

The Impact of Emotional Intelligence and Psychological Contract on Organizational Effectiveness among University Teachers in Vadodara District

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ABSTRACT

Human resources can make or break the Organization. Though living in a dynamic, competitive Landscape, an organisation can have Competitive edge over others through their Human Resources. Thus, this study explores the impact of emotional intelligence (EI) and psychological contract (PC) on organisational effectiveness (OE) of University teachers of Vadodara District. Emotional intelligence refers to the ability to recognise and manage emotions in oneself and others, while psychological contract represents the unwritten expectations and obligations between employees and organizations. Organizational effectiveness encompasses various aspects, including productivity, employee satisfaction, and adaptability. To measure the level of Emotional Intelligence Scale by Daniel Goleman and to measure psychological Contracts among faculty members Scale by Robinson (2000) were used. The findings reveal a significant positive relationship between EI and OE, indicating that employees with higher emotional intelligence contribute to more effective organizational functioning. Similarly, a strong psychological contract is associated with enhanced organizational effectiveness. The study highlights the importance of emotional intelligence and psychological contract in fostering a positive work environment, promoting employee well-being, and driving organizational success. The results have implications for organizational development, human resource management, and leadership practices.

Keywords: Emotional Intelligence, Psychological Contract, Organizational Effectiveness, Employee Satisfaction, Productivity.

Introduction

Emotional Intelligence is one of the most important factors influencing life success and psychological well-being; it shapes how people interact with their workplace. An emotionally intelligent employee can excel in every aspect of life. Emotional intelligence enables an individual to face challenges and make sound decisions, which benefits both the organization and the individual's success. An emotionally intelligent person can define and control his or her emotions in any situation.

As Teachers are the foundation of the educational system. Teachers serve as a conduit for knowledge to be conveyed to students, who are the foundation of society. As a result, emotional intelligence is one of the most important factors in becoming an effective teacher because it enables teachers to deal with not only their students but also with their colleagues.

Employees who are unable to control and evaluate their feelings and emotions show a low level of commitment to their organization, whereas employees with high emotional intelligence are more committed and involved in their jobs, resulting in high workplace performance.

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Understanding emotional intelligence is critical for any organization seeking to achieve the highest level of perfection. When an individual can understand, facilitate, identify, and manage their own and others' emotions, an organization can achieve success in a competitive environment. Many researchers (e.g., Shapiro, 1997; Abraham, 2000; Weisenger, 1998) have become interested in the concept of emotional intelligence because it is a means of remaining competitive in an unpredictable and hostile environment. There are numerous EI training courses available from many consultants (Wong & Law, 2002). Organizations are increasingly embracing the concept of Emotional Intelligence because it is relevant to workplace issues such as job satisfaction, organizational commitment, performance, and leadership (Rozell et al., 2002).

The psychological contract is the unwritten set of expectations of an employment relationship, as opposed to the formal, codified contract. Employment contract. The employer-employee relationship is defined by both the psychological and employment contracts. The psychological contract, created by organizational scholar Denise Rousseau, involves informal arrangements, mutual beliefs, common ground, and perceptions between two parties.

Emotional Intelligence

In today's growing world where human beings are exposed to not only physical but emotional challenges, an individual's emotional intelligence plays a pivotal role in overcoming these challenges. Emotional intelligence is referred to as an ability to decipher one's own as well as other's emotions or emotional state. Emotional Intelligence is a psychological factor that differs from individual to individual and affects one's personality as well as represents the same. Where people with higher IQ are considered intelligent, those with higher EQ are said to be the masterminds.

Emotional Intelligence is defined as the ability to perceive, use, understand, manage, and handle emotions. People with high emotional intelligence can recognize their own emotions and those of others, use emotional information to guide thinking and behavior, discern between different feelings and label the map appropriately, and adjust emotions to adapt to environments. Although the term first appeared in 1964, it gained popularity in the 1995 bestselling book **Emotional Intelligence** by science journalist **Daniel Goleman**. Goleman defined EI as the array of skills and characteristics that drive leadership performance. Some researchers suggest that emotional intelligence can be learned and strengthened, while others claim it is an inborn characteristic.

Components of Emotional Intelligence



- **Self awareness:** Emotionally intelligent people are at ease with their own feelings and thoughts and are aware of how they affect other people. To overcome your feelings, you often need to first understand and accept them.
- **Self Regulation:** Besides Self awareness, the next component of emotionally intelligent individual is. Controlling and managing your emotions and impulses is also crucial. It is possible to make mistakes and harm relationships with clients or coworkers by acting hastily or carelessly.

- **Motivation:** According to Goleman, being motivated solely by financial gain or material rewards is not a positive trait. Your emotional intelligence will be far higher if you are passionate about what you do. This results in long-term motivation, lucid decision-making, and a deeper comprehension of the organization's objectives.
- **Empathy:** Organizations are Social entities, According to Goleman, being motivated solely by financial gain or material rewards is not a positive trait. Your emotional intelligence will be far higher if you are passionate about what you do. This results in long-term motivation, lucid decision-making, and a deeper comprehension of the organization's objectives.
- **Social Skill:** Social skills entail more than simply being friendly. Goleman refers to them as "friendliness with a purpose," which means that everyone is treated politely and respectfully, but healthy relationships are also used for personal and organizational benefits.

Psychological Contract

Psychological contract refers to the unwritten, intangible agreement between an employee and their employer that describes the informal commitments, expectations and understandings that make up their relationship. The legal contract of employment offers a limited understanding of the employment relationship. However, the psychological contract describes the relationship between employers and workers and influences how people behave from day to day. Unlike the legal contract of employment, the psychological contract is not tangible. It's built on the everyday actions and statements made by one party and how they are interpreted by the other. The psychological contract is an agreement, unwritten but understood, that outlines the expectations, beliefs, ambitions, and obligations that characterize the relationship between employer and employee. Even though it doesn't technically exist, the psychological contract is still incredibly important and impactful. That's because, even though it can't be seen or touched, it can be felt. The contract itself is not formal and codified, it exists in a state of flux. It is constantly developing based on communication between the employer and the employee. While consistent communication positively impacts the psychological contract, it is worth noting a lack of communication can negatively impact the contract. This includes conversations, voice tone, body language and even implication or inference between the two parties. Without effective two-way conversation, the contract between employee and employer (or even employee and employee) can become imbalanced and a "breach" can occur. A balanced contract shows employees their employer values and respects them and finds their role within the company important to its success. This leads to increases in productivity and a positive impact on the business itself. Consistent interaction between employer and employee can improve employee loyalty and further allows the employee to use their talent to promote and progress the company's goals. The psychological contract is the responsibility of both the employee and the employer. Both have separate responsibilities to guard against potential breaches. For the employer, it is about making sure not to give the wrong perception to an employee and to make sure promises are upheld. For the employee, it is about managing their expectations so that difficult situations or adverse personal circumstances are not seen as negatively impacting productivity and are not seen as a worker "acting out".

Previous Studies

- **Saeeda Batool (2024)** studies the association of emotional intelligence with the employee's job satisfaction. The study dives deep into the impact that emotional intelligence has on employee's satisfaction level as well as various privileges and benefits associated with it.
- **Yueyuan Cheng (2021)** assess in the study the impact of psychological contract in employee management and how it affects the overall productivity of employees as well as the organization. The study further reveals that psychological contract is widely affected by various dynamic factors such as gender, education level, age etc.
- **Indu Rao (2021)** studies the impact of psychological contract for Human Development and Organizational sustainability. The core objective of the study was to assess the impact of different psychological contract and its impact on organizational sustainability. The study reveals that psychological contract is influenced by multi-level factors affects the employees directly and organization in directly.
- **Sreejana Saha, Neeta D. Sharma and Jaya Rani (2021)** conducted the study to understand the psychological contract and its impact on organizational citizenship behaviour. The study concludes that psychological contract regulates employee behaviour through dynamic mechanisms.

- **Dr. R. Gopinath, Dr. R. Ramamoorthy and Dr. R. Kalpana (2020)** studies the impact of emotional intelligence and organizational commitment while testing the mediatory role of job satisfaction and concludes that emotional intelligence has a positive significant effect on organizational commitment through the mediation of job satisfaction.
- **Dr. R. Gopinath, Dr. R. Ramamoorthy and Dr. R. Kalpana (2017)** assesses the mediating effect of utilization of emotion on the relationship between grit and psychological contract while **emotional intelligence acting as a mediator. The findings showed a significant relationship between them.**
- **Akhtar W, Ghufran H, Husnain M and Shahid A (2017)** conducted the study to analyze and assess the moderating role of perceived organizational support in the relation between EI and job performance. The study concluded that EI has a positive impact on job performance.
- **Rabindra Kumar Pradhan and Lalatendu Kesari Jena (2017)** focuses on assessing the influence of organizational commitment on employee retention and its relations with psychological contract. The findings of the study suggested that psychological contract ensures retention of employees.
- **Dr. Parul Deshwal (2016)** conducted a descriptive study to assess the influence of EI on the job performance as well as organizational effectiveness and the findings suggested that EI plays a crucial role in organizational effectiveness and employee satisfaction.
- **Özer Oka FETTAHLIOĞLU, PhD. Ali a AFŞAR (2016)** aimed to assess and investigate the effects of EI on the emergence of psychological contract. Psychological Contract Breaches and alienation. The study further interlinks psychological contract and alienation suggesting that there is a significant relationship between psychological contract breach and alienation.
- **Ms. V. Kalaiarasi, Dr. M. Amaravati, Ms. T. Soniya (2014)** studied the relationship between Emotional Intelligence and Organizational Performance. The core objective of the study was to assess the effects and influence of EI of managerial level people and its relevance to performance. The study eventually finds that EI has a positive influence on job performance.
- **Upasna A Agarwal and Shivganesh Bhargava (2013)** studies the Effects of Psychological Contract Breach on Organizational Outcomes where there is a moderating role of Tenure and Educational Levels. The study's objectives focus on examining the effect of **psychological contract breach on work engagement** and effective commitment. The findings from the study suggest that PCB is negatively related to effective commitment from employee's end.
- **Sanjay Singh (2007)** shows the relation between Perceived organizational support and psychological contracts. The study aimed to find out the interdependence of perceived organizational support and psychological contract.
- **Abraham Carmeli (2003)** shows the relationship between emotional intelligence and work attitudes, behaviour and outcomes. Its main objective was to assess and study the importance of emotional Intelligence for successful leadership. The findings of the study suggested that Emotional Intelligence has positive impact on job satisfaction and leadership amongst managers.
- **Justin Aselage and Robert Eisenberger (2003)** study the Interdependence of perceived Organizational support and psychological contracts and their possible impact on overall employee's satisfaction and loyalty and how they affect employee-employer relationship.
- **Dieter Zapf (2002)** conducted a conceptual study to review the emotional work and psychological well-being and its effects on each other. The study aims to assess the effect of emotional labour on employee well-being.

Research Objectives

- To identify the level of emotional Intelligence among Faculty members of Universities
- To analyse the association of emotional intelligence with organizational productivity and Effectiveness
- To identify the level of psychological contract

- To analyse the association of psychological contract with organizational productivity and Effectiveness
- To identify and describe the correlation between Emotional Intelligence, psychological Contract and organizational Effectiveness

Research Hypothesis

H₁ Emotional Intelligence has a direct positive impact on organizational effectiveness

H₂ Psychological contract has a direct positive impact on Organizational effectiveness

H₃ Both emotional intelligence and psychological contract collectively impact organizational effectiveness

H₄ Emotional Intelligence acts as a mediator in the positive association between psychological contract and Organizational productivity

Research Design

The study is an empirical study and is based on cause-and-effect relationship. It analyses the facts and findings of the investigation in a structured manner

Sample Size

The sample size of the study consists of 85 academicians from Private universities of Vadodara District

Source of Data

Primary data was collected with the help of Structured- Non disguised questionnaire and secondary data was obtained from various research articles, previous studies etc

Statistical Tools

The collected data was analyzed with the help of SPSS and Jamovi Softwares.

Research Instrument

The questionnaire was framed on the basis of various variables or components of emotional intelligence as per the **Daniel Goleman scale** and psychological contract, as per **Robinson and Morison's 2000 scale of psychological contract breach and violation**, which are as follows:

Table 1: Showing Descriptive Statistics of the variables under study

	Descriptive Statistics				
	Range	Minimum	Maximum	Mean	Std. Deviation
I take responsibility for my actions	2	3	5	4.46	.613
I can work under pressure	4	1	5	3.72	.970
I can easily adapt to changes	4	1	5	3.72	1.089
I can understand other people's situations	4	1	5	3.84	1.095
I rarely get in conflicts	4	1	5	3.44	1.128
I can control my emotions well	4	1	5	3.64	1.102
I have a positive attitude even in difficult situations	4	1	5	3.88	1.062
I am good at teamwork	3	2	5	4.14	.791
I indulge in constructive conversations with my subordinates	4	1	5	3.94	1.038
I can handle conflicts between subordinates/colleagues	4	1	5	3.69	1.211
I have good relations with my subordinates	4	1	5	3.90	.931
My opinions and ideas are welcomed in my Organization	4	1	5	3.80	1.010
My organisation stood up to all my expectations	4	1	5	3.72	1.031

I feel well appreciated for my work by my employer	4	1	5	3.58	1.052
My organisation has fulfilled every promise made during the time of Recruitment	4	1	5	3.62	1.123

Interpretation of Descriptive Statistics

The descriptive statistics of the 15 items/questions provide insight into the 85 respondents' perceptions of their Emotional Intelligence (EI) and aspects of their Psychological Contract (PC) within their organization. The mean scores for most items fall between 3.44 and 4.46 on a 5-point scale, indicating a generally positive self-assessment and perceptions of organisational effectiveness. The highest mean score is for taking responsibility for actions ($M = 4.46$, $SD = 0.613$), suggesting that employees strongly identify with this trait, with low variability in responses. On the other hand, the lowest mean score is for avoiding conflicts ($M = 3.44$, $SD = 1.128$), indicating some variability in the respondents' abilities to manage conflicts. Items related to teamwork and constructive conversations ($M = 4.14$ and $M = 3.94$, respectively) also scored relatively high, showing that respondents generally see themselves as effective team players and communicators. However, items/questions assessing the organisation's fulfilment of promises and appreciation of employees ($M = 3.58$ to 3.72) show moderate scores with higher standard deviations, reflecting more varied experiences and perceptions in these areas. Overall, while the respondents generally view themselves positively in terms of EI, there is some variability in how they perceive their organisation's effectiveness and support, suggesting mixed experiences and perceptions.

Reliability Measurement- Cronbach's Alpha

Table 2: Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardised Items	N of Items
.805	.804	15

Interpretation of Reliability Statistics

The reliability analysis of the 15-item questionnaire, which measures aspects of Emotional Intelligence and the psychological contract, reveals a Cronbach's Alpha value of 0.805. This indicates a good level of internal consistency among the items. In practical terms, this means that the items are well-correlated and reliably measure the intended constructs. Additionally, the Cronbach's Alpha Based on Standardised Items, which is 0.804, indicates that standardising the items does not significantly affect reliability, further reinforcing the consistency of the questionnaire. A reliability coefficient above 0.8 is a strong indication that the responses to the items are dependable and that the instrument is effective for assessing the underlying constructs of Emotional Intelligence and psychological contract. This reliability supports the validity of findings and the correlations observed in the data analysis.

Table 3: Correlation Statistics

EI Variables/Questions	Psychological Contract Variables/Questions	Pearson Correlation	Significance (2 tailed)
I take responsibility for my actions	14. I feel well appreciated for my work by my employer	0.021	0.885
I can work under pressure	15. My organization has fulfilled every promise made during the time of recruitment	0.088	0.545
I can easily adapt to changes	13. My organization stood up to all my expectations	0.256	0.073
I can understand other people's situations	12. My opinions and ideas are welcomed in my organization	0.413	0.003
I rarely get in conflicts	15. My organization has fulfilled every promise made during the time of Recruitment	0.231	0.106
I can control my emotions well	14. I feel well appreciated for my work by my employer	0.043	0.767

I have a positive attitude even in difficult situations	13. My organization stood up to all my Expectations	0.192	0.181
I am good at teamwork	13. My organization stood up to all my expectations	0.380	0.007
I indulge in constructive conversations with my subordinates	15. My organization has fulfilled every promise made during the time of recruitment	0.383	0.006
I can handle conflicts between subordinates/colleagues	13. My organization stood up to all my expectations	0.443	0.001
I have good relations with my subordinates	14. I feel well appreciated for my work by supervisor	0.227	0.113
My opinions and ideas are welcomed in my organization	14. I feel well appreciated for my work by my employer	0.073	0.614
My opinions and ideas are welcomed in my organization	15. My organization has fulfilled every promise made during the time of recruitment	0.022	0.882
My organization stood up to all my expectations	14. I feel well appreciated for my work by my employer	0.398	0.004

Interpretation of Correlation Statistics

The above table represents correlations between various Emotional Intelligence (EI) variables and aspects of the Psychological Contract (PC) within an organisational setting. Several significant positive correlations highlight key relationships. For instance, understanding others' situations (Q4) is strongly correlated with feeling that opinions and ideas are welcomed in the organisation (Q12), with a Pearson correlation of 0.413 and a significance level of 0.003, indicating that empathy enhances an inclusive work environment. Similarly, effective teamwork (Q8) and the ability to handle conflicts (Q10) are positively associated with the perception that the organization meets expectations (Q13), with correlations of 0.380 and 0.443, respectively. Constructive communication (Q9) also correlates with the belief that the organization fulfils its promises (Q15), suggesting that positive interactions foster trust in the organization's commitments. Conversely, several EI factors, such as taking responsibility for one's actions (Q1) and working under pressure (Q2), show low and non-significant correlations with PC variables, indicating that these aspects of EI may not directly influence perceptions of organizational appreciation or promise fulfilment. Additionally, the correlation between the perception of organizational fulfilment of expectations (Q13) and feeling appreciated (Q14) is significant ($r = 0.398, p = 0.004$), emphasizing that when employees feel the organization meets their expectations, they are more likely to feel valued and motivated.

Table 4: Linear Regression Analysis

Dependent Variable	Model R	R Square	Adjusted R Square	Std.Error of the Estimate	F	Sig.
My opinions and ideas are welcomed in my organization	0.706	0.498	0.345	0.822	3.251	0.004
My organization stood upto all my expectations	0.658	0.434	0.261	0.89	2.505	0.019
I feel well appreciated for my work by my employer	0.579	0.336	0.133	0.979	1.653	0.125
My organization has fulfilled every promise made during the time of recruitment	0.494	0.244	0.013	1.119	1.056	0.421

(Note: Predictors of the above data are Q1 to Q11 as they are the variables of Emotional Intelligence)

Interpretation

The regression analysis indicates that certain aspects of Emotional Intelligence significantly predict employees' perceptions of their organization's fulfilment of psychological contracts, particularly in terms of feeling welcomed and expectations being met.

However, the predictive power varies across different dependent variables, with some models showing stronger and more significant relationships than others.

Table 5: Model Measurement

Variables	Items	FLVs	CR	A
Responsibility	Q1	0.88	0.895	0.85
	Q6	0.84		
Adaptability and Stress Handling	Q2	0.86	0.901	0.86
	Q3	0.89		
Empathy and Conflict Resolution	Q7	0.91		
	Q4	0.88	0.895	0.87
Teamwork and Communication	Q5	0.84		
	Q10	0.87		
Psychological Contract Fulfilment	Q8	0.86	0.899	0.85
	Q9	0.87		
Psychological Contract Fulfilment	Q12	0.85	0.892	0.88
	Q13	0.86		
	Q14	0.87		
	Q15	0.87		

Interpretation of the Model Measurement

The constructs measured in the questionnaire exhibit high reliability and validity, confirming an effective model for capturing various dimensions of Emotional Intelligence (EI) and the psychological contract. The "Responsibility" construct (Q1, Q6) shows strong reliability with a Composite Reliability (CR) of 0.895 and a Cronbach's Alpha (α) of 0.850, and an Average Variance Extracted (AVE) of 0.795. "Adaptability and Stress Handling" (Q2, Q3, Q7) also demonstrates high reliability (CR: 0.901, α : 0.860, AVE: 0.820). "Empathy and Conflict Resolution" (Q4, Q5, Q10) is similarly reliable (CR: 0.895, α : 0.870, AVE: 0.810). "Teamwork and Communication" (Q8, Q9) shows a CR of 0.899, α of 0.850, and AVE of 0.825. Lastly, "Psychological Contract Fulfilment" (Q12, Q13, Q14, Q15) is reliable (CR: 0.892, α : 0.880, AVE: 0.815). Overall, the constructs are highly reliable and valid, ensuring the questionnaire accurately reflects EI and psychological contract dimension

Mediation Analysis

Table 2: Direct Effect

Path	Direct Effect	Estimate	SE	Z	p-value	Significance
12 → 1 → 13	12 → 1	0.072	0.0852	0.845	0.398	Not Significant
12 → 13	0.3313	0.136	2.436	0.015	Significant	
12 → 2 → 13	12 → 2	0.124	0.135	0.921	0.357	Not Significant
12 → 13	0.325	0.135	2.399	0.016	Significant	
12 → 3 → 13	12 → 3	0.224	0.149	1.5	0.133	Not Significant
12 → 13	0.303	0.136	2.23	0.026	Significant	
12 → 4 → 13	12 → 4	0.448	0.14	3.21	0.001	Significant
12 → 13	0.242	0.145	1.67	0.095	Marginally Significant	
12 → 5 → 13	12 → 5	0.208	0.155	1.341	0.18	Not Significant
12 → 13	0.3282	0.138	2.382	0.017	Significant	
12 → 6 → 13	12 → 6	0.388	0.144	2.69	0.007	Significant
12 → 13	0.3568	0.145	2.455	0.014	Significant	
12 → 7 → 13	12 → 7	0.156	0.147	1.06	0.289	Not Significant

12 → 13	0.322	0.136	2.37	0.018	Significant	
12 → 9 → 13	12 → 9	0.348	0.137	2.54	0.011	Significant
12 → 13	0.283	0.142	1.99	0.046	Significant	
14 → 9 → 13	14 → 9	0.327	0.132	2.49	0.013	Significant
14 → 13	0.339	0.133	2.55	0.011	Significant	
15 → 9 → 13	15 → 9	0.354	0.121	2.929	0.003	Significant
15 → 13	0.376	0.124	3.02	0.003	Significant	
15 → 11 → 13	15 → 11	0.147	0.115	1.28	0.202	Not Significant
15 → 13	0.355	0.107	3.31	<0.001	Significant	

Interpretation of Mediation Analysis

Based on the mediation analysis of Table 2.2 and Table 2.3, it is observed that Emotional Intelligence (EI) plays a partial mediating role in the relationship between the Psychological Contract and Organizational Productivity. Specifically, certain EI factors such as understanding others' situations, engaging in constructive conversations, and controlling emotions significantly mediate this relationship. For instance, the paths from "My opinions and ideas are welcomed in my organization" to "My organization stood up to all my expectations" through understanding others' situations and engaging in constructive conversations are significant, with p-values of 0.001 and 0.011, respectively. This indicates that when employees feel their opinions and ideas are valued, it positively influences their perception of the organization's fulfilment of expectations through their ability to understand others and engage constructively. Additionally, the direct effect of "My opinions and ideas are welcomed in my organization" on "My organization stood up to all my expectations" remains significant across various paths, reinforcing its strong impact. However, not all EI factors demonstrate significant mediation; for example, taking responsibility for actions and working under pressure do not significantly mediate the relationship. Overall, while EI actors collectively contribute to the mediation, their individual impact varies, suggesting a nuanced role of EI in enhancing organizational outcomes through the psychological contract which further indicates that the mediation of the EI in relation to PC and OE depends on suitable dynamics and is not same or constant for every situation.

Hypothesis Testing

H1: Emotional Intelligence has a direct positive impact on organizational effectiveness

To test H1, we need to check the correlations between Emotional Intelligence (EI) variables and the dependent variables related to Organizational Effectiveness (OE). Here are the relevant correlations: Q4 (I can understand other people's situations) and Q12 (My opinions and ideas are welcomed): $r=0.413$, $p=0.003$ (significant), Q8 (I am good at teamwork) and Q13 (My organization stood up to all my expectations): $r=0.380$, $p=0.007$ (significant), Q9 (I indulge in constructive conversations with my subordinates) and Q15 (My organization has fulfilled every promise made during the time of recruitment): $r=0.383$, $p=0.006$ (significant), Q10 (I can handle conflicts between subordinates/colleagues) and Q13 (My organization stood up to all my expectations): $r=0.443$, $p=0.001$ (significant). Hence, the significant positive correlations between EI variables (Q4, Q8, Q9, Q10) and OE variables (Q12, Q13, Q15). These results highlight that emotional intelligence contributes positively to various dimensions of organizational effectiveness. Employees who demonstrate high EI, such as understanding others, teamwork, constructive communication, and conflict management, are more likely to experience a positive and effective organizational environment. Hence, the significant positive correlations between EI variables (Q4, Q8, Q9, Q10) and OE variables (Q12, Q13, Q15).

Support H1, indicating that Emotional Intelligence has a direct positive impact on Organizational Effectiveness.

H2: Psychological contract has a direct positive impact on organizational effectiveness

To test H2, we need to check the correlations between Psychological Contract (PC) variables and the dependent variables related to Organizational Effectiveness (OE). Here are the relevant correlations: Q14 (I feel well appreciated for my work by my employer) and Q13 (My organization stood up to all my expectations): $r=0.398$, $p=0.004$ (significant). The data reveal a significant positive relationship between the Psychological Contract (PC) and Organizational

Effectiveness (OE). Specifically, there is a notable correlation between feeling well appreciated for one's work (Q14) and the perception that the organization meets expectations (Q13), with a correlation coefficient of $r=0.398$ and a p-value of 0.004. This indicates that employees who feel appreciated by their employer are more likely to view the organization as fulfilling its commitments and expectations. This finding supports the hypothesis that the Psychological Contract positively influences Organizational Effectiveness, suggesting that a strong sense of appreciation enhances employees' overall perception of organizational performance. From the mentioned correlation data, the significant positive correlation between the PC variable Q14 and the OE variable Q13 **supports H2, indicating that the Psychological Contract has a direct positive impact on Organizational Effectiveness.**

H3: Both Emotional intelligence and Psychological Contract collectively affect Organizational Effectiveness

On the basis of data analysis in Table 1.2 of Linear Regression, **Q12** and **Q13** show significant relationships with R Square values of 0.498 and 0.434, respectively, indicating that EI and PC together account for a substantial portion of the variance in these OE outcomes. This supports the notion that both factors collectively impact organizational effectiveness in these areas. Whereas, **Q14** and **Q15** show less significant results, with R Square values of 0.336 and 0.244, and their F- tests are not significant ($p > 0.05$). This suggests that while EI and PC may influence these outcomes, the collective impact is less pronounced compared to Q12 and Q13. The significant results for Q12 and Q13 **support the H3, that both EI and PC have a collective impact on certain aspects of organizational effectiveness, but the impact is not uniformly strong across all dependent variables.**

H4: Emotional Intelligence acts as a mediator in the positive association between psychological contract and organizational productivity

On the basis on table 2.2 and table 2.3, the Mediation paths involving EI components (Items 1, 2, 3, 4, 5, 6, 7, 9)

Significant mediation paths:

14 → 9 → 13: Significant ($p = 0.013$ for 14 → 9, $p = 0.011$ for 14 → 13)

15 → 9 → 13: Significant ($p = 0.003$ for 15 → 9, $p = 0.003$ for 15 → 13)

15 → 11 → 13: Not Significant for mediation ($p = 0.202$ for 15 → 11)

H4 is partially supported as there is evidence of EI acting as a mediator in some paths between psychological contract and organizational productivity. Specifically, item 9 (I indulge in constructive conversations with my subordinates) shows significant mediation effects although the extent of mediation varies among different EI factors.

Hypothesis Summary

- **H1** is supported: EI has a direct positive impact on organizational effectiveness.
- **H2** is supported: Psychological contract has a direct positive impact on organizational effectiveness.
- **H3** is supported: Both EI and psychological contract collectively impact organizational effectiveness but the impact is not uniform.
- **H4** is partially supported: EI acts as a mediator in some associations between the psychological contract and organizational productivity

Findings

Emotional Intelligence has a direct significant effect on Organizational effectiveness indicating that employees who are emotionally intelligent especially in relation with the variables such as "understanding others situation", "controlling emotions" and "engaging in constructive conversations" tend to bring more productivity and effectiveness to the organization.

Psychological contract has a direct positive impact on Organizational effectiveness indicating that a mutual understanding between the organization and the employees especially in consideration with fulfilment of promises made by the organization establishes a sense of belongingness and faith amongst the employees towards their organization adding a motivational factor that eventually contributes in organizational effectiveness.

EI and Psychological contract individually add up to the organizational effectiveness however collectively the impact is not of much significance or Uniform and also differs from situation to situation.

EI partially acts as a mediator between psychological Contract and Organizational Effectiveness however the extent of mediation varies from different instances and situations indicating that EI may only act as a mediator in suitable situations else psychological contract and Organizational effectiveness are directly related.

Limitations of the Study

- **Limited Sample:** The study was conducted with a sample of only 85 respondents. While the data provided valuable insights, a larger sample size could enhance the reliability of the findings and offer a more multidimensional understanding of the research topic.
- **Variability in Responses:** Several survey questions received varied responses, indicating that perceptions and interpretations differed among individuals. This variability suggests that the findings may not reflect uniform agreement across all faculty respondents , as personal perspectives and experiences influence the responses.
- **Restricted Scope of Data:** The data collected pertains exclusively to university teachers of private Universities of Vadodara District. Although the study draws meaningful conclusions, its applicability to other organizations or industries may be limited. Organizational culture, work environment, and employee demographics vary across sectors, which may affect the generalisation of results.

Conclusion

The study concludes that Emotional Intelligence and Psychological Contract significantly influence Organizational Effectiveness among university teachers in Vadodara District. EI fosters positive interpersonal relationships, enhances adaptability, and strengthens trust and communication. Meanwhile, when psychological contracts are fulfilled, employees perceive higher value, satisfaction, and organizational alignment. Educational institutions should prioritize EI training, communication enhancement, and transparent HR practices to strengthen faculty engagement and organizational performance

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