



Research Paper

## Scrutinizing the linkage between emotional intelligence and job satisfaction

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**ABSTRACT:** In the context of the sentimental uprising, emotional intelligence is a significant predictor of organizational outcomes in management studies. Emotional intelligence and job satisfaction are receiving a lot of attention in today's workplace. In private and hierarchical life, they exert dominance. Therefore, the goal of this study is to investigate the link between emotional intelligence and job satisfaction. 315 academics employed by Ethiopia's public higher education institutions were the subjects of a cross-sectional study. The results were obtained by utilizing standard statistical methods like the correlation coefficient and square multiple correlations. Job satisfaction was found to be positively correlated with the four dimensions of emotional intelligence. The results and their repercussions are presented and discussed in this paper.

**KEYWORDS:** self-emotion appraisal, others emotion appraisal, use of emotion, control of emotion, and job satisfaction

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### I. Introduction

In this era of globalization, when there is a significant amount of cultural, scientific, economic, and social exchange, a person's success is influenced by a variety of personal factors. A positive attitude, financial support, a quality education, a social network, and so on are all examples of this. Failure can accompany success despite all of these factors. According to [www.eq-test.com](http://www.eq-test.com), one of the underlying causes was identified as emotional intelligence (EI). The capacity for intelligent emotion management is referred to as emotional intelligence. Emotional intelligence is a set of learned skills and abilities that can predict positive outcomes at home, in school, and at work. People who have these are healthier, less depressed, more productive at work, and have better relationships. The modern world necessitates enhanced interpersonal relationships, mutual understanding, and workplace productivity. A person can achieve success and satisfaction at work by having a solid understanding of the emotions of others and the ability to control them. Despite the fact that an individual's intelligence quotient (IQ) is a significant factor in determining their level of success, research indicates that, beyond a certain point, the emotional quotient is more important than IQ; when it comes to an office setting. Workplace climate and management-employee relationships are both influenced by employee job satisfaction (Mayer, John D. 2004). When a person's job seems to fulfil important job values, it is a positive emotional state; These values meet one's requirements (Anju Mehrotra, 005). The researcher thinks it would be interesting to see if there is a connection between employee EI and job satisfaction. Based on the designation of employees, this study also proposes to investigate job satisfaction and employee engagement. Based on work experience and marital status, a study of job satisfaction and EI is also attempted.

### II. Literature Review

#### a. Emotional Intelligence

Emotional Intelligence (EI) describes the ability, capacity, skill, or, in the case of the trait EI model, a self-perceived grand ability to identify, assess, manage, and control the emotions of one's self, of others, and of groups.

Emotional intelligence is considered to play a crucial role in modern work life (D. Goleman, et.al, 2002). Its principles help in evaluating employee behaviour, management styles, attitudes, interpersonal skills, and potential and are considered to have great relevance in areas like job profiling, planning, recruitment, and selection (Olivier Serrat,2009). Another major advantage of emotional intelligence is that it allows people to better understand and manage emotions (P. Salovey, & J. Mayer, 1990). It also helps in understanding one's own conduct as well as the relationship with others (D. Goleman 1995, & J.D. Mayer, P. Salovey 1993). Psychological studies have shown that understanding and controlling emotions play a significant role in gratifying one's life and work environment (E.M. Oriole & R.K.,1997].

**b. Job Satisfaction**

Job satisfaction is a topic that has got wide appreciation in academics as well as industry. It refers to an employee's affective reaction to his job in terms of how much it satisfies his desired outcome (Hassan Jorfi and Saeid Jorfi, 2011). It actually refers to the extent to which one person likes his/her job(P.E. Spector, 1999) or it may be considered as the emotional attachment one has with his/her job (R.P. Tett, J.P. Meyer,1993). Job satisfaction is an attitude of an employee over a period of his job so the factors of satisfaction and dissatisfaction change over the period. Also, research studies show that Job satisfaction has a negative impact on employee turnover intention (as cited by Ealias, A., & George, J. 2012) an increase in wages can positively affect job satisfaction.

**c. Emotional Intelligence and Job satisfaction**

Job satisfaction can be a good indicator of how employees feel about their jobs and a good predictor of work behaviours like absenteeism, turnover, and organizational citizenship. In addition, according to Elias, A., and George, J. (2012), job satisfaction may partially mediate the connection between personality variables and deviant work behaviours. These authors assert that emotion is essential for motivating and directing behaviour. In addition, a person needs more than just a high Intelligence Quotient to be happy and successful in life. Academic intelligence and IQ scores do not accurately predict important life outcomes, according to research. Workplace climate and management of employee relationships are both influenced by employee job satisfaction. For the purpose of increasing employee satisfaction at work, firm and concrete actions should be taken. It is generally accepted that workers with higher emotional intelligence will be more satisfied in their jobs. This is due to the fact that workers with a higher emotional intelligence are better able to devise strategies for avoiding the negative effects of stress, whereas workers with a lower emotional intelligence will be unable to do so. Employees with higher EI will also be able to influence the emotions of others in a group setting, boosting both their own morale and that of their co-workers (R.K. Cooper, A. Sawaf, 1997).

**d. Research Hypothesis**

H1: Self-emotion appraisal will be positively associated with employee job satisfaction

H2: Others' emotional appraisal will be positively associated with employee Job satisfaction

H13: Use of Emotion will be positively associated with employee Job satisfaction

H14: Control of emotion will be positively associated with employee Job satisfaction

**III. Methodology**

**a. Research design**

When the problem has not been well researched before, the explanatory research design is used to set priorities, create operational definitions, and provide a model that has been better researched. According to Robert A. Stebbins (2001), the primary focus of this research design is on providing a comprehensive explanation of the study's components. The study's objective was to investigate the connection between job satisfaction and emotional intelligence. As a result, the explanatory and cross-sectional descriptive research design was used in this study because the goal was to provide a comprehensive explanation of the connection between employee emotional intelligence and job satisfaction at a single point in time. Research Instruments and Variables.

**b. Research Instruments and Variables**

Based on the research done by Mayer and Salovey (1990), Wong and Law (2002) created the Wong and Law EI Scale (WLEIS), a self-report emotional intelligence scale. There are 16 Likert-type self-report statements in the WLEIS. As a result, the Wong and Law emotional intelligence scale (WLEIS, Wong & Law, 2002) developed sixteen items to measure the four dimensions of emotional intelligence. Macdonald &MacIntyre, P. developed a set of ten items to measure job satisfaction (1997).

**c. Sampling Technique, Population, and Sample size**  
**Sampling Technique**

During this sampling method, significant clusters of the selected people are split into sub-groups at various stages to make it simpler for primary data collection. The populations from where the data has been collected have different characteristics in terms of experience, staff profile, leadership practice, infrastructure, and overall work environments. Therefore, universities in Amhara regional state first have grouped into four generations and then a proportional sample has been taken from each generation. According to the human resource report of each university, the total number of academic staff is 12388. Sample Size Determination of Yamane and Krejcie & Morgan are suitable for Survey Research and Finite Population. Accordingly, the sample of this research is calculated by using Taro Yamane (Yamane, 1973) formula with a 95% confidence level. Based on this formula a total sample size of 388 employees were taken for this study.

**d. Profile of Respondents**

The academic staff of Ethiopian public universities in the Amhara regional state provided the data. There are ten public universities in this area, and 12,388 people attend them all. A proportional sample of 388 from each university was chosen from these. As a result, questionnaires were distributed to 388 academic personnel. 315 employees submitted completed questionnaires from these. The sample consisted 87.3% of male respondents. 55.9 percent of respondents were between the ages of 31 and 40, 73% of employees had an MBA or MA/MSC degree, and 41.9 percent had less than five years of work experience.

**IV. Data Analysis**

**a. Hypothesis Testing**

**Hypothesis1:** Self-emotion appraisal will be positively associated with employee job satisfaction

**Table 4.1. The data and findings of the coefficient of correlation between employee emotional intelligence and job satisfaction.**

		Correlations				
		JS_N	COE	SEA	OEA	UOE
JS_N	Pearson Correlation	1	.195**	.172**	.264**	.238**
	Sig. (2-tailed)		.001	.002	.000	.000
	N	315	315	315	315	315
COE	Pearson Correlation	.195**	1	.316**	.293**	.292**
	Sig. (2-tailed)	.001		.000	.000	.000
	N	315	315	315	315	315
SEA	Pearson Correlation	.172**	.316**	1	.357**	.389**
	Sig. (2-tailed)	.002	.000		.000	.000
	N	315	315	315	315	315
OEA	Pearson Correlation	.264**	.293**	.357**	1	.258**
	Sig. (2-tailed)	.000	.000	.000		.000
	N	315	315	315	315	315
UOE	Pearson Correlation	.238**	.292**	.389**	.258**	1
	Sig. (2-tailed)	.000	.000	.000	.000	
	N	315	315	315	315	315

\*\* . Correlation is significant at the 0.01 level (2-tailed).

Source: SPSS,2022

As it can be seen from the above table all four dimensions of emotional intelligence are positively and significantly correlated with employee job satisfaction. To make it more specific, a self-emotion appraisal is correlated with a 0.172 value and a 0.02 significant level. The correlation coefficient between others' emotion appraisal and job satisfaction shows a 0.264 value and 0.000 significance level. Use of emotion and control of emotion is also positively and significantly correlated with employee job satisfaction with 0.238 and 0.195 correlation coefficients respectively. Therefore, it can be interpreted as there is a positive and very high correlation between these variables. Hence, we can conclude that there is a significant relationship between Job Satisfaction and Emotion Intelligence among the employees of the institutions. Accordingly, all of the hypotheses are accepted.

**b. Multiple Regression Analysis**

The regression model was applied to test how far **factors** affecting the effective implementation of public projects had an impact on the effectiveness of public projects. The coefficient of determination-R<sup>2</sup> is the measure of the proportion of the variance of the dependent variable about its mean that is explained by the independent or predictor variables (Henseler, J., Ringle, C. M., & Sarstedt, M., 2012). But before regression

analysis, the assumptions like multicollinearity, check the VIF (variance inflation factor) and degree of tolerance, linearity test, and Normality were tested

**c. Multi Collinearity**

To meet multiple regression assumptions, it needs a tolerance score above 0.1 and VIF scores below 10. With regards to multi-collinearity statistics, in this study as shown in the table below the Tolerance and Variance Inflation Factors (VIF) showed that there was no multi-collinearity because the VIF of all variables were less than 10, and tolerance scores above 0.1.

**Table 4.2. Multi-Collinearity Test of VIF and Tolerance.**

Model		Coefficients <sup>a</sup>						Collinearity Statistics	
		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Tolerance		
		B	Std. Error	Beta					
1	(Constant)	148.451	41.549		3.573	.000			
	OEA	4.637	8.212	.035	.565	.573	.828	1.208	
	UOE	4.692	7.985	.036	.588	.557	.808	1.238	
	COE	-25.151	7.239	-.211	-3.475	.001	.838	1.194	
	SEA	15.879	9.453	.108	1.680	.094	.754	1.326	

*a. Dependent Variable: ID*

*Source: SPSS output, 2022*

**d. Linearity**

The linearity of the relationship between the dependent and independent variables represented the degree to which the change in the dependent variable is associated with the independent variable (Kock, N.,2011). To determine the relationship between the dependent variable (job Satisfaction) and the independent variables (the four emotional intelligence dimensions) the plots of the regression residuals through SPSS software had been used. As it is depicted in the figure below, the result shows a linear relationship between the dependent variable(job satisfaction) and independent variables(Emotional intelligence).

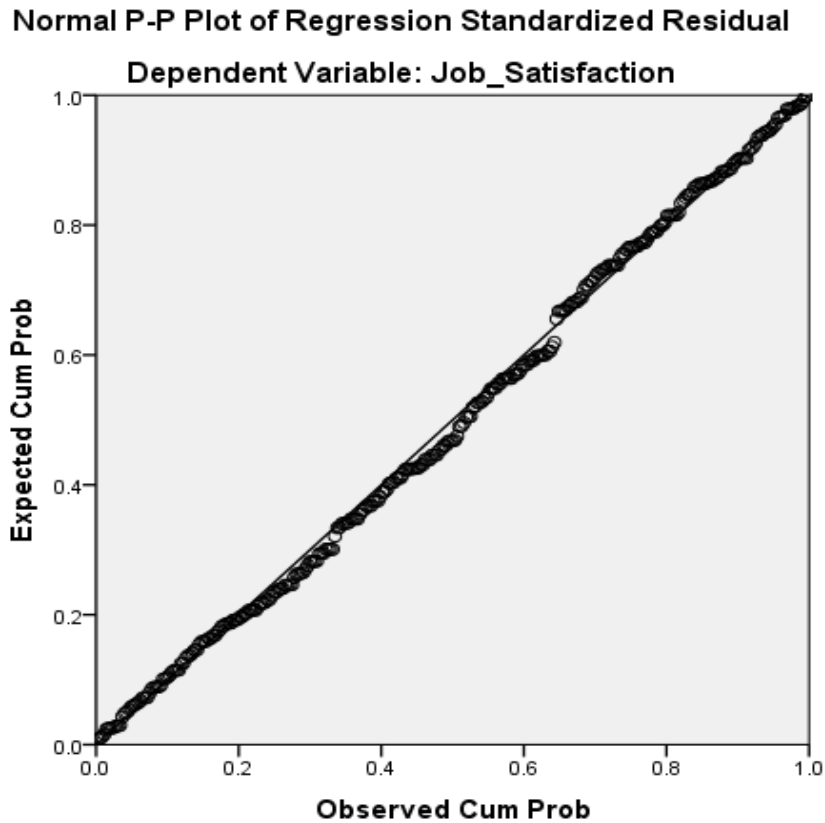


Fig 1: Linearity test

**e. Normality of the Distribution**

Malhotra et al. (2007) propose that normal probability plots are often conducted as an informal means of assessing the non-normality of a set of data. According to Hair et al. (1998), the plots are different from residual plots in that the standardized residuals are compared with the normal distribution. The distribution of the findings can be regarded as normal if it displays a skewness of less than an absolute value of 2.00, and a kurtosis of less than 7.00 (West, Finch & Curran 1995). Moreover, the histogram is bell-shaped which leads to inferring that the residual (disturbance or errors) is normally distributed. Thus, no violation of the assumption normally distributed error term. So, with regard to normality distribution, this study has been checked through SPSS software.

**f. Model Summary of the relationship between emotional Intelligence constructs and job Satisfaction**

In this study, multiple regression analysis was employed to examine the relationship between emotional intelligence and job satisfaction in public universities. The following table presents the results of the multiple regression analysis. Here the squared multiple correlation coefficients (R<sup>2</sup>) tell the level of variance in the dependent variable that is explained by the model.

**Table 4.3. Model Summary of the relationship between emotional intelligence and job satisfaction**

Model	R	R Square	Adjusted R Square	Std. The error of the Estimate
1	.420 <sup>a</sup>	.29	.201	.87

As we can observe from the table above, the independent variable (emotional intelligence variables) accounted for 42 percent of the variance in job satisfaction (R<sup>2</sup> = 0.420). Thus, 42 percent of the variation in job satisfaction can be explained by the four emotional intelligence dimensions.

**V. Conclusion**

The basic idea underlying the concept of Emotional Intelligence is that effective action requires more than purely rational thought. Emotion is critical for energizing and directing behaviours. Job satisfaction is an

integral component of organizational climate and an important element in the management-employee relationship. There should be firm and concrete steps taken for the purpose to improve job satisfaction.

Job Satisfaction can be an important indicator of how employees feel about their jobs and a predictor of work behaviors such as organizational citizenship, absenteeism, and turnover.

One common research finding is that emotional intelligence is correlated with job satisfaction. This correlation is reciprocal, meaning people who are emotionally intelligent tend to be satisfied with their job and people who are not emotionally intelligent are not satisfied with their job.

## **VI. Limitations and Future Research**

The scope of the study was limited to a country so the results may not be generalizable at the global level. Administering the structured questionnaire personally would have been more advantageous than the filled-in by the employees but the cost was the limitation. It is well known that no two individuals perceive things alike. To this extent, the finding of the survey might suffer from bias in the respondents. Survey opinion gets distorted by extreme views. It may be difficult to spot such cases and eliminate them. As a result, the conclusions may not reflect reality in some issues. In addition to this, the study has employed a cross-sectional study, which leads to the inability of the study to assess the incidence and to make a causal inference. Therefore, the upcoming researcher should consider these for further study.

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