^{NS}
2	Academic qualification	-0.009^{NS}
3	Job experience	0.103^{NS}
4	Promotional opportunities	0.352**
5	Family income	0.039^{NS}
6	Attitude towards profession	0.177^{NS}
7	Self confidence	0.316*
8	Organizational climate	0.277**
9	Perception of workload	0.054^{NS}
10	Leadership quality	0.392*
11	Organizational commitment	0.375**
12	Job stress	- 0.265*
***Significant at 5% level**		****Significant at 1% level**

It is evident from Table 25 that promotional opportunities, organizational climate, and organizational commitment were the factors having positive and significant relationship with emotional intelligence at 1% level of significance whereas self-confidence and leadership quality were having positive and significant association with emotional intelligence at 5% level of significance and it is also interesting to note that job stress was having negative and significant association with emotional intelligence at 5% level of significance.

According to the correlation investigation, scientists with a high degree of promotional opportunities would also have a high level of emotional intelligence. This could be because, people with high emotional intelligence are better at handling their

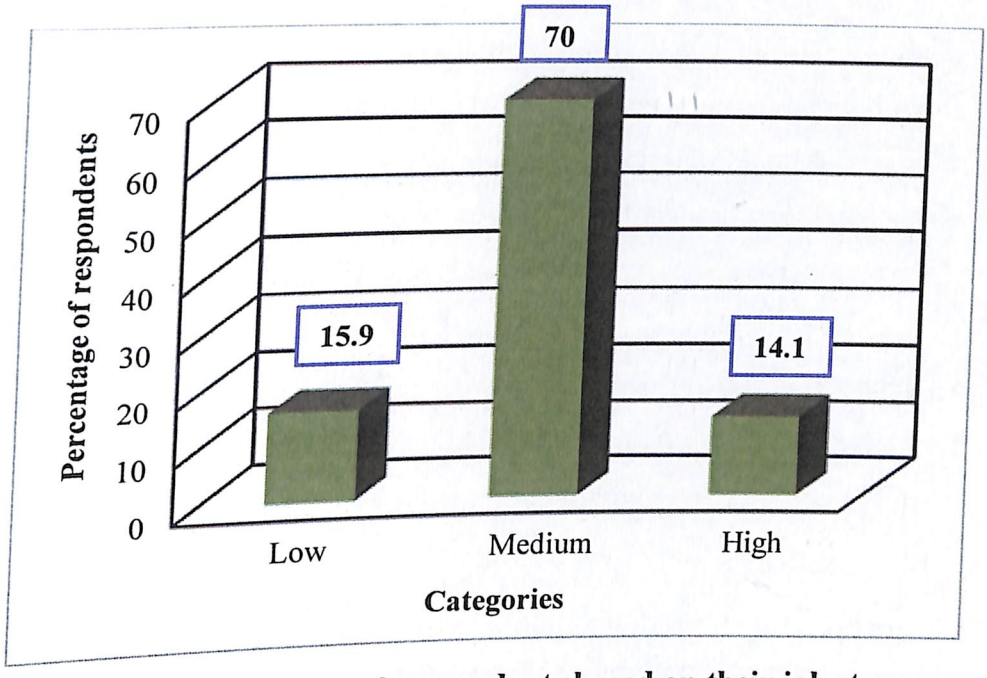

Fig. 38. Distribution of respondents based on their job stress

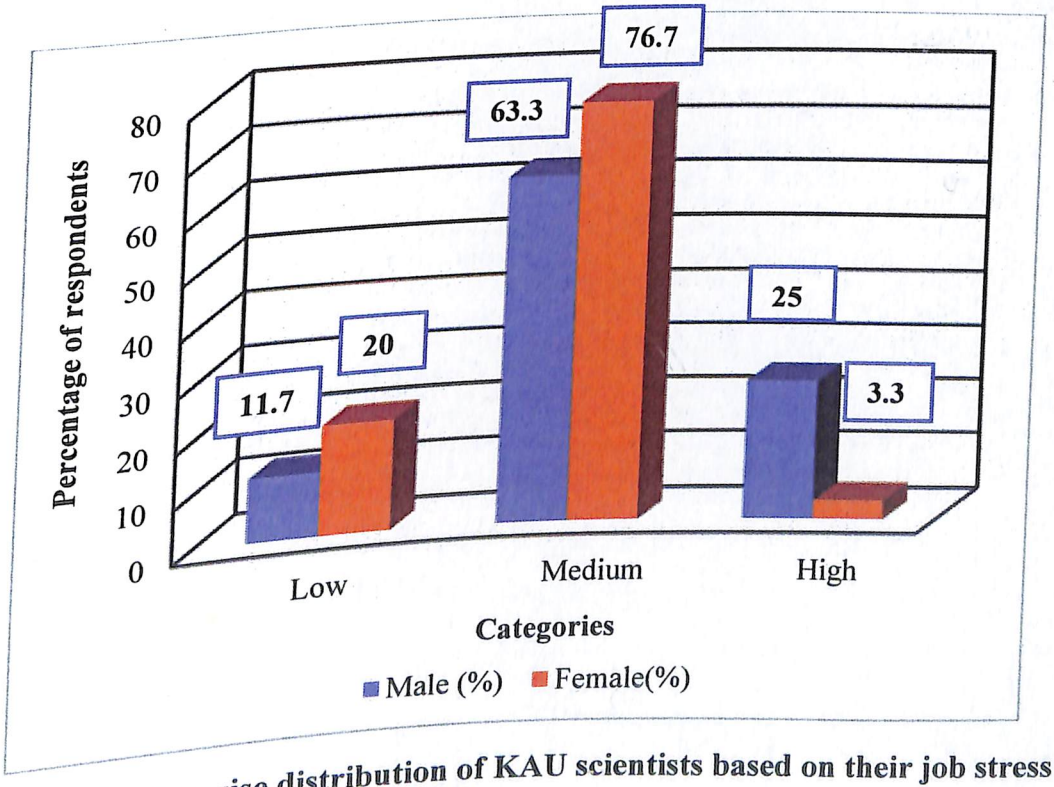

Fig. 39. Gender wise distribution of KAU scientists based on their job stress

emotions at work and motivating themselves toward goals, which leads to improved job performance and more promotion possibilities.

There was an association observed between self-confidence and the emotional intelligence of KAU scientists. To be an effective agricultural scientist, the scientist must have confidence in himself/herself in addition to subject knowledge and communication skills. Self-confidence serves as a motivator and provides the ability to act even in adverse circumstances.

It was observed that there was a relationship between organisational climate and the emotional intelligence of KAU scientists. This could be because the scientists' emotional status is high if the organization's policies, rules and guidelines are friendly to them. Scientists with a positive organisational climate were better able to manage their emotions and maintain positive social connections at work.

The emotional intelligence of the scientists and their capacity to lead people had a positive and significant association. This might be because leadership is basically an emotional process in which leaders detect their followers' emotional states, attempt to induce emotions in them and then endeavour to regulate their emotional states appropriately. The leader's EI has a significant impact on the quality and efficacy of social interactions with others. As a result, the quality of leadership helps to improve emotional intelligence.

It was found that there was a significant association between organizational commitment and emotional intelligence. The probable reason might be due to high belief and involvement of the scientists in organizational goals that helps them to regulate emotions and inspire themselves towards the organizational goals.

Based on correlation analysis it was observed that the scientists who possess a high level of job stress also possess low levels of emotional intelligence. This might be due to high job stress leading to handling unpleasant emotions at work and reporting high psychological difficulties, as well as a low degree of job satisfaction. The variables *viz.*, family type and rural – urban background were categorical, hence chi- square test was performed in order to find the association of these variables with EI.

Table 26. Relationship between family type, rural – urban background and emotional intelligence

Particulars	Family type and emotional intelligence	Rural – urban background and emotional intelligence
Pearson Chi-Square	2.014	8.237
Df	2	2
Asymptotic Significance (2-sided)	.365^{NS}	.096 ^{NS}

It was inferred from Table 26, that there was no significant association between family type, rural – urban background and emotional intelligence.

4.6 FACTORS INFLUENCING JOB PERFORMANCE

Table 27. Relationship between profile characteristics and job performance

Sl. No.	**Profile characteristics**	**Spearman's rank correlation coefficient**
1	Age	0.307**
2	Academic qualification	0.123^{NS}
3	Job experience	0.349**
4	Promotional opportunities	0.033^{NS}
5	Family income	0.032^{NS}
6	Attitude towards profession	0.239*
7	Self confidence	0.161*
8	Organizational climate	0.313*
9	Perception of workload	0.047^{NS}
10	Leadership quality	0.095^{NS}
11	Organizational commitment	0.246*
12	Job stress	0.087^{NS}
***Significant at 5% level**		****Significant at 1% level**

It is evident from the Table 27 that age and job experience were the factors having a positive and significant relationship with job performance at 1% level of significance whereas attitude towards profession, self-confidence, organizational climate and organizational commitment were having positive and significant association with job performance at 5% level of significance.

There was a favourable and significant association between age and job performance. The probable reason might be that the majority of KAU scientists were in the middle age group. At this age, people tend to settle into their employment, acquire a positive attitude about their jobs, have a higher job perception, and are less likely to consider other opportunities, resulting in greater job performance.

Through correlation analysis, it was discovered that scientists with a high degree of job experience also had a high level of job performance. This could be because more professional experience leads to more exposure and involvement in an organisation, which could have resulted in improved performance. The findings are consistent with those of Arthi and Sumathi (2016).

The correlation study also revealed that those who have a positive attitude toward their career are more likely to perform well at work. The probable reason might be that, having a good attitude helps them to make better decisions objectively, inspires them to overcome obstacles that they may experience in the course of their work, and also helps them to maintain better relationships with others, all of which improves their work performance.

It was discovered that those who have a high level of self-confidence also have a high level of job performance. The probable reason could be that people with high confidence have more working relationships, are better able to deal with obstacles, and tend to be more satisfied. It also allows them to take risks and communicate concisely and thus making them work more efficiently.

An analysis of the findings from the Table 27 revealed that organisational climate had a strong and favourable relationship with job performance. This could be due to

scientists' autonomy as well as the institution's liberal laws, rules, and communication system, which all have a beneficial impact on scientists' job performance. This inference was supported by the findings of Mahananda (2019).

According to Table 27, increased organisational commitment improves the job performance of KAU scientists. The most likely reason is that high organisational commitment allows scientists to identify their organization's goals, which motivates them to apply their best efforts to those goals, resulting in increased productivity, thereby delivering higher levels of job performance.

The variables *viz.*, family type and rural – urban background were categorical, hence chi- square test was performed in order to find the association of these variables with job performance.

Table 28. Relationship between family type, rural – urban background and job performance

Particulars	Family type and job performance	Rural – urban background and job performance
Pearson Chi-Square	1.826	.358
Df	2	2
Asymptotic Significance (2-sided)	$.401^{NS}$	$.836^{NS}$

It is inferred from the Table 28 that there was no significant association between family type, rural – urban background and job performance.

4.7 RELATIONSHIP BETWEEN EMOTIONAL INTELLIGENCE AND JOB PERFORMANCE

Spearman’s rank correlation was performed to find out the relationship between emotional intelligence and job performance of KAU Scientists. The result obtained was 0.005^{NS}. This indicated that there was no significant association between emotional intelligence and the job performance of KAU Scientists.

Chi-Square test was also performed to know the association between emotional intelligence and job performance of KAU scientists. The results are indicated in Table 29.

Table 29. Relationship between emotional intelligence and job performance

Particulars	Value
Mean Score (EI)	2.25
Mean Score (JP)	2.06
Pearson Chi-Square	5.145
Df	4
Asymptotic Significance (2-sided)	.273

Based on the results from Table 29, it is inferred that there was no significant association between emotional intelligence and job performance of KAU Scientists. The probable reason might be due to the moderate level of performance of KAU scientists irrespective of their emotional intelligence and effectively balancing personal and professional life. Scientists are performing their job with more commitment and dedication without bothering about psychological difficulties and emotional status. The results are contradictory with the results of Soran *et al.* (2014).

4.8 CONSTRAINTS PERCEIVED BY THE RESPONDENTS

Constraints perceived by the respondents were ranked based on mean score.

Table 30. Constraints experienced by the Kerala Agricultural University scientists

Sl. No.	**Statements**	**Mean Score**	**Rank**
1	Lack of practical oriented capacity building programme and its follow up	286	I
2	Less promotion/growth opportunities for scientists	277	II
3	Lack of teamwork, empathy and mutual understanding among the scientists	276	III

4	Lack of adequate infrastructure facilities (office/ laboratory facilities/ quarters *etc*.,)	270	IV
5	Poor library facilities and lack of availability of adequate books in the university library	265	V
6	Lack of facilities, funds and supporting staff for field visits and fieldwork	261	VI
7	Lack of appropriate curriculum as per the requirement of agriculture scenario of Kerala and available job opportunities	247	VII
8	Lack of opportunities for upgrading knowledge	245	VIII
9	Imbalance in personal and professional life	243	IX
10	Lack of motivation or encouragement or recognition from superior/ university	242	X
11	Lack of adequate transportation facility	241	XI
12	Limited and unstable internet facility	240	XII
13	The workload of scientists to satisfy three mandates of teaching, research and extension	238	XIII
14	Offering more courses at a time	227	XIV
15	Improper / misbehaviour from students	220	XV

It is inferred from the Table 30 that major constraints perceived by KAU scientists were lack of practical-oriented capacity building programmes and their follow-up, this might be due to fewer capacity building programmes and lack of follow up for the programmes which may hinder their performance at their workplace. Less promotion/growth opportunities were identified as another major constraint by the respondents as there were delays in career advancements and promotions for scientists in recent years. Lack of teamwork, empathy, and mutual understanding among the scientists was ranked third in the constraint list of the respondents as there are minimum

opportunities for scientists to interact with each other due to overburden of work and most of the scientists are working in their own niche areas delivering duties and responsibilities assigned to them. There are also very limited platforms for mutual interactions and team work. Lack of adequate infrastructure facility (office/ laboratory facilities/ quarters *etc*.,), and poor library facilities and lack of availability of adequate references in university were also identified as important constraints faced by the university scientists.

Offering more courses at a time and improper/misbehaviour from students were the minor problems felt by the KAU scientists. This might be due to the fact that KVK and RARS scientists were not fully involved in teaching who constitute two third of the respondents selected for the study.

4.9 SUGGESTIONS FOR IMPROVEMENT AT WORKPLACE

The major suggestions given by the respondents were ranked below based on frequency and percentage analysis.

Table 31. Suggestions for improvement of performance at their workplace

Sl. No.	Suggestions	Frequency	Percentage (%)	Rank
1	Improvement of infrastructure facilitates for escalating work efficiency	24	20.00	I
2	Democratic and transparent decisions by the authorities and impartial actions	22	18.30	II
3	More promotion/ growth opportunities for the scientists	19	15.83	III
4	Favourable organizational climate for team building and boosting the morale of the scientists	16	13.33	IV
5	Clarity of roles for scientists regarding teaching, research, and extension	11	9.16	V

6	Selection and posting of scientists to a particular station based on their ability and aptitude	9	7.5	VI
7	Efficient administrative / labour / support system for smooth functioning of the stations	7	5.83	VII
8	Regularized recruitments to ensure competition and quality of candidates	5	4.16	VIII
9	Annual assessment of scientists, appreciation for good work, a CAP every year and a more scientist friendly API scorecard system	4	3.33	IX
10	International collaborations for better exposure and knowledge updation	2	1.66	X
11	Recreation facilities in all centers for relaxation and improving the mental health of scientists	1	0.83	XI

It is inferred from the Table 31 that major suggestions given by the KAU scientists were improvement of infrastructure facilitates for escalating work efficiency, democratic and transparent decisions by the authorities and impartial actions, more promotion/ growth opportunities for scientists, favourable organizational climate for team building and boosting the morale of the scientists, and clarity of roles for scientists regarding teaching, research, and extension.

As one of the top ranked constraints was the lack of adequate infrastructure facilities, work efficiency of employees can be improved only in an unbiased organisational environment. Democratic and transparent decisions by the authorities and impartial actions are required for motivation and encouragement of scientists. As majority of respondents perceived lesser promotional/growth opportunities as major constraint. Timely promotions and rewards are important for boosting the morale of employees. Moreover, it becomes an extrinsic motivation for the employees to be more

productive. As lack of teamwork, empathy, and mutual understanding were identified as major constraint, favourable organisational climate has to be provided for team building and healthy interaction of scientists. It is mandatory for university scientists to perform triple roles as teachers, researchers, and extension workers. Hence clarity of roles is essential for their efficient performance in their workplace.

5.0 EMPIRICAL MODEL OF THE STUDY

An empirical model of the study was developed to generate a brief idea about the entire research work is presented in Fig.40. Emotional intelligence and job performance were the dependent variables and were influenced by various independent variables represented in the centre with arrows pointing towards the two dependent variables selected. Male and female respondents were indicated as M and F.

→ Indicates positive and significant association

→ Indicates negative and significant association

→ Indicates no significant association

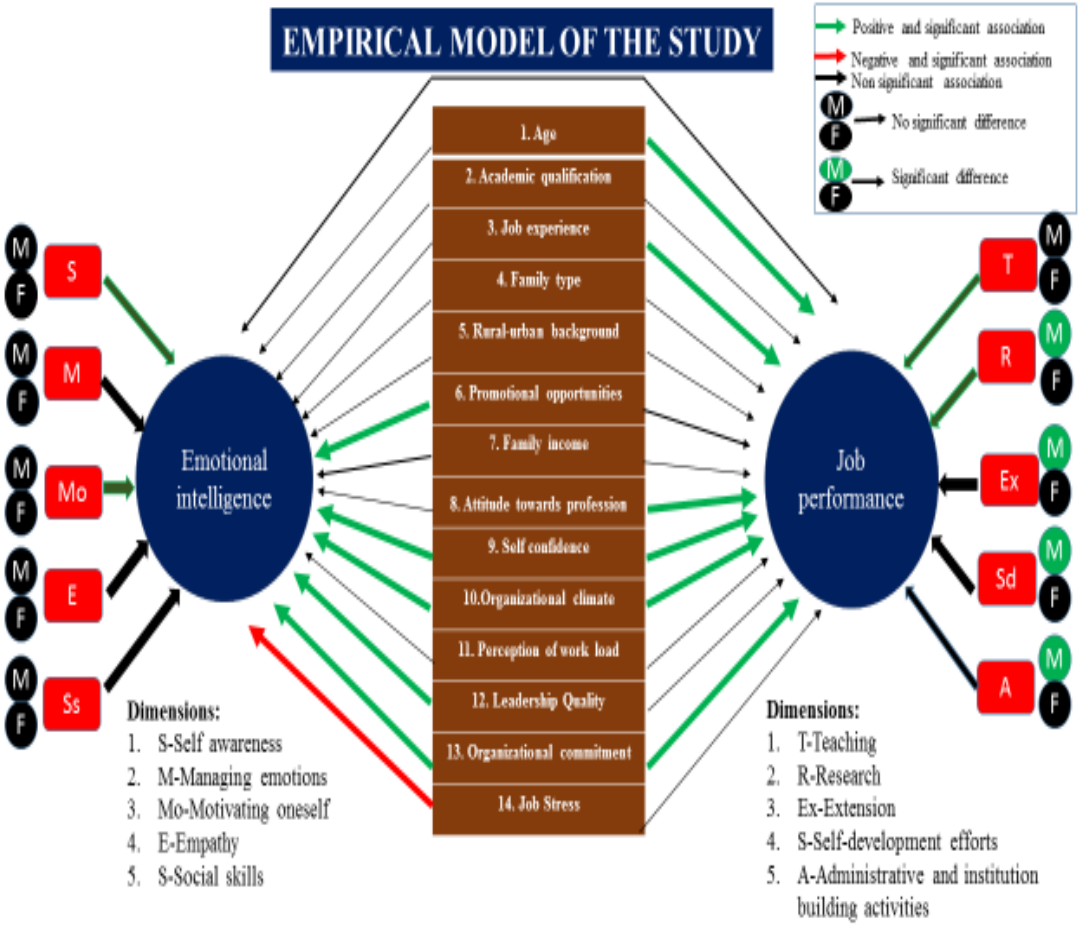

Fig. 40. Empirical model of the study

Summary

5. SUMMARY

Emotional intelligence (EI) and job performance are two essential elements that determine a person's ability to perform well at work. This is also true for scientists at Kerala Agricultural University. Emotional intelligence is crucial in determining how individuals engage with their work environment. It is a critical aspect in determining life success and psychological well-being. EI is one of several forms of intelligence that are essential for success in a variety of situations.

Hence, the present study on emotional intelligence and job performance of Kerala Agricultural University scientists was designed to assess the emotional intelligence and job performance of scientists working under the Kerala Agricultural University.

The present investigation was undertaken with the specific objective of assessing the gender differential in emotional intelligence of Kerala Agricultural University scientists and its influence on their job performance. Organizational constraints experienced by scientists were also studied, and suggestions for improvement were delineated.

The study was conducted in the colleges, research stations, KVKs and other centers under Kerala Agricultural University, representing the three zones of Kerala, *viz.*, the Northern zone, the Central zone, and the Southern zone. A total of 120 scientists, including 40 from colleges, 40 from research stations, and 40 from KVKs and other centers, were selected by adopting stratified proportionate sampling. From each group of 40 scientists, it was ensured that 20 were female and 20 were male respondents.

A detailed review of literature and discussion with experts and scientists were used in the selection of variables. The dependent variables selected for the study were emotional intelligence and job performance. Age, academic qualification, job experience, family type, rural-urban background, promotional opportunities, family income, attitude towards profession, self-confidence, organisational climate, perception

of workload, leadership quality, organisational commitment, and job stress were the independent variables.

A structured interview schedule was prepared for data collection. Frequency, percentage analysis, mean, standard deviation, spearman's rank correlation, Mann-Whitney U test, principal component analysis, factor analysis, and chi-square test were employed in the analysis and interpretation of data.

The salient findings of the study are summarised below:

1. The distribution of respondents based on the level of emotional intelligence revealed that majority of scientists (66.66%) were having a medium level of emotional intelligence followed by 18.33% having a high level of emotional intelligence and 15% of the scientists having a low level of emotional intelligence.

2. Using factor analysis, it was concluded that out of the five components, self-awareness and motivating oneself were found to be the major components that contributed towards emotional intelligence.

3. On performing principal component analysis, it was inferred that, the principal component one was considered as the major principal component that contributing towards emotional intelligence. The first principal component accounted for 65.48 per cent of the total variation. The PCA – biplot of emotional intelligence had shown uniformity in distribution of all categories of respondents for all components.

4. The distribution of respondents based on the level of job performance stated that the majority of scientists (85.83 per cent) had a medium level of job performance, followed by 10.83 per cent having a high level of job performance, and 3.33 per cent having a low level of job performance.

5. The results of the factor analysis on job performance revealed that, out of the five components, teaching and research were the major factors that contributed towards job performance.

6. On performing principal component analysis, it was inferred that principal components one and two were considered as the major principal components that contributed towards job performance. It was also discovered that the first two principal components, one and two, accounted for 75.99% of the total variation. According to the PCA– biplot of job performance, participation in administrative and institution-building activities is lower for all other categories of respondents except college teachers.

7. Mann-Whitney U test for component-wise gender differences in emotional intelligence revealed that there was no significant difference in all dimensions of emotional intelligence between male and female scientists in Kerala Agricultural University.

8. Gender-wise comparison in all dimensions of job performance using Mann-Whitney U test revealed that there was no significant gender differences in teaching, whereas there was significant gender differences in research, extension, self-development activities and administrative and institution building activities. It was also found that male scientists' contributions to these dimensions were high compared to female scientists, with greater mean ranks.

9. The distribution of respondents based on their age inferred that more than sixty per cent of scientists (65.9%) belonged to the age category of 35–55 years, followed by 24.1% belonging to the age category of less than 35 years, and 10% in the age category of more than 55 years.

10. Regarding academic qualification, it was observed that more than seventy per cent of the scientists (73.3%) had doctoral degrees, followed by 20.9% of the scientists having master's degree, and 5.8% of the scientists with post-doctoral degrees.

11. In terms of job experience, the majority of the scientists (40.83%) had job experience of less than 10 years, followed by 35.83% of the scientists had 10 to 20 years of job experience, and 23.33% of the scientists having job experience of more than 20 years.

12. Regarding the family type, it was observed that majority of the scientists, 75.8% belonged to nuclear families, followed by 24.2 per cent of the scientists belonging to joint families.

13. In the case of rural-urban backgrounds, majority of the scientists, 61.7% belonged to urban backgrounds, followed by 38.3 per cent of the scientists belonging to rural backgrounds.

14. Considering promotional opportunities, majority of the scientists (66.7%) opined that they have adequate promotional opportunities, followed by 30% of the scientists who opined that they did not have adequate promotional opportunities, and 3.3% of the scientists opined that they have more than adequate promotional opportunities.

15. Regarding family income, it was inferred that more than sixty per cent (65%) of the scientists belonged to medium category of income followed by 18.33% of the scientists belonging to high category of income and 16.66% of the scientists belonging to low income category.

16. In the case of attitude towards profession, it was observed that the majority of the scientists (68.3%) had a medium attitude towards their profession, followed by 19.2% of the scientists having a low attitude and 12.5% of the scientists having a high attitude towards profession.

17. Considering self-confidence, it was found that more than sixty per cent of the scientists (65%) had a medium level of self-confidence, followed by 19.1% of the scientists with a low level of self-confidence, and 15.9% of the scientists had high level of self-confidence.

18. Regarding organisational climate, it was inferred that majority of the scientists (76.7%) felt that they had a medium organisational climate, while 13.3% of the scientists felt that they had a low level of organisational climate, and 10% of the scientists were enjoying a very good organisational climate.

19. In the case of perception of work load, the majority of the scientists (73.33%) opined that they had a medium level of workload, whereas an equal percentage of the scientists (13.33%) opined that they had a high and low level of workload.

20. Considering leadership quality, it was inferred that more than eighty per cent of scientists (85%) were having medium level of leadership quality, followed by 11.7% of the scientists having high level of leadership quality and only 3.3 per cent of the scientists were having low level of leadership quality.

21. Regarding organizational commitment, more than seventy per cent of scientists (72.5%) were having medium level of organizational commitment, followed by 16.7% of scientists having high level of organizational commitment and 10.8 % having low level of organizational commitment.

22. In the case of job stress, it was inferred that seventy per cent of scientists (70%) experienced medium job stress, followed by 15.9% of the scientists experienced a low level of job stress and 14.1% of the scientists experienced a high level of job stress.

23. Spearman's rank correlation revealed that promotional opportunities, organizational climate, and organizational commitment were the factors that were having positive and significant relations with emotional intelligence at 1% level of significance, whereas self confidence and leadership quality were having positive and significant associations with emotional intelligence at 5% level of significance, and it was also interesting to note that job stress was having a negative and significant association with emotional intelligence at 5% level of significance. Chi-square test revealed that categorical variables like family type and rural-urban background were having no association with emotional intelligence and job performance of KAU scientists.

24. At the 1% level of significance, age and job experience had positive and significant associations with job performance, whereas attitude towards profession, self-confidence, organisational climate, and organisational commitment had positive and significant associations with job performance at the 5% level of significance.

25. Spearman's rank correlation was performed to find the relationship between emotional intelligence and job performance of KAU Scientists and the results revealed that there was no significant association between emotional intelligence and job performance of KAU Scientists. The results of chi-square test also revealed that there was no significant association between emotional intelligence and job performance of KAU Scientists.

26. The major constraints identified by KAU scientists were lack of practical-oriented capacity building programme and its follow-up; less promotion/ growth opportunities for scientists; lack of teamwork, empathy, and mutual understanding among scientists; lack of adequate infrastructure facilities (office/laboratory facilities/quarters *etc.*,); poor library facilities; and lack of adequate books in the university library.

27. Major suggestions given by the KAU scientists were improvement of infrastructure facilitates for escalating work efficiency, democratic and transparent decisions by the authorities and impartial actions, more promotion/ growth opportunities for scientists, favourable organizational climate for team building and boosting the morale of the scientists, and clarity of roles for scientists regarding teaching, research, and extension.

FUTURE LINE OF WORK

The composite index for job performance of university scientists was developed after a thorough literature review, expert opinion and UGC guidelines. Hence it will be a useful tool for measuring job performance of other university scientists and further researches can be done in this area. Studies on emotional intelligence is very important for ensuring higher productivity in an organization. It is very important in managing

human relations of an organization. It helps to recognize and manage emotions of their own and those of others. So that there is a need to study the emotional intelligence of people working in various organizations. Studies on emotional intelligence, job performance, constraints faced by employees within an organization will help the organization to improve the organizational climate and such studies can be conducted on a routine manner in every organization to improve the organizational performance.

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Appendices

APPENDIX-I

SELECTION OF RESPONDENTS BY STRATIFIED PROPORTIONATE SAMPLING

COLLEGES

Sl. No.	Name	Total strength	Total Male	Total Female	Male Sample	Female Sample	Total Sample
1	COA Padannakkad	36	13	23	5	3	8
2	COA Ambalavayal	16	9	7	3	1	4
3	COH Vellanikkara	79	21	58	6	8	14
4	COA Vellayani	72	18	54	6	8	14
	Total	203	61	142	20	20	40

RESEARCH STATIONS

Sl. No.	Name	Total strength	Total Male	Total Female	Male Sample	Female Sample	Total Sample
1	ARS, Anakkayam	2	2	0	2	0	2
2	BRS, Kannara	4	1	3	1	1	2
3	PRS, Vazhakulam	1	0	1	0	1	1
4	RARS, Pattambi	14	5	9	4	3	7
5	RARS, Pilicode	5	2	3	2	1	3
6	IFSRS, Karamana	4	1	3	1	1	2
7	CRS, Balaramapuram	2	2		2	0	2
8	FSRS, Sadanandapuram	3	1	2	1	1	2
9	RARS, Vellayani	13	1	12	1	3	4
10	ORARS, Kayamkulam	6	1	5	1	1	2
11	RRS, Moncompu	6	1	5	1	1	2
12	ARS, Thiruvalla	7	2	5	2	1	3
13	RARS, Kumarakom	7	2	5	1	1	2
14	PRS, Panniyur	5	1	4	0	1	1

15	Cocoa Research Centre, Vellanikkara	2	0	2	0	1	1
16	Cashew Research Station, Madakathara	3	0	3	0	1	1
17	Agricultural Research Station, Mannuthy	4	0	4	0	2	2
18	Agronomic Research Station, Chalakudy	4	1	3	1	0	1
19	Rice Research Station, Vyttila	2	0	2	0	0	0
20	Aromatic & Medicinal Plants Research Station, Odakkali	3	1	2	0	0	0
21	Cardamom Research Station, Pampadumpara	3	1	2	0	0	0
22	Fruit Crops Research Station, Vellanikkara	1	0	1	0	0	0
	TOTAL		27	81	20	20	40

KVKS AND CENTRES

Sl. No.	Name	Total strength	Total Male	Total Female	Male Sample	Female Sample	Total Sample
1	Krishi Vigyan Kendra, Kannur	4	1	3	1	2	3
2	Krishi Vigyan Kendra, Wayanad	6	1	5	1	3	4
3	Krishi Vigyan	8	3	5	3	3	6

	Kendra, Malappuram						
4	Krishi Vigyan Kendra, Palakkad	7	2	7	2	4	6
5	Krishi Vigyan Kendra, Thrissur	5	2	3	2	2	4
6	Krishi Vigyan Kendra, Kottayam	6	3	3	3	3	6
7	Krishi Vigyan Kendra, Kollam	5	3	2	3	3	6
8	OFR Centre, Vellayani	2	1	1	1	0	1
9	Pesticide Residue Research and Analytical Laboratory, Vellayani	2	1	1	1	0	1
10	Training Service Scheme, Vellayani	2	0	1	0	0	0
11	Instructional Farm, Vellayani	3	0	3	0	0	0
12	Central Training Institute, Mannuthy	1	1	1	1	0	1
13	Communication Centre, Mannuthy	5	2	3	2	0	2
Total					20	20	40

APPENDIX –II

KERALA AGRICULTURAL UNIVERSITY
COLLEGE OF AGRICULTURE, VELLAYANI, TRIVANANTHAPURAM
DEPARTMENT OF AGRICULTURAL EXTENSION

Dr. Smitha K.P.
Assistant Professor

Date: 10-03-2021

Dear Sir/Madam,

Ms. Saradhi Prasanna (Ad. No. 2019-11-030) the Post Graduate scholar in the Department of Agricultural Extension, College of Agriculture, Vellayani is undertaking a research study entitled **Emotional intelligence and job performance of Kerala Agricultural University scientists** under my guidance. The main objectives of her study is Gender differential in emotional intelligence of Kerala Agricultural University scientists and its influence on their job performance. Organizational constraints experienced by scientists will be analysed and suggestions for improvement will be delineated.

Considering your vast knowledge and experience, we request you to be a judge for rating the relevancy of the variables enlisted in the enclosed appendix. I request you to indicate the appropriate variables to be included in the study by marking (✓) in the relevant column. You can also suggest variables which you feel important for the study and also rate them under the appropriate column. I request you to spare your valuable time for us.

Thanking you,

Yours faithfully,

Smitha K.P.

Emotional intelligence and job performance of Kerala Agricultural University scientists

Objectives

Gender differential in emotional intelligence of Kerala Agricultural University scientists and its influence on their job performance. Organizational constraints experienced by scientists will be analysed and suggestions for improvement will be delineated.

Personal, Social, Economic and Psychological variables taken for the study

Variables are given in bold cases and their respective meaning is explained for easy understanding of intended meaning. You may please rate the statement with a tick mark in the appropriate column against the statement with special reference to its importance to meet the objectives of the study.

Sl. No.	Variable	Operational definition	Relevancy rating (R - Relevant)				
			Most R	More R	R	Less R	Least R
1	**Age**	Refers to the number of calendar years completed by the KAU scientists at the time of investigation.					
2	**Gender**	Gender was operationalized as the biological distinction of the KAU scientists as either male, female or others.					
3	**Academic qualification**	Operationalized as the extent of formal education possessed by an individual at the time of investigation.					
4	**Job experience**	Refers to the total number of completed years of service by the KAU scientists.					
5	**Marital Status**	Refers to status of KAU scientists whether he / she is married or unmarried.					
6	**Perceived workload**	Perceived workload was operationalised as the perception of the KAU scientist about the workload assigned to him within a specific time.					
7	**Organizational climate**	Defined as a mutually agreed perceptions of the employees					

		on their internal environmental description of an organization's practices and procedures.					
8	**Attitude towards profession**	Defined as the positive or negative mental disposition of the KAU scientist towards his/her profession.					
9	**Family size &cohesiveness**	Defined as the total no of members in the respondent's family at the time of investigation and the emotional bonding that family members have towards one another.					
10	**Exposure to Training**	Refers to the number of trainings undergone by the KAU scientists.					
11	**Rural & Urban background**	Operationalized as whether the KAU scientist belongs to rural area or urban area.					
12	**Promotional opportunities**	Refers to the reward system existing in the university where the KAU scientists has the opportunity for promotion based on merit and competence of his/her performance.					
13	**Self confidence**	Refers to the sense of KAU scientist about his ability, initiative and zeal to achieve his goal or aim.					
14	**Organizational commitment**	Operationalized as the KAU scientist's psychological attachment to the organization and how he/she is committed to achieve the goal and objectives of the organization.					
15	**Job stress**	Operationalized as the destructive physical, mental, and emotional reaction when there exists a mismatch between job demand and competencies.					
16	**Leadership quality**	Defined as the ability of the KAU scientists to influence					

		others to co-operate in the attainment of a goal.					
17	**Distance from workplace**	Refers to the remoteness of the workplace of individual KAU scientists from the place of residency.					
18	**Job involvement**	Operationalized as the psychological and emotional extent to which KAU scientists participates or engaged in his/her work.					
19	**Job satisfaction**	Defined as the extent to which a KAU scientist feels self-motivated, content & satisfied with his/her job.					
20	**Annual income**	Operationalized as the total income earned from the main occupation and the subsidiary occupation in a year.					
21	**Designation**	It refers to the official status of the KAU scientists at the time of this investigation.					
22	**Achievement motivation**	Operationalized as a KAU scientists desire for success or the attainment of excellence to attain a sense of personal significant accomplishment and mastering of teaching skills.					
23	**Information seeking behaviour**	Operationalized as the view of KAU scientists on the search and use of data sources based on the frequency of participation, the extent and usefulness of various sources of information.					
24	**Scientific orientation**	Defined as the degree to which a KAU scientist is motivated towards the use of scientific method in teaching and decision making.					
25	**Political orientation**	Defined as the degree to which a person recognizes the power relations existing in the society and believes that democracy, distributive justice and political parties are relevant and important for resolving the problems of					

		people in order to achieve the objective of people's sustainable development.					
26	**Job perception**	It is the process by which an employee organizes and interprets his/her impressions in order to give meaning to his/her environment.					
27	**Research contributions**	It refers to the actual number of projects completed /ongoing by the respondents as principal investigator/project associate at the time of this investigation.					
28	**Number of seminars/ symposia attended**	It refers to the actual number of seminars/ symposia attended by the respondents at the time of investigation.					
29	**Mass media exposure**	Operationalized as the extent of exposure of respondents to the mass media such as radio, television, newspaper, information material and farm magazines etc.					
30	**Family type**	Refers to the type of family to which the respondents belong.					
31	**Others if any please specify**						

APPENDIX –III

Selection of items for the index through judge's relevancy rating

KERALA AGRICULTURAL UNIVERSITY
DEPARTMENT OF AGRICULTURAL EXTENSION
COLLEGE OF AGRICULTURE
Vellayani - 695 522
Thiruvananthapuram

Dr. Smitha K. **23-04-2021**

Assistant Professor

Dear Sir/Madam,

Ms. SARADHI PRASANNA (Ad. No. 2019-11-030), the post graduate scholar in the Department of Agricultural Extension, College of Agriculture, Vellayani is undertaking a research study entitled **"Emotional intelligence and job performance of Kerala Agricultural University scientists"** under my guidance for her research work. As part of her research she has to develop an index to measure the job performance of Kerala Agricultural University scientists. On the basis of the review of relevant literature and discussion with the experts in the field, five dimensions were identified for easy classification and measuring the job performance of KAU scientists.

1. Teaching
2. Research
3. Extension
4. Self-development efforts
5. Administration and institutional building activities

Considering your rich experience in the field, you have been identified as a judge for rating the relevancy of the items identified under each dimension. Kindly rate the items by putting a tick (✓) mark against the appropriate column on a five-point continuum provided. Kindly add other items you feel appropriate under the dimensions and rate them accordingly. I request you to spare your valuable time for us.

Thanking you,

Yours faithfully,

Smitha K.P.

Items to measure the job performance of KAU scientists

HR- Highly Relevant, R- Relevant, UD-Undecided, LR- Less Relevant, NR-Not Relevant

Sl. No.	Items	HR	R	UD	LR	NR
I	**TEACHING**					
1.1	**Courses undertaken**					
1	Undertaken as major course teacher- UG/PG/PhD					
2	Undertaken as Associate course teacher- UG/PG/PhD					
3	Lectures or other teaching duties in excess of the UGC Norms					
4	Course teacher/resource person - Field visit					
5	Others if any, please specify					
1.2	**Guidance**					
6	Chairperson for Masters					
7	Chairperson for Ph.D.					
8	Member Advisory committee of Masters					
9	Member Advisory committee of Ph.D.					
1.3	**Educational activities**					
10	RAWE-course coordinator					
11	RAWE-module leader					
12	Leader of study tour					
13	Member of study tour					
14	Off campus practical's					
15	Field study					
16	Leader/Course for Teacher Student field training (B Tech Ag. Engg.)					
17	Others if any, please specify					

1.4	Teaching skills		HR	R	UD	LR	NR
18	Participatory teaching-learning methodologies						
19	Innovative teaching-learning methodologies						
20	Updation of subject content						
21	Preparation of e-learning resources						
22	Others if any, please specify						
1.5	**Use of teaching aids**						
23	Visual aids- Charts/ Black board/ Diagrams/ Graphs etc.						
24	Audio aids						
25	Audio-visual aids- Power point/ Graphics/ Videos/ Animations etc.						
26	Others if any, please specify						
1.6	**Student improvement programmes**						
27	Special coaching for JRF/SRF/ARS						
28	Equipping for other competitive examinations						
29	Student advisory services /counselling (UG)						
30	Placement assistance						
31	Personality development programmes						
32	Others if any, please specify						
1.7	**Organizing Seminars for students**						
33	Credit seminar- Course coordinator/ Member						
34	Defence seminar- Course coordinator/ Member						
35	Others if any, please specify						
II	**RESEARCH**						
2.1	**Projects**						
1		Major >30.0 lakhs					

	As Principal Investigator	Major 5-30 lakhs					
		Minor 50,000 to 5 lakhs					
2	As Associate/ Co-PI	Major >30.0 lakhs					
		Major 5-30 lakhs					
		Minor 50,000 to 5 lakhs					
3	Others if any, please specify						
2.2	**Publications**						
4	Number of Popular articles						
5	Subject Books with ISBN/ISSN numbers						
6	Book chapters						
7	Number of Conference proceedings as full papers, etc						
8	Number of Abstracts						
9	Leaflets/Folders/Booklets/Training materials etc						
10	Others if any, please specify						
2.3	**Refereed Journals**						
11	ISI-JCR Impact factor above 5.0						
12	ISI-JCR Impact factor 1.0 to 5.0						
13	ISI- JCR Impact factor up to 1.0						
14	Without ISI- JCR Impact factor						
2.4	**Experiments**						
15	Number of Observational trials						
16	As Scientist-in -charge of managing experiments by KAU/ ICAR/ AICRP (specify)						
17	Others if any, please specify						
2.5	**Recommendations**						
18	POP recommendations as PI						

19	POP recommendations as Co-PI						
20	Patent rights if any						
21	Others if any, please specify						
2.6	**Award/ Recognitions for research work/Teaching/Extension**						
22	International/ National/ State level						
III	**EXTENSION**						
3.1	**Revolving fund activities / schemes**						
1	As Lead scientist	Major >30.0 lakhs					
		Major 5-30 lakhs					
		Minor 50,000 to 5 lakhs					
2	As Associate scientist	Major >30.0 lakhs					
		Major 5-30 lakhs					
		Minor 50,000 to 5 lakhs					
3	Others if any, please specify						
3.2	**Extension activities**						
4	Farmer field school -As Leader scientist/ As Associate scientist						
5	Field visits- Diagnostic visits/ others						
6	Other special programs if any please specify						
7	Front Line Demonstration (FLD)						
8	Conduct of On Farm Trials (OFT)						
9	Training programme- Course Director/ Coordinator						
10	Others if any, please specify						
3.3.	**Farmer interaction**						
11	Consultancy for farmers and entrepreneurs						
12	Information services provided- postal/ telephone/ on-line/AIR/ TV Channels						

13	Resource persons for programmes by other institutions					
14	Farm advisory services					
15	Research-Extension Interface meeting					
16	Officer in charge of visiting farmers and other stakeholders					
3.4	**Exhibition / Melas**					
17	Team Leader					
18	Member in coordination group					
19	Organizing district / regional / national / state level exhibition (specify)					
20	Others if any, please specify					
IV	**SELF - DEVELOPMENT EFFORTS**					
1	Trainings/Workshop attended					
2	MOOC					
3	Faculty induction programme/Summer school/Winter school (specify)					
4	Refresher/ Orientation/ Inservice courses					
5	Seminars/webinars Attended					
6.	Others if any, please specify					
V	**ADMINISTRATION AND INSTITUTIONAL BUILDING ACTIVITIES**					
5.1	**Officer in charge**					
1	Labour management cell					
2	Campus officer- Institution					
3	Teacher i/c- students clubs/NSS/NCC/staff editor etc.					
4	Seed production units					
5	Officer i/c -stock and stores/classrooms					
6	Member of purchase committee					

7	Support for statistical analysis for research projects					
8	Farm management at the department level					
9	Scientist in charge of visitor's management/PR activities					
10	In charge of various student activities like nature club, photography etc.					
11	Scientist in charge farm machinery / vehicle					
12	Officer in charge of Sports and Games					
13	Officer in charge of Guest House					
14	Computer room management					
15	Secretary staff council					
16	Officer in charge of irrigation/water supply					
17	Management of Laboratory					
18	Asst. Warden, Hostel					
19	Accompanying sports and games team					
20	Library Management Council members					
21	Head of Department/ Station/ Institute					
22	Scientific/Technical Officer at VC's/ DR's/ DE's office					
23	Documentation and reporting at College level/ Department level					
24	Academic matters of Diploma/ UG/PG					
25	Others if any, please specify					
5.2	**Position in Academic activities / Decision making bodies**					
26	ADR/ADE					
27	Professor (RC)					
28	Coordinator of RC group Member of RC group/ Executive Committee / General Council/ Academic Council					

29	Others if any, please specify					
5.3	**Organizing Seminar / Workshop for scientists/ researchers**					
30	International level/ National level/ State level/ Regional level (specify)					
31	Associate faculty for Seminar					
32	Member of seminar/ workshop					
33	Others if any, please specify					

APPENDIX –IV

KERALA AGRICULTURAL UNIVERSITY
COLLEGE OF AGRICULTURE, VELLAYANI
DEPARTMENT OF AGRICULTURAL EXTENSION

INTERVIEW SCHEDULE

"Emotional intelligence and job performance of Kerala Agricultural University scientists"

1. **Name** :
2. **Designation** :
3. **Age** :
4. **Gender** : Male/Female
5. **Academic qualification** :

   Put tick mark in your highest academic qualification from the item given below

   a) Master's degree ☐
   b) Doctoral degree ☐
   c) Post-Doctoral degree ☐

6. **Job experience** :
7. **Family type** : Nuclear/Joint
8. **Rural-urban background** : Rural/Urban

9. **Promotional opportunities** :

   a) Not adequate ☐
   b) Adequate ☐
   c) More than adequate ☐

10. **Family Income** :

11. Attitude towards profession

Please indicate your degree of agreement / disagreement with the following statements by putting a tick mark in the appropriate column against each statement. (SA = Strongly agree, A = Agree, UD =Undecided, DA =Disagree, SDA = Strongly disagree)

Sl. No.	Statements	Response Pattern				
		SA	A	UD	DA	SDA
1	I hate my profession because it requires working in rural area					
2	Scientists have little opportunity to get acquainted with all kind of people					
3	Scientists can act as an effective force in bringing about agricultural development					
4	Scientists have very little to contribute towards national development					
5	A scientist can contribute a lot for agricultural development					
6	Scientific profession offers sufficient opportunity for development of leadership style					
7	Scientific profession is satisfying for me					
8	Honestly I wish I had not become a scientist					
9	Professional standards of scientists is far inferior to other professions					
10	A scientist has ample opportunity to display his initiatives					

12. Self confidence

Please indicate your degree of agreement / disagreement with the following statements by putting a tick mark in the appropriate column against each statement. (SA = Strongly agree, A = Agree, UD =Undecided, DA =Disagree, SDA = Strongly disagree)

Sl. No.	Statements	Response Pattern				
		SA	A	UD	DA	SDA
1	I feel no obstacle can stop me from achieving my final goal					
2	I am generally confident of my own ability					
3	I am bothered by inferiority feeling					
4	I do not take initiative					
5	I usually work out things for myself rather than get someone to show me					
6	I get discouraged easily					
7	Life is a strain for me in much of time					
8	I find myself working about something or other					

13. Organizational climate

Please indicate your degree of agreement / disagreement with the following statements by putting a tick mark in the appropriate column against each statement.

Sl. No.	Statements	Response Pattern		
		Agree	Somewhat agree	Disagree
1	Do you agree that? In the university, there are many rules and practices to which you have to conform rather than being able to do your work as you see fit			
2	You can make decisions and solve problems without checking with supervisors at each step on the work			
3	The organization sets challenging goals for itself, communicates this goal commitment to its members and emphasizes on quality performance and outstanding production			

4	Things are well organized and goals are clearly defined in the university rather than being disorderly or confused			
5	Friendliness, interpersonal trust and mutual support are very much prevalent in the organization			
6	As needs for leadership arise, members feel free to take leadership roles and are rewarded for successful leadership			
7	The organization recognizes and rewards for good work of members rather than ignoring, criticizing or punishing when something goes wrong			

14. Perception of workload

Please indicate your degree of agreement / disagreement with the following statements by putting a tick mark in the appropriate column against each statement. (SA = Strongly agree, A = Agree, UD =Undecided, DA =Disagree, SDA = Strongly disagree)

Sl. No.	**Statements**	**Response Pattern**				
		SA	**A**	**UD**	**DA**	**SDA**
1	I feel busy or rushed busy or rushed					
2	I feel pressurized					
3	I feel that the number of request, complaints, or problems dealt with was more than expected					

15. Leadership quality

Please indicate your degree of agreement / disagreement with the following statements by putting a tick mark in the appropriate column against each statement.

Sl. No.	Statements	Response Pattern		
		Always	**Sometimes**	**Never**
1	Do you think you can change the attitude of others?			
2	Do you guide and influence the behavior of others in taking decisions?			
3	Do you lead meetings and discussions?			
4	Do you feel others are convinced by you?			
5	Are you available to others at any time to extend necessary help to them?			

16. Organizational commitment

Please indicate your degree of agreement / disagreement with the following statements by putting a tick mark in the appropriate column against each statement. (SA = Strongly agree, A = Agree, UD = Undecided, DA = Disagree, SDA = Strongly disagree)

Sl. No.	Statements	Response Pattern				
		SA	**A**	**UD**	**DA**	**SDA**
1	I am willing to put a great deal of effort beyond what is normally expected in order to help University to be successful.					
2	I praise up the university to my friends as a great organization to work for.					
3	I feel so much loyalty towards the University.					
4	I would accept almost any type of job assignment in order to keep working for this university					

5	I find that my values and the values of the university are similar					
6	I am proud to tell others that I am part of this university					
7	This university really inspires the very best in me in the way of job performance					
8	I am extremely glad that I choose this organization to work over others					
9	I really care about the fate and image of this organization					
10	For me this is the best of all possible organizations for which to work so, I will act to build its image					
11	Deciding to work for the organization was definite					
12	Often, I find it difficult to agree with the university policies on important matters relating to its employees					
13	I could just as well be working for a different organization as long as the type of work is similar					
14	It could take a very little change in my present circumstances to cause me to leave the university					
15	There is not too much to be gained by sticking to the university					

17. Job stress

Sl. No.	**Statements**	**Response Pattern**				
		SA	**A**	**UD**	**DA**	**SDA**
1	I have to do a lot of work in this job					
2	Being too busy with official work I am not able to devote sufficient time to my domestic and personal problems					

3	The available information relating to my job role and its outcomes are vague and insufficient					
4	I am unable to perform my duties smoothly owing to uncertainty and ambiguity of the scope of my jurisdiction and authorities					
5	I am not provided with clear instructions and sufficient facilities regarding the new assignments entrusted to me					
6	Sometimes it becomes complied problem for me to make adjustment between political/group pressure and formal rules and instructions					
7	The responsibility for the efficiency and productivity of many employees is thrust upon me					
8	My opinion are sought in framing important policies of the organization /department					
9	My decision and instruction concerning distribution of assignments among employees are properly followed					
10	Some of my colleagues and subordinates try to defame and malign me unsuccessful					
11	My colleagues do co-operate with me voluntarily in solving administrative and institutional problems					
12	I get ample opportunity to utilize my abilities and experience independently					
13	Higher authorities do care for myself respect					
14	Some of my assignments are quite risky and complicated					
15	I get less salary in comparison to the quantum of my work					

EMOTIONAL INTELLIGENCE

Please indicate your degree of agreement / disagreement with the followed statement by putting tick mark in the appropriate column against each statement. (SA = Strongly agree, A = Agree, UD =Undecided, DA =Disagree, SDA = Strongly disagree)

Sl. No.	**Statements**	**Response Pattern**				
		SA	**A**	**UD**	**DA**	**SDA**
A	**Self-awareness**					
1	I realize immediately when I lose my temper					
2	I know when I am happy					
3	I usually recognize when I am stressed					
4	When I am being 'emotional' I am aware of this					
5	When I feel anxious I usually can account for the reason(s)					
6	I always know whom I' am being unreasonable					
7	Awareness of my own emotions is very important to me at all times					
8	I can tell if someone has upset or annoyed me					
9	I can let angers 'go' quickly so that it no longer affects me					
10	I know what makes me happy					
B	**Managing emotions**					
11	I can 'reframe' bad situations quickly					
12	I do not wear my 'heart on my sleeve'					

13	Others can rarely tell what kind of mood I am in					
14	I rarely 'fly off the handle' at other people					
15	Difficult people do not annoy me					
16	I can consciously alter my frame of mind or mood					
17	I do not let stressful situations or people affect me once I have left work					
18	I rarely worry about work or life in general					
19	I can suppress my emotions when I need to					
20	Others often do not know how I am feeling about things					
C	**Motivating oneself**					
21	I am able to motivate myself to do difficult tasks					
22	I am usually able to prioritize important activities at work and get on with them					
23	I always meet deadlines					
24	I never waste time					
25	I do not prevaricate					
26	I believe you should do the difficult things first					
27	Delayed gratification is a virtue that I hold to					
28	I believe in 'Action this Day'					

29	I can always motivate myself even when I feel low					
30	Motivation has been the key to my success					
D	**Empathy**					
31	I am always able to see things from the other person's view point					
32	I am excellent at empathizing with someone else problem					
33	I can tell if someone is not happy with me					
34	I can tell if a team of people are not getting along with each other					
35	I can usually understand why people are being difficult towards me					
36	Other individuals are not 'difficult' just 'different'					
37	I can understand if I am being unreasonable					
38	I can understand why my actions sometimes offend others					
39	I can sometimes see things from others point of view					
40	Reasons for disagreements are always clear to me					
E	**Social skills**					
41	I am an excellent listener					

42	I never interrupt other people's conversations					
43	I am good at adapting and mixing with a variety of people					
44	People are the most interesting thing in life for me					
45	I love to meet new people and get to know what makes them 'tick'					
46	I need a variety of work colleagues to make my job interesting					
47	I like to ask questions to find out what it is important to people					
48	I see working with difficult people as simply a challenge to win them over					
49	I am good at reconciling differences with other people					
50	I generally build solid relationships with those I work with					

JOB PERFORMANCE INDEX

Note: The below activities undertaken for the past three years

I. TEACHING

1.1 Courses undertaken

Activity	Undertaken as major course teacher			Undertaken as Associate course teacher			Lectures or other teaching duties in excess of the UGC Norms	Field visit/ Off campus practicals as Course teacher/resource person	Others if any, please specify
Number	**UG**	**PG**	**PhD**	**UG**	**PG**	**PhD**			

1.2 Educational activities

Activity	Student Ready Programme				Others if any, please specify
	RAWE-course coordinator	RAWE-module leader	ELP- course coordinator	ELP-module leader	
Number					

1.3 Guidance

Level	Chairperson for MSc	Chairperson for PhD	Member advisory committee of MSc	Member advisory committee of PhD
Number				

1.4 Teaching skills

Activity	Participatory teaching-learning methodologies			Innovative teaching-learning methodologies			Updation of subject matter content			Preparation of e-learning resources			Others if any, please specify
Frequency (Regularly/ Occasionally/ Never)	**R**	**O**	**N**	**R**	**O**	**N**	**R**	**O**	**N**	**R**	**O**	**N**	

1.5 Use of teaching aids

Aids	Visual aids			Audio aids	Audio-visual aids				Others if any, Please specify
	Charts	Diagrams/ Graphs etc	Black board		Power point	Graphics	Videos	Animation	
Percentage of usage for one course (100%/75% /50%/25%) specify									

1.6 Student improvement programmes

Coaching	Special coaching for JRF/SRF/ARS			Equipping for other competitive examinations			Placement assistance			Personality development programmes			Others if any, please specify
Frequency (Regularly/ Occasionally/ Never)	**R**	**O**	**N**	**R**	**O**	**N**	**R**	**O**	**N**	**R**	**O**	**N**	

1.7 Organizing seminars for students

Seminar	**Credit seminar**		**Defense seminar**		
Level	Course coordinator	Member	Coordinator	Member	Others if any, please specify
Number					

II. RESEARCH

2.1. Projects

Level	As Principal Investigator			As Associate/ Co-PI			Others if any, please specify
Budget outlay	Major >30.0 lakhs	Major 5-30 Lakhs	Minor 50,000 to 5 lakhs	Major >30.0 lakhs	Major 5-30 Lakhs	Minor 50,000 to 5 lakhs	
Number							

2.2. Publications

Activity	Number of popular articles	Subject books with ISBN/ISSN numbers	Book chapters	Number of Conference proceedings as full papers, etc	Number of abstracts	Leaflets/ Folders/ Booklets/ Training materials etc	Others if any, please specify
Number							

2.3. Refereed journals

Activity	ISI-JCR Impact factor above 5.0	ISI-JCR Impact factor 1.0 to 5.0	ISI- JCR Impact factor up to 1.0	Without ISI- JCR Impact factor
Number				

2.4. Experiments

Activity	Number of Observational trials	As Scientist-in -charge of managing experiments by KAU/ ICAR/ AICRP (specify)	Others if any, please specify
Number			

2.5 Recommendations

Activity	POP recommendations as PI	POP recommendations as Co-PI	Patent rights if any	Others if any, please specify
Number				

2.6 Award/ Recognitions for research work

Level	International	National	State
Number			

III. EXTENSION

3.1. Revolving fund activities / Schemes

Level	As Principal Investigator			As Associate/ Co-PI			Others if any, please specify
Budget outlay	Major >30.0 lakhs Major	Major 5-30 lakhs	Minor 50,000-5 lakhs	Major >30.0 lakhs	Major 5-30 lakhs	Minor 50,000-5 lakhs	
Number							

3.2. Extension activities

Activity	Farmer Field School		Front Line Demonstration (FLD)	Conduct of On Farm Trials (OFT)	Training programme	
	As Lead Scientist	As Associate Scientist			Course Director	Coordinator
Number						

3.3. Farmer interaction

Activity	Consultancy for farmers and entrepreneurs	Field visits		Agro advisory services provided via postal/ telephone/ on-line/AIR/ TV Channels	Resource person for programmes by other institutions
		Diagnostic visits	Others		
Number					

3.4. Organizing Exhibition/ Melas

Activity	Team Leader				Member in coordination group				Others if any, please specify
	Regional	District	State	National	Regional	District	State	National	
Number									

IV. SELF-DEVELOPMENT EFFORTS

Activity	Trainings/ Workshop attended		MOOC		Faculty induction programme/ Summer school/ Winter school (specify)		Refresher/ Orientation/ In service courses		Seminars/ webinar Attended		Others if any, please specify
Number/ Duration	N	D	N	D	N	D	N	D	N	D	

V. ADMINISTRATION AND INSTITUTION BUILDING ACTIVITIES

5.1. Officer in charge

Member of purchase committee			
Support for statistical analysis for research projects			
Farm management at the department level			
Officer in charge of Sports and Games			
Management of Laboratory			
Teacher i/c- students clubs/NSS/NCC/staff editor etc.			
Management of Hostel / Guest house			
Accompanying sports and games team	Interuniversity level meets	University level meets	
Library Management Council members	College level	Department level	
Head	Department	Station	Institute
Scientific/Technical Officer	VC's office	DR's office	DE's office

Coordinator	Diploma		UG		PG	
	College	Dept	College	Dept	College	Dept

5.2. Position in Academic activities / Decision making bodies

Level	ADR/ ADE	Professor (RC)	Coordinator of RC group	Member of				Others if any, please specify
Number				RC group	Executive Committee	General Council	Academic Council	

5.3. Organizing Seminar/Workshop for scientists/ researchers

Level	**Main organizer**				**Member of coordination group**				Others if any, please specify
	Regional	State	National	Inter-national	Regional	State	National	Inter-national	
Number									

Constraints faced by KAU scientists

Sl. No.	**Statements**	**Response Pattern**		
		Greater extent	**Lesser extent**	**Not at all**
1	Work load of scientists to satisfy three mandates of teaching, research and extension			
2	Lack of teamwork, empathy and mutual understanding among the scientists			
3	Less promotion / growth opportunities for scientists			

4	Lack of opportunities for upgrading knowledge			
5	Imbalance in personal and professional life			
6	Lack of motivation or encouragement or recognition from superior/ university			
7	Lack of practical oriented capacity building programme and its follow up			
8	Lack of adequate infrastructure facilities (office/ laboratory facilities/ quarters *etc*.,)			
9	Limited and unstable internet facility			
10	Lack of adequate transportation facility			
11	Lack of facilities, fund and supporting staff for field visit and field work			
12	Poor library facilities and lack of availability of adequate books in the university library			
13	Lack of appropriate curriculum as per the requirement of agriculture scenario of Kerala and available job opportunities			
14	Improper /misbehavior from students			
15	Offering more courses at a time			

SUGGESTIONS

Suggestions of the KAU Scientists for improvement at work place

Sl. No.	Suggestions
1	
2	
3	
4	
5	

Abstract

EMOTIONAL INTELLIGENCE AND JOB PERFORMANCE OF KERALA AGRICULTURAL UNIVERSITY SCIENTISTS

by

SARADHI PRASANNA

(2019-11-030)

ABSTRACT

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Kerala Agricultural University

DEPARTMENT OF AGRICULTURAL EXTENSION

COLLEGE OF AGRICULTURE

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2022

ABSTRACT

The study entitled "Emotional intelligence and job performance of Kerala Agricultural University scientists," was conducted during the year 2020-2021. The objective of the study was to assess the gender differential in emotional intelligence of Kerala Agricultural University scientists and its influence on their job performance. Organizational constraints experienced by scientists were also studied and suggestions for improvement were delineated.

The study was conducted in the colleges, research stations, KVKs and other centers under Kerala Agricultural University, representing the three zones of Kerala, *viz., the* Northern zone, the Central zone, and the Southern zone. A total of 120 scientists, including 40 from colleges, 40 from research stations, and 40 from KVKs and other centers, were selected by adopting stratified proportionate sampling. From each group of 40 scientists, it was ensured that 20 were female and 20 were male respondents.

There were two dependent variables and 14 independent variables in this study. Emotional intelligence and job performance were the dependent variables. The scale developed by Goleman (1995) was used to assess emotional intelligence. Job performance was assessed by developing an index for the study, under five dimensions: teaching, research, extension, self development efforts, and administrative and institution building activities.

Based on the analysis of the data, it was found that majority of the respondents (66.66%) had a medium level of emotional intelligence. From the Mann-Whitney U test, it was revealed that there was no significant difference between male and female scientists in their emotional intelligence, but in the case of job performance there was a significant difference between male and female scientists in all dimensions except teaching. From the factor analysis it was observed that out of 5 dimensions self awareness and motivating oneself were the major components that contributed to the emotional intelligence whereas teaching and research were the two major dimensions that contributed towards job performance. On performing principal component analysis – biplot, it was observed that involvement in administrative and institution building activities is comparatively lesser for all other categories of respondents except college teachers whereas the PCA – biplot of emotional intelligence has shown uniformity in

distribution of all categories of respondents for all components. The study revealed that the majority of the respondents (85.83%) had a medium level of job performance.

Analysis of the profile characteristics of KAU scientists revealed that majority of the respondents (65.9%) were middle aged, had doctoral degrees (73.3%), job experience of less than 10 years (40.83%), nuclear families (75.8%), belonged to urban areas (61.7%) and had adequate promotional opportunities (66.7%). It was also observed that most of the respondents had a medium level of family income (65%), attitude towards profession (68.3%), self-confidence (65%), organisational climate (76.7%), perceived workload (73.33%), leadership quality (85%), organisational commitment (72.5%), and job stress (70%).

From the correlation analysis it was revealed that the factors having relationship with emotional intelligence were promotional opportunities, self confidence, organisational climate, leadership quality, organisational commitment, and job stress whereas Job performance was having relationship with age, job experience, attitude towards profession, self-confidence, organisational climate, and organisational commitment. The study also revealed that there was no significant association between emotional intelligence and job performance of KAU scientists.

Major constraints perceived by the KAU scientists were lack of practical oriented capacity building programme and its follow up, less promotion / growth opportunities for scientists, lack of teamwork, empathy and mutual understanding among the scientists, lack of adequate infrastructure facility (office/ laboratory facilities/ quarters *etc*.,), poor library facilities and lack of availability of adequate books in the university library. The constraints experienced by the scientists need to be considered in order to improve the performance of the KAU scientists at their work place.

The major suggestions delineated by the respondents for improving the job performance of KAU scientists were improvement of infrastructure facilitates for escalating work efficiency, democratic and transparent decisions by the authorities and impartial actions, more promotion/ growth opportunities for scientists, favourable organizational climate for team building and boosting the morale of the scientists, and clarity of roles for scientists regarding teaching, research, and extension.

അബ്സ്ട്രാക്റ്റ്

"കേരള അഗ്രികൾച്ചറൽ യൂണിവേഴ്സിറ്റി ശാസ്ത്രജ്ഞരുടെ വൈകാരിക ബുദ്ധിയും ജോലി പ്രകടനവും" എന്ന തലക്കെട്ടിലുള്ള പഠനം 2020-2021 വർഷത്തിലാണ് നടത്തിയത്. കേരള കാർഷിക സർവ്വകലാശാലയിലെ ശാസ്ത്രജ്ഞരുടെ വൈകാരിക ബുദ്ധിയിലെ ലിംഗ വ്യത്യാസവും അവരുടെ ജോലി പ്രകടനത്തെ സ്വാധീനിക്കുന്നതും വിലയിരുത്തുക എന്നതായിരുന്നു പഠനത്തിന്റെ ലക്ഷ്യം. ശാസ്ത്രജ്ഞർ അനുഭവിക്കുന്ന സംഘടനാപരമായ പരിമിതികളും പഠിക്കുകയും മെച്ചപ്പെടുത്തുന്നതിനുള്ള നിർദ്ദേശങ്ങൾ വിശദീകരിക്കുകയും ചെയ്തു.

കേരള കാർഷിക സർവ്വകലാശാലയുടെ കീഴിലുള്ള കോളേജുകൾ, ഗവേഷണ കേന്ദ്രങ്ങൾ, കെവികെകൾ, മറ്റ് കേന്ദ്രങ്ങൾ എന്നിവിടങ്ങളിൽ കേരളത്തിന്റെ വടക്കൻ മേഖല, മധ്യമേഖല, ദക്ഷിണ മേഖല എന്നീ മൂന്ന് സോണുകളെ പ്രതിനിധീകരിച്ചാണ് പഠനം നടത്തിയത്. കോളേജുകളിൽ നിന്ന് 40 പേരും ഗവേഷണ കേന്ദ്രങ്ങളിൽ നിന്ന് 40 പേരും കെവികെകളിൽ നിന്നും മറ്റ് കേന്ദ്രങ്ങളിൽ നിന്നും 40 പേരും ഉൾപ്പെടെ ആകെ 120 ശാസ്ത്രജ്ഞരെയാണ് സ്ട്രാറ്റിഫൈഡ് ആനുപാതിക സാമ്പിളുകൾ സ്വീകരിച്ച് തിരഞ്ഞെടുത്തത്. 40 ശാസ്ത്രജ്ഞർ അടങ്ങുന്ന ഓരോ ഗ്രൂപ്പിൽ നിന്നും 20 പേർ സ്ത്രീകളും 20 പേർ പുരുഷന്മാരും ആണെന്ന് ഉറപ്പുവരുത്തി

ഈ പഠനത്തിൽ രണ്ട് ആശ്രിത വേരിയബിളുകളും 14 സ്വതന്ത്ര വേരിയബിളുകളും ഉണ്ടായിരുന്നു. വൈകാരിക ബുദ്ധിയും ജോലി പ്രകടനവും ആശ്രിത വേരിയബിളുകളായിരുന്നു. വൈകാരിക ബുദ്ധിയെ വിലയിരുത്താൻ ഗോ 130 (1995) വികസിപ്പിച്ച സ്കെയിൽ ഉപയോഗിച്ചു. അദ്ധ്യാപനം, ഗവേഷണം, വിപുലീകരണം, സ്വയം വികസന ശ്രമങ്ങൾ, അഡ്മിനിസ്ട്രേറ്റീവ്, സ്ഥാപന നിർമ്മാണ പ്രവർത്തനങ്ങൾ എന്നിങ്ങനെ അഞ്ച് തലങ്ങളിൽ പഠനത്തിനായി ഒരു സൂചിക വികസിപ്പിച്ചാണ് ജോലിയുടെ പ്രകടനം വിലയിരുത്തിയത്.

ഡാറ്റയുടെ വിശകലനത്തെ അടിസ്ഥാനമാക്കി, പ്രതികരിച്ചവരിൽ ഭൂരിഭാഗവും (66.66%) ഒരു ഇടത്തരം വൈകാരിക ബുദ്ധിയുള്ളവരാണെന്ന് കണ്ടെത്തി. മാൻ-വിറ്റ്നി യു ടെസ്റ്റിൽ നിന്ന്, അവരുടെ വൈകാരിക ബുദ്ധിയിൽ പുരുഷ-വനിതാ ശാസ്ത്രജ്ഞർ തമ്മിൽ കാര്യമായ വ്യത്യാസമില്ലെന്ന് വെളിപ്പെട്ടു, എന്നാൽ ജോലി പ്രകടനത്തിന്റെ കാര്യത്തിൽ അദ്ധ്യാപനം ഒഴികെ എല്ലാ തലങ്ങളിലും പുരുഷ-വനിതാ ശാസ്ത്രജ്ഞർ തമ്മിൽ കാര്യമായ വ്യത്യാസമുണ്ട്. ഫാക്ടർ വിശകലനത്തിൽ നിന്ന്, 5 മാനങ്ങളിൽ സ്വയം അവബോധവും സ്വയം പ്രചോദിപ്പിക്കുന്നതും വൈകാരിക ബുദ്ധിക്ക് സംഭാവന നൽകുന്ന പ്രധാന ഘടകങ്ങളാണെന്ന് നിരീക്ഷിക്കപ്പെട്ടു, എന്നാൽ

അധ്യാപനവും ഗവേഷണവുമാണ് തൊഴിൽ പ്രകടനത്തിന് സംഭാവന നൽകിയ രണ്ട് പ്രധാന മാനങ്ങൾ. പ്രധാന ഘടകം വിശകലനം നടത്തുമ്പോൾ - ബിപ്ലോട്ട്, കോളേജ് അധ്യാപകർ ഒഴികെ പ്രതികരിക്കുന്ന മറ്റെല്ലാ വിഭാഗങ്ങൾക്കും അഡ്മിനിസ്ട്രേറ്റീവ്, ഇൻസ്റ്റിറ്റ്യൂഷൻ ബിൽഡിംഗ് പ്രവർത്തനങ്ങളിലെ പങ്കാളിത്തം താരതമ്യേന കുറവാണെന്ന് നിരീക്ഷിച്ചു, അതേസമയം പിസിഎ - വൈകാരിക ബുദ്ധിയുടെ ബിപ്ലോട്ട് പ്രതികരിച്ചവരുടെ എല്ലാ വിഭാഗങ്ങളുടെയും വിതരണത്തിൽ സമാനത കാണിക്കുന്നു. എല്ലാ ഘടകങ്ങളും. പ്രതികരിച്ചവരിൽ ഭൂരിഭാഗവും (85.83%) ഇടത്തരം തൊഴിൽ പ്രകടനമുള്ളവരാണെന്ന് പഠനം വെളിപ്പെടുത്തി.

ശാസ്ത്രജ്ഞരുടെ പ്രൊഫൈൽ സ്വഭാവസവിശേഷതകളുടെ വിശകലനം, പ്രതികരിച്ചവരിൽ ഭൂരിഭാഗവും (65.9%) മധ്യവയസ്കരും ഡോക്ടറൽ ബിരുദങ്ങളും (73.3%), 10 വർഷത്തിൽ താഴെയുള്ള തൊഴിൽ പരിചയവും (40.83%), അണുകുടുംബങ്ങൾ (75.8%) ഉള്ളവരാണെന്നും വെളിപ്പെടുത്തി. നഗരപ്രദേശങ്ങളിലേക്ക് (61.7%) മതിയായ പ്രമോഷൻ അവസരങ്ങൾ (66.7%) ഉണ്ടായിരുന്നു. പ്രതികരിച്ചവരിൽ ഭൂരിഭാഗവും കുടുംബവരുമാനത്തിന്റെ ഇടത്തരം നിലവാരം (65%), തൊഴിലിനോടുള്ള മനോഭാവം (68.3%), ആത്മവിശ്വാസം (65%), സംഘടനാപരമായ അന്തരീക്ഷം (76.7%), ജോലിഭാരം (73.33%) എന്നിവയുള്ളവരാണെന്നും നിരീക്ഷിക്കപ്പെട്ടു. , നേതൃത്വ നിലവാരം (85%), സംഘടനാ പ്രതിബദ്ധത (72.5%), ജോലി സമ്മർദ്ദം (70%).

വൈകാരിക ബുദ്ധിയുമായി ബന്ധമുള്ള ഘടകങ്ങൾ പ്രോത്സാഹന അവസരങ്ങൾ, ആത്മവിശ്വാസം, സംഘടനാ അന്തരീക്ഷം, നേതൃത്വ നിലവാരം, സംഘടനാ പ്രതിബദ്ധത, ജോലി സമ്മർദ്ദം എന്നിവയാണെന്ന് പരസ്പര ബന്ധ വിശകലനത്തിൽ നിന്ന് വെളിപ്പെട്ടു, അതേസമയം ജോ 131 ടെ പ്രകടനം പ്രായം, ജോലി പരിചയം, തൊഴിലിനോടുള്ള മ[illegible]വം, ആത്മവിശ്വാസം, സംഘടനാ അന്തരീക്ഷം, സംഘടനാ പ്രതിബദ്ധത. വൈകാരിക ബുദ്ധിയും കെഎയു ശാസ്ത്രജ്ഞരുടെ ജോലി പ്രകടനവും തമ്മിൽ കാര്യമായ ബന്ധമില്ലെന്നും പഠനം വെളിപ്പെടുത്തി.

കെ.എ.യു ശാസ്ത്രജ്ഞർ മനസ്സിലാക്കിയ പ്രധാന പരിമിതികൾ, പ്രായോഗിക അധിഷ്ഠിത ശേഷി വർദ്ധന പരിപാടിയുടെ അഭാവം, ശാസ്ത്രജ്ഞർക്ക് കുറഞ്ഞ പ്രമോഷൻ / വളർച്ചാ അവസരങ്ങൾ, ടീം വർക്കിന്റെ അഭാവം, ശാസ്ത്രജ്ഞർക്കിടയിൽ സഹാനുഭൂതി, പരസ്പര ധാരണ എന്നിവയുടെ അഭാവം, മതിയായ അടിസ്ഥാന സൗകര്യങ്ങളുടെ അഭാവം (ഓഫീസ് / ലബോറട്ടറി സൗകര്യങ്ങളുടെ അഭാവം). / ക്വാർട്ടേഴ്സ് മുതലായവ), മോശം ലൈബ്രറി സൗകര്യങ്ങളും യൂണിവേഴ്സിറ്റി ലൈബ്രറിയിൽ മതിയായ പുസ്തകങ്ങളുടെ ലഭ്യതക്കുറവും. KAU ശാസ്ത്രജ്ഞരുടെ ജോലിസ്ഥലത്ത് അവരുടെ

പ്രകടനം മെച്ചപ്പെടുത്തുന്നതിന് ശാസ്ത്രജ്ഞർ അനുഭവിക്കുന്ന പരിമിതികൾ പരിഗണിക്കേണ്ടതുണ്ട്.

കെ.എ.യു ശാസ്ത്രജ്ഞരുടെ തൊഴിൽ പ്രകടനം മെച്ചപ്പെടുത്തുന്നതിനായി പ്രതികരിച്ചവർ നിർവചിച്ച പ്രധാന നിർദ്ദേശങ്ങൾ തൊഴിൽ കാര്യക്ഷമത വർദ്ധിപ്പിക്കുന്നതിനുള്ള അടിസ്ഥാന സൗകര്യങ്ങൾ മെച്ചപ്പെടുത്തൽ, അധികാരികളുടെ ജനാധിപത്യപരവും സുതാര്യവുമായ തീരുമാനങ്ങൾ, നിഷ്പക്ഷ നടപടികൾ, ശാസ്ത്രജ്ഞർക്ക് കൂടുതൽ പ്രമോഷൻ / വളർച്ചാ അവസരങ്ങൾ, ടീം നിർമ്മാണത്തിന് അനുകൂലമായ സംഘടനാ അന്തരീക്ഷം എന്നിവയാണ്. ശാസ്ത്രജ്ഞരുടെ മനോവീര്യം വർധിപ്പിക്കുകയും അദ്ധ്യാപനം, ഗവേഷണം, വിപുലീകരണം എന്നിവയുമായി ബന്ധപ്പെട്ട് ശാസ്ത്രജ്ഞർക്കുള്ള റോളുകളുടെ വ്യക്തതയും.